Evaluative Report of the Department				
Name of the institution : Sadakathullah Appa College			Name of the Department : DEPARTMENT OF ENGLISH	
	District :Tirunelveli		State: TAMILNADU	
Total Number of Departments in the institution:		19		
Sl. No.	Name of the Department	DEPARTMENT OF ENGLISH		
1	Year of Establishment	B.A. (AIDED) -1972 , M.A. (UNAIDED) - 2011, B.A. (UNAIDED) - 2012 M.Phil., (UNAIDED) -2016., Ph.D (AIDED 2015		
2	Is the Department part of a School/ Faculty of the Institution	Faculty of Arts		
3	Names of programmes offered	B.A , M.A., M. Phil., and Ph.D.		
	Number of teaching posts Sanctioned/ Filled	Sanctioned	Filled	
	2016-17	23	20	
4	2017-18	23	23	
	2018-19	23	23	
	2019-20	23	23	
	2020-21	23	23	
	Number of Research Projects:	No.	Total Grants Received	
	2016-17	Nil	Nil	
	2017-18	Nil	Nil	
5	2018-19	Nil	Nil	
	2019-20	Nil	Nil	
	2020-21	Nil	Nil	
	TOTAL			

	Inter –institutional collaborative projects	National collaboration		Internation	al collaboration	
	and Associated grants received	Number	Grant Received Nเ		ımber	Grant Received
6	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
l °	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
	TOTAL	Nil	Nil	Nil	Nil	Nil
	Departmental projects funded by DST- FIST,DBT, ICSSR, etc., : Total grants received	DST-FIST	DBT	ICSSR	Mention name, if others	
	2016-17	Nil	Nil	Nil	Nil	Nil
7	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
	TOTAL					
	Special research laboratories sponsored by/c	reated by industry or corpo	orate bodies:			
8	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
	Publications:	Number of Papers published	Number of Books with ISBN	Number of Citation Index – range / average	Number of Impact Factor – range / average	Number of h-index
9	2016-17	14	1	6	2	
	2017-18	21	Nil	2	3	
	2018-19	12	1	3	2	
	2019-20	21	Nil	1	12	4
	2020-21	17	Nil	Nil	Nil	Nil
	TOTAL	85	2			4
	TOTAL Details of patents and income generated		2 tent details		Inco	2 Ome Generated
				Nil	Inco Nil	· · · · · · · · · · · · · · · · · · ·
10	Details of patents and income generated	Pa	tent details	Nil Nil		ome Generated
10	Details of patents and income generated 2016-17 2017-18 2018-19	Pa Nil	tent details		Nil	ome Generated
10	Details of patents and income generated 2016-17 2017-18	Pa Nil Nil	tent details Nil Nil	Nil	Nil Nil	ome Generated Nil Nil

	Areas of consultancy and income generated		Details			Income Generated	
11	2016-17	Nil	Nil	Nil	Nil	Nil	
	2017-18	Nil	Nil	Nil	Nil	Nil	
	2018-19	Nil	Nil	Nil	Nil	Nil	
	2019-20	Nil	Nil	Nil	Nil	Nil	
	2020-21	Nil	Nil	Nil	Nil	Nil	
	Awards/Recognitions received at the	_					
	National and International level by :	Faculty	Doctoral/Post doctoral fellows		Students		
	2016-17	Nil	Nil		Nil		
	2017-18	Nil	Nil		2		
12	2018-19	1	1		8		
l	2019-20	2	Nil		2		
l	2020-21	Nil	Nil		Nil		
l	TOTAL	3	1		12		
	How many students have cleared Civil Service	sand Defense Services exa	minations, NET, SET	(SLET), GATE ar	nd other competitiv	e examinations	
		Civil Service	NET	SET (SLET)	GATE	Other Competitive Exam	
	2016-17	Nil	Nil	1	Nil	Nil	
13	2017-18	Nil	Nil	Nil	Nil	Nil	
13	2018-19	Nil	1	1	Nil	Nil	
	2019-20	1	4	Nil	Nil	1	
l	2020-21	Nil	Nil	Nil	Nil	Nil	
	TOTAL	1	5	2	0	1	
	List of doctoral, post-doctoral students and research associates	From the host institution/university From			rom other institutions/universities		
	2016-17	14	Nil	Nil	Nil	Nil	
l	2017-18	Nil	Nil	Nil	Nil	Nil	
14	2018-19	8	Nil	Nil	Nil	Nil	
	2019-20	1	Nil	Nil	Nil	Nil	
l	2020-21	1	Nil	Nil	Nil	Nil	
l	Total	24					
	Number of Research Scholars/ Post			l			
l	Graduate students getting financial				Central		
l	assistance from the University/State/	University	State				
l	Central						
	2015-16	Nil	Nil	Nil	Nil	Nil	
15	2016-17	Nil	2	Nil	Nil	Nil	
l	2017-18	Nil	1 (Rs. 50000)	Nil	Nil	Nil	
l	2018-19	2	1 (Rs. 50000)	Nil	Nil	Nil	
l	2019-20	Nil	1 (Rs. 50000)	Nil	2 (Rs. 8,65,000)	Nil	
l	2020-21	Nil	3	Nil	Nil	Nil	

Note: Compile data for the last five years



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RAHMATH NAGAR, TIRUNELVELI - 627 011 Accredited with B+ GRADE by NAAC An ISO 9001:2000 Certified Institution

Rc. No.7-C/2006

Dt. 18/08/2006

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunciveli-627 011.

Present : Hajee T.E.S. Fathu Rabbani

Appointment Order

Thiru. S. Mohamed Hancef. M.A., M.Phil., is temporarily appointed as Lecturer in English with effect from the F.N. of 18/08/2006 in the Scale of pay of Rs.8000-275-13500 with other usual allowances at Govt. rates.

This appointment order is subject to the approval of the Registrar, Manonmaniam Sundaranar University, Tirunelveli-627 012 and the Joint Director of Collegiate Education, Tirunelveli Region, Tirunelveli-627 003.

SECRETARY.

8

To

Thiru. S. Mohamed Haneef, M.A., M.Phil., 30/58, Faizee House, Nanthavanam, Colachal-629 251, Kanyakumari District.

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k.b./shunmagam/94

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunsivali - 627 011.

Present: Hajoo T.E.S. Pathu Rabbani

Appointment Order

Thiru. K. Byed All Bhadhusha M.A., M.Phil., is temporarily appointed as Lacturer in English with effect from the f.H. of 22/08/2007 in the Scale of pay of Rs. 8000 ~ 275 ~ 13500 with other usual allowances at Govt. rates.

This appointment order is subject to the approval of the Registrer, Manonmaniam Sundaranar University, Tirunsiveli-627 012 and the Joint Director of Collegiate Education, Tirunsiveli Region, Tirunsiveli -627 003.

BECRETARY

Thiru K. Syed All Bhadhusha, M.A., M.Phil., 3/1/93, New Manai Street, Poolankudiyiruppu, Puliyarai, Shenkottai (TK)
Tiruneiveli - 627 813.

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Rc.No.7-C/2007

22,08,2007

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli – 627 011.

Present: Hajee T.E.S. Fathu Rabbani

Appointment Order

Tmty. Kanna Muthiah, M.A., M.Phil., Ph.D., is temporarily appointed as Lecturer in English with effect from the F.N. of 22/08/2007 in the Scale of pay of Rs. 8000 – 275 – 13500 with other usual allowances at Govt. rates.

This appointment order is subject to the approval of the Registrar, Manonmaniam Sundaranar University, Tirunelveli-627 012 and the Joint Director of Collegiate Education, Tirunelveli Region, Tirunelveli - 627 003.

SECRETARY

Tmty. Kanna Muthiah, M.A., M.Phil., Ph.D., D-85, II Main Road, Maharaja Nagar, Tirunelveli - 627 011.

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To

Rasool/Order/Appoint

Ph; 2540763, Fax; (0462) 254033 E-mail: principal@sadakath.ac.in



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* ISO 9001: 2008 Certified

Rc. No. 60-11-C/2013

Date: 21.02.2014.

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli-627 011.

PRESENT: Hajee. T.E.S. Fathu Rabbani.

APPOINTMENT ORDER

Dr. K. Hema, M.A., M.Phil., Ph.D., is temporarily appointed as Assistant Professor of English with effect from the fore noon of 21.02.2014 in the Scale of Pay Rs.15600-39100 and Academic Grade pay of Rs.6000 and other usual allowances at Government rates.

This appointment is subject to the approval of the Registrar, Manonmaniam Sundaranar University, Tirunelveli-12 and the Joint Director of Collegiate Education, Tirunelveli Region, Tirunelveli-627 007.

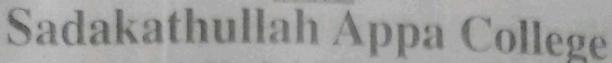
SECRETARY.

75

To Dr. K. Hema, 30,S.B.O. Colony, Maharaja Nagar, Tirunelyeli-627 011.

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Appointment/1



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Rc. No. 60-10-C/2013

Date: 21.02.2014

Paceedings of the Saretary, Tadakathullah Appa College, Fahmath Nagar, Tirunelveli-627 011.

PRESENT: Hajee, T.E.S. Fathu Rabbani.

APPOINTMENT ORDER

Thiru. S. Khaleel Ahamed, M.A., M.Phil., is temporarily appointed as Assistant Professor of English with effect from the fore noon of 21.02.2014 in the Scale of Pay Rs. 15600-39100 and Academic Grade pay of Rs. 6000 and other usual allowances at Government rates.

Manonmaniam Sundaranar University, Tirunelveli-12 and the local Director of Collegiate Education, Tirunelveli Region, Tarunelveli 621 007.

SECRETARY

Thiru S. Khaleel Ahamed, 30/8 Quaide Millath 4th Street, Sankarankoni 627,756.

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Rc. No. 155/APP-1C/2017

Date: 18.09.2017

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli-627 011.

PRESENT: HAJEE T.E.S. FATHU RABBANI

APPOINTMENT ORDER

Thiru. YUNUSH AHAMED MOHAMED SHERIF, M.A., SET, NET, is temporarily appointed as an Assistant Professor of English in our College with effect from the forenoon of 18.09.2017 in the place of vacancy that arose due to the termination of Thiru S. Asan Kother Mohideen, Assistant Professor of English (an approved post) from the afternoon of 30.12.2012, in the scale of pay, Rs.15600-39100 and Academic Grade pay of Rs. 6000 and other usual allowances at Government rates.

This appointment is subject to the approval of Manonmaniam Sundaranar University, Tirunelveli – 627 012 and the Joint Director of Collegiate Education, Tirunelveli region, Tirunelveli -627 008.

SECRETARY

To Thiru. YUNUSH AHAMED MOHAMED SHERIF, M.A., 225/85, Masjid Street, Kunjankadu, SALEM – 636 001.

SET,

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*An Automorphism Research Rese

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli-627 011.

PRESENT: HAJEE T.E.S. FATHU RABBANI

APPOINTMENT ORDER

Tmty. S.O. KATHEEJA FAZEELA, M.A., SET, is temporarily appointed as an Assistant Professor of English in our College with effect from the forenoon of 18.09.2017 in the place of vacancy that arose due to the retirement of Dr. Y. Sayed Mohammed, Associate Professor of English (an approved post) from the afternoon of 31.08.2014, in the scale of pay, Rs.15600-39100 and Academic Grade pay of Rs. 6000 and other usual allowances at Government rates.

This appointment is subject to the approval of Manonmaniam Sundaranar University, Tirunelveli – 627 012 and the Joint Director of Collegiate Education, Tirunelveli region, Tirunelveli -627 008.

SECRETARY

To
Tmty. S.O. KATHEEJA FAZEELA, M.A., SET
102/72, Cross Street,
Kayalpatnam,
TUTICORIN – 628 204.

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Rc. No. 155/APP-1C/2017

Date: 18.09.2017

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli-627 011.

PRESENT : HAJEE T.E.S FATHU RABBANI

APPOINTMENT ORDER

Ms. M. ZEENATH FACKIRAL BANU, M.A., M.Phil., SET, NET, is temporarily appointed as an Assistant Professor of English in our College with effect from the forenoon of 18.09.2017 in the place of vacancy that arose due to the retirement of Dr. A. Nihamathullah, Associate Professor of English (an approved post) from the afternoon of 31.10.2014, in the scale of pay, Rs.15600-39100 and Academic Grade pay of Rs. 6000 and other usual allowances at Government rates.

This appointment is subject to the approval of Manonmaniam Sundaranar University, Tirunelveli – 627 012 and the Joint Director of Collegiate Education, Tirunelveli region, Tirunelveli -627 008.

SECRETARY

Ms. M. ZEENATH FACKIRAL BANU, M.A., M.Phil., SET, NET, 92A, Sathyamoorthy Colony, Near Telephone Exchange, Cheranmahadevi, TIRUNELVELI – 627 414.

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Rc. No. 101SF/2007

Date: 27-06-2007.

Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli-627 011 (Unaided)

Present: Hajee T.E.S. Fathu Rabbani

Appointment Order

Mrs. L. Anita, M.A., M.Phil., is temporarily appointed as Lecturer in English with effect from 27-06-2007 in a consolidated pay of Rs. 5000/- per month.

To Mrs. L. Anita, M.A., M.Phil., 68, Tiruchendur Road, Palayamkottai.

Copy to

1. H.O.D. of English,

2. The Director, Self-finance Course,

3. A & K1 Section

4. Copy submitted to the Secretary

k.b./refai-6/43

25-10763, Fax: (3462) 254033 E-mail: principal@4adakath.ac.in



(Autoromous Institution ISO 9001 : 2000 Certified Accredited with B+ Grade by NAAC)

Rc. No SF/101/2008

0000

16.09.2008

Proceeding of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli – 627011. (Unaided)

Present: Hajee T.E.S. Fathu Rabbani

Appointment Order

Imty. L. Faustina Leo, M.A., M.Phil., M.Fd. is temporarily appointed as

lecture in the Department of English with effect from the F.N. of 17.09.2008.

Secretary 1/2

To

Imty. L. Faustina Leo M.A., M.Phil., M.Ed. Plot No. 183 B, 32nd Street Cahmath Nagar, Tirunelveli – 627 002.

Copy to

Director of Self financing Courses

2. HOD of English

3. Kl Section

4 Copy submitted to the Secretary

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Proceedings of the Secretary, Sudakathullah Appa College, Rahmath Nagar, Tirumdyell - 627 011.

Present : Alhaj. T.E.S. Fathii Rabhani.

R.C. No. 9629/SE/2012

09 07-2012

Appointment Order

In continuation of the interview for the post of Assistant Professor in the Department of English, Thirumathi, M.A.BADARUNAISA BEET M is temperarily appointed as Assistant Professor at a consolidated salary of Rs. 7.500 (Rupces Seven thousand and five hundred only) per month w. e.f. 25.06.2012

This appointment will be governed by the rules and regulations of the Satakathullah Appa College. If the individual wishes to leave the college, she will have to give three months notice or three months salary in heut thereof. Notice, If any, should be given before March 31' of the particular year.

02.27.12

To

Thirumathi, M.A.Hadarunnisa Begum, M.A.M.Phik, W.o S.Sahul Hamred, 37, Rizwana Manzil, Bell Colony, Palay amkottai, Firunelveli -2.

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Proceedings of the Secretary, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli – 627 011

Present: Alhaj. T. E. S. Fathu Rabbani

RC.No.10494/UA/2013

Date:01.07.2013

Sub: Unaided Courses Sadakathullah Appa college-Appointment for the post of Assistant Professor in the Department of English Orders- issued

Ref: Interview on 13.06.2013.

ORDER:

Tmy. SHANTHI KUMARI PUSHPA M.A., M.Phil., is temporarily appointed as Assistance Professor in the Department of English at a consolidated salary of Rs. 9000/- (Rupees Nine thousand only) per month with effect from 20.06.2013.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College. If she wishes to leave the college, she will have to give three months' notice or three months' salary in lieu thereof. Notice, if any, should be given before March 31st of the particular year.

" stimulated as

Secretary

To

Tmy. SHANTHI KUMARI PUSHPA M.A.,M.Phil., 01.07:13
31, M.L.Pillai Nagar,
Tirunelveli-627002.

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Proceedings of the Secretary, Sadakathullah Appa College,

Ramah Nagar, Tirunelveli - 627 011

Present: Alhaj. T.E.S. Fathu Rabbani

RC.No.11404/UA/2014

Date: 27.06.2014

Sub: Unaided Courses Sadakathullah Appa College-Appointment for the post of Assistant Professor in the Department of English-Orders issued

Ref: Interview on 10.06.2014.

ORDER:

Tmy.M.BENAZIR NUZRATH, M.A., is temporarily appointed as Assistant Professor in the Department of English at a consolidated salary of Rs.9000/- (Rupees Nine Thousand only) per month with effect from 18.06.2014.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College. If she wishes to leave the college, she will have to give three months' notice or three months' salary in lieu thereof. Notice, if any, should be given before March 31st of the particular year.

Secretary

To

Tmy.M.BENAZIR NUZRATH, M.A., (Unaided)

48C, 7th Street,

Rahmath Nagar,

Tirunelveli- 627011.

P. mich . 10. 1p.

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Proceedings of the Secretary, Sadakathullah Appa College Rahmath Nagar, Tirunciveli - 627 011

Present: Alhaj. T.E.S. Fathu Rabbani

RC.No.12060/UA/2015

Date:05.08.2015

Sub: Unaided Courses Sadakathullah Appa college-Appointment for the post of Assistant Professor in the Department of English Orders- issued

Ref: Interview on 26.05.2015.

ORDER:

Tmy.S.SELVI M.A.,M.Phil., is temporarily appointed as Assistant Professor in the Department of English at a consolidated salary of Rs.10,000/-(Rupees Ten Thousand only) per month with effect from 18.06.2015.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College. If she wishes to leave the college, she will have to give three months' notice or three months' salary in lieu thereof. Notice, if any, should be given before March 31st of the particular year.

Secretary

To

Pr.

Tmy.S.SELVI M.A.,M.Phil., 34, Upstairs, Perinba Street Old Miltary Lines. Palayamkottai – 627 002. 6.8.15

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Proceedings of the Secretary, Sadakathullah Appa College Rahmath Nagar, Tirunelveli – 627 011

Present: Alhaj. T.E.S. Fathu Rabbani

RC.No.12448/UA/2015

Date:17.02.2016

Secretary

Sub: Unaided Courses Sadakathullah Appa college-Appointment for the post of Assistant Professor in the Department of English Orders- issued

Ref: Interview on 27.10.2015.

ORDER:

Tmy. M.JEBAMALAR FREEDA M.A., M.Phil., is temporarily appointed as an Assistant Professor in the Department of English at a consolidated salary of Rs.10,000/-(Rupees Ten Thousand only) per month with effect from 29.10.2015.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College. If she wishes to leave the college, she will have to give three months' notice or three months' salary in lieu thereof. Notice, if any, should be given before March 31st of the particular year.

To

Tmy.JEBAMALAR FREEDA M.A., M.Phil.,

No.3,YMCA Squars, (Ist'Lane)

Market Street,

Nazerath - 628 617.

12.2.16

1023/16

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> Proceedings of the Secretary, Sadakathullah Appa College Rahmath Nagar, Tirunelveli - 627 011

Present: Alhaj. T.E.S. Fathu Rabbani

RC.No.12905/UA/2016

Date: 08.08.2016

Sub: Unaided Courses Sadakathullah Appa College- Appointment

for the post of Assistant Professor in the Department of

English Orders-issued

Ref: Interview on 25.05.2016.

ORDER:

Tmy. A. ALIS SOFIA, M.A., M.Phil., is temporarily appointed as an Assistant Professor in the Department of English at a consolidated salary of Rs.12,000/-(Rupees Twelve Thousand only) per month with effect from 16.06.2016.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College Managing Committee. If she wishes to leave her service from the College, she will have to give three months' notice in advance or three months' salary in lieu thereof. Notice, if any, should be given before March 31st of the particular year. Secretary 08.08.1p

To

Tmy, A. ALIS SOFIA, M.A., M.Phil., W/O, J. Abraham Western,

No. 6/109 A, 2nd Mail Road,

4th Cross Street,

Teacher's Colony, Ariyakulam,

Palayamkottai - 627011.

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Proceedings of the Secretary, Şadakathullah Appa College Rahmath Nagar, Tirunelveli - 627 011

Present: Alhaj. T. E. S. Fathu Rabbani

RC-No.12905/UA/2016

Date: 08.08.2016

Sub: Unaided Courses Sadakathullah Appa College- Appointment

for the post of Assistant Professor in the Department of

English Orders-issued

Ref: Interview on 25.05.2016.

ORDER:

8

3

8

Thiru. P. ABUKANIBA MEERAN, M.A., M.Phil., is temporarily appointed as an Assistant Professor in the Department of English at a consolidated salary of Rs.12,000/-(Rupees Twelve Thousand only) per month with effect from 16.06.2016.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College Managing Committee. If he wishes to leave his service from the College, he will have to give three months' notice in advance or three months' salary in lieu thereof. Notice, if any, should be given before March 31st of the particular year.

Secretary

To

Thiru. P. ABUKANIBA MEERAN, M.A., M.Phil.,

7, East Bazar,

Pettai,

Tirunelveli - 627 004.

08.88.19

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Proceedings of the Secretary, Sadakathullah Appa College (Autonomous), Rahmath Nagar, Tirunelveli - 627011.

PRESENT; Albaj, T.E.S. FATHU RABBANI

Rc.No.14355/UA/2018

Date: 07.02.2018

Sub: Unaided Courses -Sadakathullah Appa Cellege-Appointment for the post of Assistant Professor in the

Department of English (unaided) - orders issued.

Read: Interview on 11.01.2018 and Connected records.

ORDER:

Thiru. K. THALHA, M.A., M.Phil., B.Ed., is temporarily appointed as an Assistant Professor in the Department of English (Unaided) at a consolidated salary of Rs.12,000/- (Rupees Twelve Thousand only) per month with effect from 18.01.2018.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College. If he wishes to leave the College, he will have to give three months' notice or three months' salary (last drawn pay) in lieu thereof. Notice, If any, should be given before March 31st of the particular year.

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19.02.18

To
Thiru. K. THALHA, M.A., M.Phil., B.Ed.,
Satani Matharsa
Satani Ilayankudi (T.K.),
Sivagangai Distrit
PIN:630 709.

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Proceedings of the Secretary, Sadakathullah Appa College (Autonomous), Rahmath Nagar, Tirunelveli - 627011.

PRESENT: Albaj. T.E.S. FATHU RABBANI

Rc.No.14769/UA/2018

Date: _07.2018

SECRETARY

Sub: Unaided Courses -Sadakathullah Appa College-Appointment for the post of Assistant Professor in the Department of English (unaided) - orders issued.

Read: Connected records.

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Ms. M. SUPRIYA, M.A., SET, is temporarily appointed as an Assistant Professor in the Department of English (Unaided) at a consolidated salary of Rs.16,000/- (Rupees Sixteen Thousand only) per month with effect from 18.06.2018.

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Ms. M. SUPRIYA, M.A., SET,

7, (1262-B), Subam Colony,

K.T.C. Nagar,

Tirunelveli.

wh 02.07.18

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Rahmath Nagar, Tirunelveli - 627011.

PRESENT: Alhaj. T.E.S. FATHU RABBANI

Rc.No.11786/SAC/UA/2019

Date: 29.04.2019

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Read: Interview on 23.04.2019 and Connected records.

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Ms. V. MANIMEKALAI, M.A., M.Phil., NET., is temporarily appointed as an Assistant Professor in the Department of English at a consolidated salary of Rs.21,000/- (Rupces Twenty One Thousand only) per month.

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To Ms. V. MANIMEKALAI, 648/1, 15th South Street, Thyagaraja Nagar, Palayamkottai, Tirunelveli – 627 007.

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Rc.No.15242/UA/2018

Date: 21.12.2018

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Department of English -orders issued.

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To Ms. I. BEATRICE DEVAPRIYA, M.A., NET., 28, Chriat Church Street, Samadanapuram, Tirunelveli -627002

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Date: 29.04.2019

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Read: Interview on 23.04.2019 and Connected records.

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PRESENT: Alhaj.T.E.S.Fathu Rabbani

Rc.No.: 16306 / UA / 2020

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Mr. K. MOHAMED ASHIK ALI, M.A., B.Ed., NET, SET is temporarily appointed as an Assistant Professor in the Department of English (Unaided) in the College at a Consolidated salary of Rs. 20000 /- (Twenty Thousand only) per month with effect from 01.09.2021.

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To Mr. K. MOHAMED ASHIK ALI, M.A., B.Ed., NET, SET 32/615 F2, 24th Cross Street, Shanthi Nagar. Tirunelyeli – 627 002.

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To Ms. M. NABISHA BEEVI, M.A., NET, 4/6 A, Muslim New Street, Seidunganallur, Tutucorin - 628809

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To

Ms. S. RISANA, M.A., NET, 78/A, Utchimahali Amman Kovil Street, Pettai, Tirunelveli - 627004

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9. Publications

Title of the Book

Diasporic Sensibility in

Literatures in English

Editors

J. Samuel Kirubahar

R. Suriya Prakash Narayanan

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CULTURAL DUALITY IN INDIAN DIASPORIC FICTION Dr. KANNA MUTHIAH S. RAMANATHAN

Post colonial studies in criticism has triggered the ways and means of cultural studies. The critic tries to bring out the cultural ethos, embedded in the literary work of the artist. Post colonial criticism examines the ways in which colonialism rewrites a country's past and pride. Post colonial theories have highlighted ethnocentricity of European literature and in particular Englishness of the English literature. Edward Said, one of the postcolonial critics in his work, Culture and Imperialism (1993) observes the worldwide pattern of culture and historical experience of resistance in the works of literature. He points out that culture is refining and elevating element. And now the culture feels suffocation in the mind of youth and the youths are caught in the dilemma between tradition and modernity. However new alignments forged across and it is high time that the writers focus their cultural inheritance. "Post colonial criticism on the one hand rereads the canonical texts in the light of post colonial practices and on the other hand reads specific social, historical contexts that make them possible" krishnaswamy 94). Indian diasporic authors on the one hand feel alienation in their land and also they do not fail to bring forth their cultural inheritance in their work. The present study focuses on the diasporic authors' deep inheritance of the Indian walks of life and their plight of alienation in a foreign land, which is a result of feeling alterity. Indian diaspora is a generic term used to describe the people who migrated from territories of this country and residing at various other foreign countries: it also includes their descendants. They may have migrated to foreign land for their studies, taking up a profession or to lead their conjugal life.. even when they are migrated and are settled in a alien land and though they are accustomed to take up the culture of the particular land and situation, their deep rooted and inherited culture including the spiritual link have an impact in their mind and the thought of which is suppressed and they form the part and parcel of the unconscious mind and the unconscious mind find an embodiment in their creative works of literature. The literature of the Indian diaspora constitutes an important part of the burgeoning field of anglophone postcolonial literature. Some of the better-known authors in this archive include V.S. Naipaul, Salman Rushdie, Rohinton Mistry, Bharati Mukherjee, Amitav Ghosh, Jhumpa Lahiri, Anita Desai, M.G. Vassanji, Shyam Selvadurai, Anjana Appachana and Kiran Desai. The diasporic literature does not fail to focus the annulment of cultural distractions of the immigrants or the emigrants. It nurtures a relationship between the

Title of the Book

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POST COLONIAL CRITIQUE ON SELECT POEMS OF CHANDRA MOHAN

S. Ramanathan, M. A.(Eng), M. A.(Ling), M. Phil., B. Ed., Assistant Professor Research Centre in English VHNSN College Virudhunagar

Dr. Kanna Muthiah M. A., M. Phil., Ph. D
Assistant Professor
Department of English
Sadakathulla Appa College
Tirunelveli

Chandra Mohan is one of the budding Indian English poet who has brought out a volume of poetry entitled Warscape: Verses. The verses written by him has a leftist tone representing the marginalized and the suppressed and their struggle for survival and identity. His work has been profiled in leading journals and magazines New Asia Writing, Mascara Literary Review and about Place Journal, Thumb Print Magazine and The Sentinel. Literature not only reflects the society and the life of people as such it also instructs by weaving a criticism of the life of people.

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To Mathew Arnold, Literature is "criticism of life under the conditions fixed for such criticism . . ." (67). The post-colonial era has witnessed the revolutionary writings of lesser-heard people and new writers emerge from the oppressed and suppressed class of Indian society, as the Indian society is stratified by many external factors like caste, religion and creed. People are graded based on their caste and religion. The poets from the disadvantaged group powerfully argue for their equal rights on par with the so-called upper-castes. These poets "began aggressively and systematically challenging the canons of middle class and upper-caste literary establishments . . ." (Dharwadekar 204). Chandramohan proves to be

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LangLit

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SEPTEMBER 2016

A STUDY OF SELECT ENGLISH COMMERCIAL ADVERTISEMENTS OF PEDAGOGIC VALUE

K. Syed Ali Bhadhusha

Assistant Professor of English, Sadakathullah Appa College (Autonomous), Tirunelveli-627 011

Abstract

Presently the Commercial Organizations and Business Houses vie with one another in creating and retaining their market. The advertisers employ all sorts of creative, attractive, novel and innovative methods for gaining momentum for their products among the consumers. In line with this, in order to turn the attention of the customers they concentrate much on naming the products and designing the wrappers and covers. According to the prerequisite of the changing trends of the society they introduce catchy, short and sweet product names, taglines and slogans. There is a vast difference between the names of the present commercial products and the past ones. More or less it is due to the highly-educated, well-informed and knowledgeable members of the society. Currently due to the advent of ICT the entire environment is educative and enlightening. Thus people learn things everywhere and at every time. The Information and Communication Technology and the English Language contribute a lot for this. The English advertisements of commercial products that we see around have the potentials for English Language Learning and Teaching. The researcher of this Paper has taken a sample of English commercials that have some pedagogic value for the study. The attempt is a new one. The study examines the linguistic elements of English commercials and how they can be made use of in the day to day affairs of conversational and vocabulary building processes. As everything is subject to change, the process of English Language Teaching could also be put into the changing process. The teaching - learning process can be an effective and an entertaining one, only when the new, novel or innovative methods are introduced in ELT. The study examines the main possible aspects of using the names of commercial advertisements in ELT and suggests how language teachers could exploit them in the formal and informal way.

Keywords: advertisements, innovative methods, commercial products, product names,

conversational and vocabulary building process, taglines and slogans.

Introduction

The practice of publishing advertisements in the media was legally approved in the year 1949. It recognized advertisements as a legitimate subsidiary source of income to offset the heavy production cost and the need to take the Print and Visual Media to the stake holders at a lower prince.

Today we live in a world of advertisements. Anything and everything is advertised. Advertising is done through the mass media - the press, the radio, the television and the internet etc. Newspapers and periodicals are undoubtedly the cheapest and largest carriers of advertisements. It is a fact that more than half of the space in newspapers and periodicals is occupied by advertisements of all sorts. Advertising is a form of business communication for marketing. It encourages or persuades the target audience, viewers, or listeners, sometimes a specific group to make it continue with or to take some new action. In Latin, the word 'ad vertere' means 'to turn the mind toward'. Recently Political or

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No. 3

June, 2016

ISSN: 2320 - 2645

VICTORIAN STEREOTYPES ON POOR CHILDREN WITH SPECIAL REFERENCE TO CHARLES DICKENS'S OLIVER TWIST

Dr. Kanna Muthiah

Assistant Professor, Department of English, Sadakathullah Appa College, Tirunelveli

This paper entitled, Victorian Stereotypes on Poor Children with Special Reference to Charles Dickens's Oliver Twist, aims to accomplish the Victorian society as reflected by Charles Dickens in his Oliver Twist. Dickens wrote Oliver Twist in order to show what it was like to live in Nineteenth - century London. Dickens was not the first novelist to draw the attention of the reading public to the deprivation of the lower classes in England, but he was much more successful than his predecessors in exposing the ills of the industrial society including class division, poverty, bad sanitation, privilege and meritocracy and the experience of the metropolis. Oliver Twist can be read as a textbook of Victorian child abuse and a social document about early Victorian slum life. Dickens's novels present a portrait of the macabre childhood of a considerable number of Victorian orphans. A social commentator and critic his novels revolve largely around the motif of child abuse. The main objective of this paper is to focus on children and child labour in Victorian England. All of his novels share distinct characteristics that mark them as "Dickensian." Dickens's readers are emotionally engaged reading Oliver Twist. Most of his characters are lively. He had the instinctive ability to place humanity under a microscope - meticulously probing, dissecting and analyzing - to collect the fodder for his life's work. His characters play into popular Victorian stereotypes: the innocent orphan, the unscrupulous businessman, and the sleazy criminal

In the middle of the 19th - century crime and poverty were an inseparably mixed matter and most of the youngsters who suffered prison sentences were the preys of poverty; unwanted by their family, church and state. During the Industrial Revolution period, a mass of humanity flowed from the countryside into cities and towns, especially London, without any promise of stable homes or shelters. Children ran wild on the streets, fighting for life as best as they could, oftentimes by crime and only the tough and quickwitted held out. They had no education and did pretty much whatever they wanted. They never heard words of kindness, only the language of the people they met in the streets which they copied: various curses, shouting and vulgar language. Young children, who were running in the streets to fend for themselves, were never taught or told what was right and what was wrong; for instance, they taking food from the market tables without paying for it was wrong and they were going to be punished for it if they were caught. It was more of a game to them which they played daily (Duckworth 11). Jennie Duckworth, in her book Fagin's Children: Criminal Children in Victorian England quotes Charles Dickens, who in the preface to the 1841 edition of Oliver Twist drew an outline to which many homeless children were connected: "The cold, wet, shelter's midnight streets of London; the foul and



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R. K NARAYAN'S A SNAKE IN THE GRASS AND STEPHEN LEACOCK'S WITH THE PHOTOGRAPHER - A COMPARATIVE STUDY

Dr. Kanna Muthiah

Assistant Professor, Sadakathullah Appa College, Tirunelveli- 11

This paper entitled, R. K Narayan's A Snake in the Grass and Stephen Leacock's With the Photographer - A Comparative Study, aims to accomplish a comparative study of short stories written by Post- colonial writers. "The shortest of short stories may be no more than a page or two in length", says R.J. Rees (P.202). The two chosen writers are R.K Narayan and Stephen Leacock. R. K. Narayan is the best known and most widely read Indian novelist and short story writer in English. Stephen Butler Leacock, Canadian humorist, short story writer, essayist, biographer, and political economist enjoyed enormous popular success with his short stories and sketches. This comparative study further highlights on the theme, irony, narrative style, characters and cultural and traditional background as the two writers vary in their culture and nationalities. A Snake in the Grass by R.K.: Narayan depicts a family with a problem. Several superstitions or rituals are indicated in the short story. Living in southern India, the Indian people fear and honour the King Cobra. Its bite is deadly. But people almost worship it. The family in the story has a cobra somewhere in their yard. Someone saw it come into the yard, but it has not been found. Narayan finds some humour in this precarious situation which is characteristic of his writing. Stephen Leacock's With the Photographer is an adapted screenplay from one of the Stephen Leacock's short stories. The story is about an enthusiastic customer who encounters an annoying photographer at his sixties. The whole story is about the experience of the customer through the process of getting his photograph taken. Indeed an interesting story and this was one reason to choose Stephen Leacock for this comparative study.

Post-colonial literature comes from Britain's former colonies in the Caribbean, Africa, and India. Many post-colonial writers write in English and focus on common themes such as the struggle for independence, immigration, national identity, allegiance and childhood. Postcolonial theory is a literary theory or critical approach that deals with literature produced in countries that were once or are now, colonies of other countries. It may also deal with literature written in or by citizens of colonizing countries that takes colonies or their peoples as its subject matter. The theory is based on concepts of otherness and resistance. Postcolonial theory became part of the critical toolbox in the 1970s, and many practitioners credit Edward Said's book Orientalism as being the founding work. Typically, the proponents of the theory examine the ways in which

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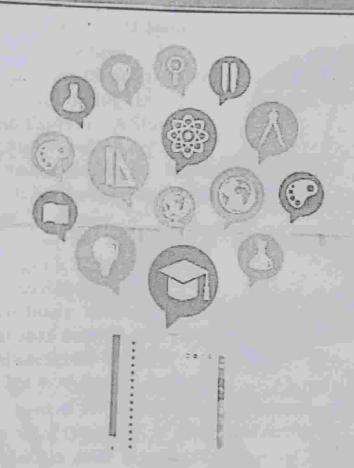
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Objective:

The paper aims at discussing the techniques adopted by the playwright Philip Massinger, who wrote during the end of the Jacobean Period to show Muslims in bad light against the backdrop of Christianity.

Turkish Plays:

When the English felt this menace strongly prevalent, the English stage showed a different kind of reaction in the form of 'Turkish Plays', These 'Turkish Plays' threw light on the English people's desire to trade with Muslims and to win them as political partners. Apart from this these plays strongly stressed the so-called 'dangers' of this communication. The playwrights of this theatre believed that such contacts with Muslims might be hazardous both physically and spiritually for the Christians. The English stage of that time merely highlighted the materialistic benefits of relations with the Muslims and was doubly cautious in avoiding any other influence of Islam on them.

Fixed opinion on Muslims:

Set in Tunis, The Renegado, has Antonio Grimaldi as the titular character. Grimaldi has converted to Islam and has become a pirate. However, the protagonist of the play is Vitelli who is a gentleman from Venice, disguised as a merchant to rescue his sister, Paulina. She is believed to be abducted by Grimaldi's pirates. Instructions of Vitelli to his servant reveal the prejudiced opinion of the playwright in specific and the English Community in general against Muslims as rightly pointed out by Dawlat Yasin in his article "Representation of Muslims in Early Modern Literature". Vitelli in the play instructs thus:

We are allowed free trading and with safety

Temper your tongue and meddle not with the Turks

Their manner, nor their religion" (46-48).

The play tries to establish a racialized view that Muslims are inferior when compared to Christians in many ways. Complexion is also used as a tool to reduce the proximity with Muslims. Colour-Implicating vocabulary has been used by the author to firmly establish Muslims as strangers. The words such as 'moor', 'muslim' and 'turk' are connected to blackness and connotate the evil nature of what is dark according to Western Culture.

The author also tries to depict both born-Muslims and reverts to the Islamic Faith are Corrupt. The theme of conversion in this play has been handled in two different ways, of course, measured with two different

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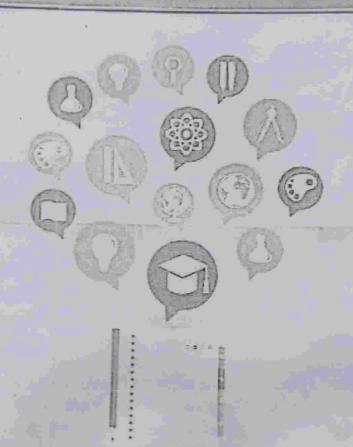


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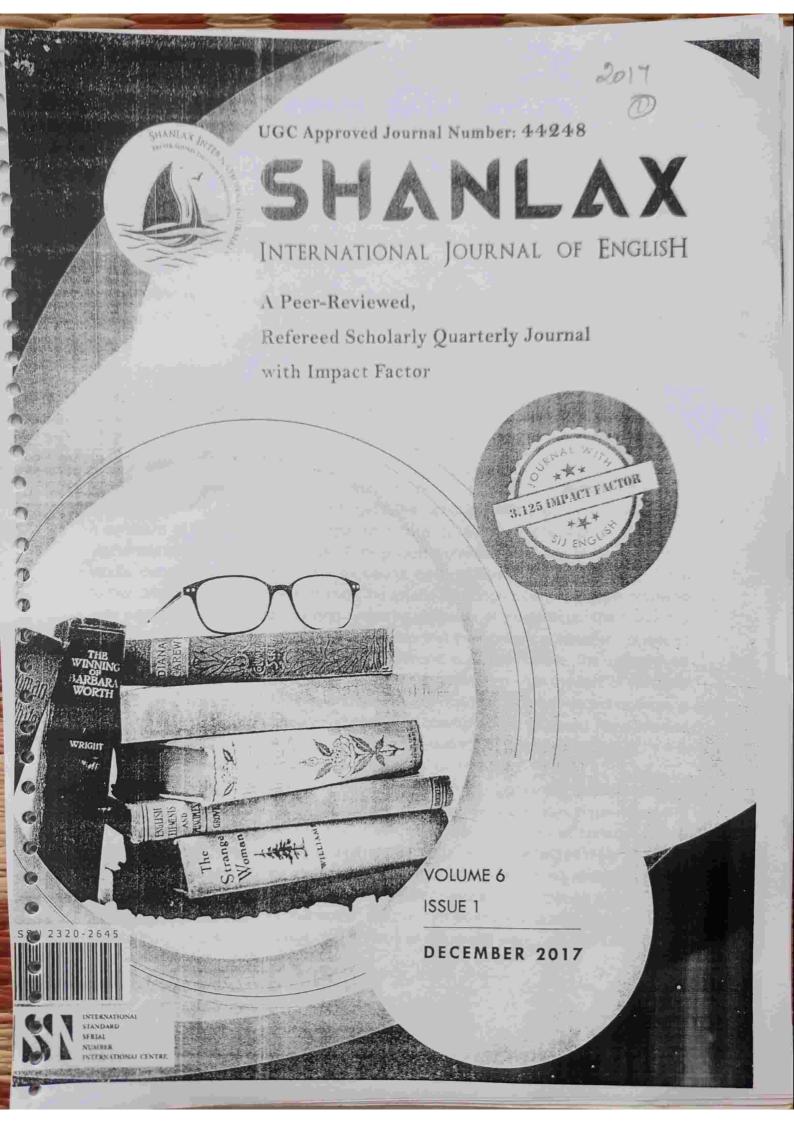
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ISSUES IN TRANSLATING ELLIPSIS WITH PARTICULAR REFERENCE TO THE TAMIL CLASSICAL CANKAM PURANANURU POEM – 191

Article Particulars

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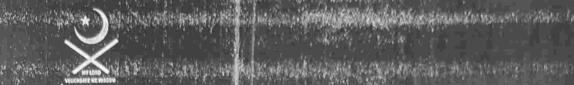
Preliminaries

The present paper analyses the problems and possibilities of translating the Tamil Classical Cankam Puram poem into English. The act of translating a Classical work of art is a means of understanding an age-old culture, a distant author and an invaluable document of custom and heritage. Putting such a utilitarian task into an objective test would certainly contribute for the successful accomplishment of the process in the further attempts. In the course of study the source language poem has been analysed with particular focus on lexical and syntactic problems of translation. The study is a comparative analysis of three different translations of the cankam purananuru poem, as rendered by A. K. Ramanujan, P. N. Appuswami and M. L. Thangappa. The critical study would account for the variations in each of the translated version in the light of standard techniques, procedures, principles and theories of translation as propounded by Eugene Nida and Peter Newmark. The effort has been attempted via assessing the similarities and differences among the three different translations of the Tamil poem from the uppressing Purananuru 'four hundred public poems' anthology.

As far as the English rendering of the cankam poems is concerned, there have been a number of translations from time to time. Ever since 1957, there have been nearly fifty six English versions of cankam poetry of which five are exclusively of cankam puram poems. The first, K. Kailasapathy's Tamil Heroic Poetry, was published in 1968. The most recent translator of cankam poems is Vaidehi Herbert, an NRI in the United States of America. She published her translations of puram poems in 2015. Though it is sixty eight years since the first English translation of the cankam poetry was published, there have been very few critical analyses and reviews of the great work. At this juncture the

werement LangLit An International Place Reserved Open Revers Governit STREET OF MUNICIPALITY WOMEN AS AN IDENTIFY WITH SPECIAL REFERENCE TO ROKEYA NAKHAWAT HOSSAIN'S SULTANT'S DREAM M. ZEENATH FACKIBAL BARD Said shallon Assa Cribge ABSTRACT This article explores the world of Muslim women in South Acid. especially veiling of them as an identity through Begun-Role va's unipran movel Sultana's Dream, thislim narratives are a players for Muslims to speak about their experiences. They mostly deal with the life of the Muslims either supporting the culture and tradition or adhering to the orientalist's views on to The necessity of the hijab, proper dress for women is seach debated in Islam: It has also aroused controversy within and between western and Islamic ideas of feminism. Begum. Roversa being a Muslim woman raises her voice against the purdah system which she considered to be the key of oppressing 1 Muclim women. The Status of women in Islam has been a problematic one and a matter of debate since colonial times. 1 however. Zenana, Hijab, Quran, Pardah, Women Status, Veiling 1 thrum Rokheva was considered to be the pioneer for Bengali Muslim Feminist Movement. the was born to 1880 in Rangour district in a conservative Muslim family. During her is librard, Muslim families only allowed women to learn the holy Qu'ran in Arabic and they were deprived of education. But her brother helped her to learn Bengali and English. She was married to a magistrate named Khan Bahadur Sakhawat Hossain, a widower, and more than have her age. He encouraged Rokeya to learn English and educated her. She published "stand's Dream in the Ladies Magazine in 1905, from Madras. She has also written many and the such as Padmarag. Abharodbhasini etc. She spoke against patriarchy in the Muslim community. Her Sultana's Dream depicts a dream sequence but it is not simply a sequence by exects imment. It rather speaks for a transformation in society to bring women out of the solutions of four walls of the home and to work in the public sphere without the Terbrence of men at all. Through a dream, she challenges the dogmas, associated with Moden women. Her own life is an example of many such practices, like confinement in a The paper titled Veiling of Muslim Women as an Identity with Special Reference to Rokeya. historial Housain's Sultana's Dream also highlights on the Diepun Land of Sultana's Otopia' is a Greek word meaning 'the ideal imaginary world or piece' to this There. Rokeya describes the utopian 'Lady Land' which is free from harm and ain The February, 2012 ad Contact No. 1 . +51-92507 10600 Issue 3 two langitt org Indexed a Google Scholar, Research Late , Academia edu, Fal JISC, 1915





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ரஹ்மத் நகர். திருநெல்வேலி — 627, 011

படு குர்ந்குப்பட்டுக்! கல்விக்குழுவால் 'A ந்தப்படு பெ சர்வதேசத் தரச்சான்றிதழ் ISO:9001:2008 பெர்றதும்

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ஆங்கிலமும் அன்னை தமிழும் சங்கமிக்கும் சங்கத் தமிழ் மொழிபெயர்ப்புகள்

கோ செய்யது அலி பாதுஷா உதவிப் பேராசிரியர் மற்றும் தேசிய மாணவர் படை இணை அதிகாரி ஆங்கிலத் துறை சதக்கத்துல்லாஹ் அப்பா கல்லூரி ரஹ்மத் நகர் திருநெல்வேலி முன்னுரை

ஆங்கிலம் வேறு தமிழ் வேறு என்ற காலம் மாரி மொழிகளையும் இலக்கியங்களையும் ஒப்பிட்டு அவற்றின் கூறுகளை பகுப்பாய்வு செய்து அவற்றின் சாறுகளை படிப்போருக்கு பக்குவமாய் பகிர்ந்தளிக்கும் காலம் மொழியழியும் தமிழ் அழியும் என்ற கூக்குரல் இனி வேண்டாம் ஆக்கம் பெற ஆங்கிலமும் நல் தாக்கம் 西叮 நம் இணைந்தாச்சு இணைய வழி மொழிபெயர்ப்பு ஒலி பெயர்ப்பு எழுத்துப் பெயர்ப்பு போன்ற ஊடகத்தால்

பல ஆண்டு பாரம்பரியமிக்க சங்க இலக்கிய புறநாநூற்று பாடல்கள் பல ஆங்கில மொழிபெயர்ப்பின் வழியே தொடர்ந்து வெளிவந்துகொண்டே இருக்கின்றன அவற்றில் சில இந்தக் கட்டுரையில் பகுப்பாய்வு செய்யப்பட்டு தமிழ் மற்றும் ஆங்கில எடுத்துக்காட்டு வரைபடம் மற்றும் அட்டவணைகளுடன் கருத்துரைக்கப்பட்டுள்ளன

உள்ளுறை

A CRITICAL ANALYSIS OF POEM - 349

PURANANURU POEM: 349.

நுதிவேல் கொண்டு நுதல்வியர் துடையா, கடிய கூறும், வேந்தே; தந்தையும் நெடிய அல்லது, பணிந்து மொழியலனே; இஃது இவர் படிவம்; ஆயின், வைஎயிற்று அரிமதர் மழைக்கண் அம்மா அரிவை, மரம்படு சிறுதீப் போல, அணங்கு ஆயின், தான் பிறந்த ஊர்க்கே. திணை : காஞ்சி, துறை : மகப்பாற் காஞ்சி,

–மதுன் இளநாகனார்.

The King asks for the Chieftain's daughter in marriage. With determination he proposes to marry the girl. At the same time the chieftain who is the ruler of a small region refuses strongly to give his daughter to him. As a result, the king shows his terrible nature by scraping the sweat off his brow with the blade of his spear. This has become a matter of contention between the king and chieftain. Correspondingly there seems to emanate a fierce war between the two. For all this, the chieftain's young,



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Teaching Idioms Through Etymology - With Reference to The Bible

P. Abukaniba Meeran1

Abstract

Idioms are one of the important aspects of the English language. An Idiom is a phrase or a fixed expression that has figurative and literal meanings. Idioms teach about customs and gives worldly knowledge. Teaching idioms is a challenging task. Etymology is the history or origin of words with the help of which teaching idioms becomes relevant. Since idioms are culture bound, it is available across all languages. Teaching idioms by explaining the etymological background helps learners, particularly, L2 learners learn usages and to understand meanings. Idioms have its origin from literature, the Bible, fables, sports, animals, etc. Biblical references play a significant role in today's English. The idiomatic expressions found in the Bible enrich the English language. The paper focuses on teaching biblical idioms with the help of etymology.

Objective

The objective of the paper is to shed light on the fact that idioms can be taught easily by explaining the origin of an idiom and the historical development of its meanings.

Introduction

An idiom is a multi-word vocabulary and its meaning is different from the single-word vocabulary. The meanings have to be taught using various tools of learning or using different methodologies. Examples of idioms are:

'on cloud nine' (extremely happy),

'at one's wits' end' (to be so worried by a problem and do not know what to do next),

'put two and two together', (concluded from the facts)

'got hold of the wrong end of the stick' (came to the wrong conclusion).

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Types of Idioms

Idioms have different types. They are 'transparent idioms', 'opaque idioms' and 'semi transparent idioms'. Transparent idioms are easy to understand. The individual words is an idiom collectively help the learners for an easy understanding. Some examples for transparent idioms are 'add fuel to the fire', 'kill two birds with one stone', 'watch somebody/something with an eagle eye', 'walking/treading on egg shells' and 'parrot fashion', etc. Opaque idioms are not so easy to understand as the individual words in the group in an opaque idiom do not pave the way for the learners to understand the meaning. Examples of some of the opaque idioms are: 'one sandwich short of a picnic', 'a basket case', 'thrills to bits', 'misery guts', etc. Semi opaque idioms are neither easy nor difficult to understand. The words in the group subtly help the learners to understand the meaning. 'Felt off colour', 'sugar the pill', 'spread myself too thin', etc. are some of the examples of semi opaque idioms.

Problems in Teaching/Learning Idioms

The problems in the process of teaching/learning idioms are multifarious. Since there is no link/logic between the meaning of the idiom and the words in the idiom, learners fight tooth and nail to understand the idioms.

The structure of the idiom is another area of concern for the learners to understand. Some idioms are lengthy to be a sentence and some are short. When the tense changes in a sentence that has an idiom, change of the appropriate word should take place in the idiom as well. Learners struggle a lot at this point. They struggle to change a particular word in the idiom according to the tense.

Another problem related to teaching/learning idioms is the form of the idioms. It is not always easy to find out whether an idiom is a noun, verb, adjective, adverb, etc. Let's take the idiom 'the ball in one's court'. Learners find it rather difficult to bring this idiom under a part of speech such as noun, verb, adjective, etc.

It has also been difficult for learners to change the appropriate pronouns in idioms. For example, the idiom 'give someone a hard/rough/tough time' has a pronoun 'someone'. Learners struggle in changing the pronoun according to its noun in a sentence. For example, 'The teacher gave Ranjan a hard time' is a possible sentence. Here, they fail to apply the apt pronoun 'someone' or 'he' for its corresponding noun 'Ranjan'. Many times they use a neutral gender pronoun 'it' for a masculine or feminine gender pronoun 'he' or 'she'. For example, the idiom 'drag somebody's heels' has the pronoun 'somebody' which can be altered

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THE ECSTASY THROUGH AGONY IN ANITA DESAI'S IN CUSTODY

M. JEBAMALAR FREEDA Assistant Professor of English Sadakathullah Appa College



ABSTRACT

Anita Desai has a deep understanding of human psychology. She does not merely depict her characters externally but she goes deep into the inner recesses of her characters. Her characters are independent, agonized, frustrated somewhat domineering combats with angry defiance, their individual problems and predicaments, which are basically existentialist. To Anita Desai, the action, the plot and the development of the novel are determined by the character. In most of her novels, the protagonists are women but In Custody the subject is Deven Sharma. The growing urge for self discovery in Desai exhibits the growth potential of her protagonist as also the ever developing vision of their creator. Deven indicates a steady progress in his march from self-alienation to self-discovery, from there to self-actualizing, from sickness to health, neurosis to normality. The work is a great achievement. The climax of the novel comes at the close of the book with Deven yoked in spiritual and material with Nur. In Custody, like her other novels are a study in higher values. The remarkable skill of Anita Desai has made what seemed to be a story of inevitable tragedy into a tale of triumphant ecstasy.

Anita Desai has a deep understanding of human psychology. She does not merely depict her characters externally but she goes deep into the inner recesses of her characters. Her characters are independent, agonized, frustrated somewhat domineering combats with angry defiance, their individual problems and predicaments, which are basically existentialist. To Anita Desai, the action, the plot and the development of the novel are determined by the character. In most of her novels, the protagonists are women but *In Custody* the subject is Deven Sharma.

This title "The Ecstasy through Agony" is not only about the study of Deven's failure as a defeated man but through these failures he reached an ecstasy. From the angle of action it can be classed with Hemingway's novel *The Old Man and the Sea* (1952) which deals with only one fishing episode of an Interview for writing an article. The ecstasy of Deven can be understood through the words of Santiago that "a man can be destroyed but not defeated".

Deven Sharma, a college lecturer in Mirpore is isolated from his familial, professional and social ties. He is more a poet than a professor. He is young, works in the Department of Hindi in Lala Ram Lal College, Mirpore, a man who has great fascination for Urdu poetry and he is hero worshipping Nur Shagahanabedi, a renowned Urdu poetry. He always flies on the wings of fancy. When his friend, Murad hires him with a personal meeting and interview of the great poet he is exhilarated. He falls head over heels with great expectation. If he publishes

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the poems of Nur or a monograph of the great poet he expects that he will become rich and shine in the galaxy of great men.

Deven's failures and ecstasy can be compared with Rita Joe in *The Ecstasy of Rita Joe*. The play depicts the sufferings of a single Black Indian girl; Rita Joe. It also depicts symbolically the entire lot of helpless and hapless Indian girls in Canada. Rita was brought up in a reserve. She leaves her family and freedom and fulfillment. Deven comes from a decreased middle class background. He tries to get identity through the interview with Urdu poet, Nur. It is this, forced him to pay visit to Delhi.

Deven was exploited by the trap of Murad. The employer in *The Ecstasy of Rita Joe* brag about his sexual exploits in the magistrate's presence and get away. But, Rita Joe standing accused of prostitution is suspected of suffering from veneral disease. The magistrate like Murad seems to be good in the beginning but shows his real face by suspecting Rita Joe that if she is not imprisoned she might infect the whites.

Ryga has thus presented the abjectly miserable condition of the natives very daringly and with profound sympathy. Anita Desai presented the helpless condition of Deven through Murad. It is Murad who initiates Deven to interview Nur but at the end, he just showed his real face to Deven. When Deven arrives to Murad's office, Murad tortures him by his crafted attitude and uncertain replies to his questions. Truly speaking Murad enjoys torturing Deven. As husband, Deven has provided basic things but not the desired things for Sarla. J.P. Tripathi feels that "Sarla is the typical Hindu wife, simple, timid, obscure, domineered, undemanding and cooperative" (144). Sarla wanted Deven to be the custodian of her family. But unfortunately he pays little care to his marital life. Sarla similar to Rita's father, David Joe comes to pick up Rita Joe from Jaimie Paul and take her home. David Joe has nothing against Jaimie and calls him a good boy. He too has dreams of the ventual freedom of Indians like a dragon fly breaking its shell to get its wings but Rita refuses to go back with her father and faces the tragic end.

On his first encounter Deven finds Nur's life messy, distorted and disintegrated. Deven finds the atmosphere at Nur's home quite suffocating, cruel and vulgar. Nur's wife scolds the poet for drinking too much and the visitor for being selfish. The contrast between the world of reality and that of fantasy is suggestively revealed through the poet's life. Though he is a great poet of Urdu, he looks like bribing people to come to him and praise him by offering them free food and hospitality. The scene of the poet's disgraceful private life is also quite suggestive. Though Urdu is a very sophisticated language, yet the Urdu poet calls him a fool very roughly. He shouts at him angrily: "who is it that disturbs the sleep of the aged at this hour of the afternoon that is given to rest? It can only be a great fool. Fool, are you a fool?"(35).

This in fact, indicates the gap between illusion and reality. Deven lives in the illusion that the Urdu poet should be like a God and his words must be poetry itself, but what he finds in reality is a filthy vulgar person. Nur's second wife, Imtiaz Begum screams at him for spoiling the room with vomit and accuses Deven of the poet's miserable plight. Deven came to Nur

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princedings of the NAAC Sponsored Two Day National Seminar on principles I nhancement in the Contemporary Higher Education Scenario

gole of iCT to Enhancing English Teaching and Learning Process M Jebamolar Fresda

Abstract: Information and Communication Technology, or IC1 rates to abetive and tools that are used to communitate and to manage and a manage and the the decades ago. From our personal computers we buy and sell all lands of products, keep in touch with friends and find new ones, participate or close prome and discussion groups, work and play. The number of tasks we perform through new technologies is continuously rising lothis modern era of Information and Technology, English language teaching has become an integral part of our educational scenario. The English language teaching has undergone tremendous changes with the advent of Latest methodologies and technologies. In the present scenario, teachers can teach effectively with the help of ICT. It promotes creativity and self confidence. The students are able to learn on their own pace. The knowledge of ICT is a boon for the teachers those who want to become noble teachers. This paper focuses on the role of ICT in English language teaching learning process and throws light on how technologies can be used in English classes to make learning more interesting.

In this digital era, ICT (Information and Communication Technology) has heen used in almost all fields of life, including education. In education, computer rechnology has become so essential that the government put ICT as one of the curriculum in many courses. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teachers in teaching and learning process.

ICT is an electronic means of capturing, processing, storing, communicating information. The use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and selfresponsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice.

Generally, three objectives are distinguished for the use of ICT in education (i) the use of ICT as object of study refers to learning about ICT, which enables students to use ICT in their daily life, (ii) The use of ICT as aspect of discipline or profession; lefers to the development of ICT skills for professional or vocational purposes. (iii) The use of ICT as medium for teaching and learning; focuses on the use of ICT for the

ICT is a valuable tool to enhance teaching and learning. For teachers ICT is a thancement of the teaching and learning process. Molessional resource, a mode of classroom delivery, and a source of valid and aluable tool Valuable text types. For students, ICT provides opportunities to communicate more

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Proceedings of the NAAC Sponsored Two Day National Seminar on

Proceedings of the NAM Sponsored Inco thay stational Sentinar on Quality Enhancement in the Contemporary Higher Education Scenaria Quality Enhancement in the Contemporary Indiang skills in critical literacy, it every and to develop these visiting and trasponding, and viewing and treatment from the viewing and trasponding and viewing

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student Technology allows the reacher to do the role of a facilitator and a guidant Technology allows the reacher to do the role of a facilitator and a guidant Technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of a facilitator and a guidant technology allows the reacher to do the role of th Shadern Technology adows the treated parting on their own. A teacher can be write the structure take responsibility of learning on their own. A teacher can be write the structure virtual Labe. ands the structers take responsibility and Interactive virtual Labs etc in a sechnological sources such as videos. PPT's and Interactive virtual Labs etc in a sechnological sources such also learn to make best use of the modern tools. cechoological sources such as vices.

Construct Labs et control to the source should also learn to make best use of the modern tools. Powerfunt Presentation is a useful and powerful tool that is now being used in

PowerPoint Presentation is a used and effectively. PPT can be used to teach new idea. English classicisms extensively and being students in enhancing their speaking and and concepts to students it also dependents can be given in the form of PPTs to sumulate the interest of the students.

Use of LCD Projector in a classroom is beneficial for both teachers and students Chalk heards have become a thing of the past with the advent of projectors in the chark heards have bettered to create bulleted PPT notes for the class. It is also helpful in teaching language through images.

World Wide Web has become inevitable in the modern era of technology. There are a number of websites on English language teaching and learning which may be used in a class room. They help in improving one's speaking and listening skills at the click of a mouse. Articles, Journals and newsletters are available on these websites

Reading is a very conventional method but at the same time reading is the most important skill in English language. A good reading session should be very comprehensive, full of clarity, voice modulation, balanced tone, pausing at the appropriate punctuation etc. All these factors stimulate the student to think creatively. Technology can help students enhance their reading skills.

listening is the ability to accurately receive and interpret messages in the Communication process. It is a key to effective communication. Listening is a natural way to learn a language. With the advent of technology, it is necessary to use authorized visual resources to the maximum to acquire efficiency in English language.

Students should be encouraged to speak in the classroom. They can make used the multimedia software which has dialogues, Role plays, Interview skills and grad discussions, debates, etc. which enable students to participate actively. This help students acquire confidence in speaking.

The best way to learn English is through listening, though considered conventional method. A language lab helps students develop proficiency in learned by using audio method. A language lab helps students develop proficiency in learned by using audio method. by using audio visual aids. They are also exposed to different accents of spool language. They can also answer questions based on Grammar and Vocabulanguage labe also language ala Language labs also help students worthy of employment. Clarity English Language lab is a network based teaching software designed to improve teaching environment. in the computer labs. Clarity English Language Lab enables a teacher to remove control, monitor, broadcast, and assist students in teacher PC directly.

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Quality Enhancement in the Contemporary Higher Education Scenario
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Regarding the importance of using ICT, overall matter argue that the use of Regarding the distance is estential for providing opportunities for new lectification to operate in an information age it is evident that Yelland argued guidents to a distributional educational envisorments on not seem to be solitable for preparing that fraction or be productive in the workplaces of today's excited for preparing that organizations that do not oppose of today's excitety (156). She learners to that organizations that do not incorporate the use of new technologies in claimed that or seriously claim to prepare the use of new technologies in institutions cannot seriously claim to prepare their students for life in the twentyinstitution. This argument is supported by Grimos, who pointed out that by first century.

The property of the property of the statement of the property of the property of the statements are prepared to face. teaching to the state of proper understanding [34].

Using ICT enables English teachers to tap into this learning style and the dominant youth culture. Many modern ICT texts can also be used as a starting point for the exploration of traditional texts. For example, an interactive site such as the for the export of the Globe Theatre site allows us to bring Shakespeare a world to life. Using ICT as a classroom tool has many other benefits because ICT provides highly Using 10.1 decivities for students. It increases opportunities for student interaction and decision making. This interactive process has the petential to cater for individual learning styles. It makes complex tasks more manageable in some cases these activities require the development of new skills.

IET also enables a representation of language as a symbolic system, Furthermore the use of well-designed ICT environments can help pupils grasp abstract concepts such as imagery, literary relations, and morphology.

The use of ICT in the English classroom extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent users as well as consumers in English, Research suggests that incorporating ICT into the English curriculum can improve writing, reading, speaking and listening skills. As an interactive and collaborative medium, ICT allows responding composing and publication to be easily shared and offers students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever widening range of purposes and audiences. ICT can enable students to access information and respond to a widening range of texts. ICT can support them in their choice of genre for audience and purpose.

ICT originally is applied to serve as a means of improving efficiency in the educational process. Furthermore, it has been shown that the use of ICT in education can help improve memory retention, increase motivation and generally deepens understanding Many people recognize ICTs as catalysts for change in Working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information. Lecturers fould use ICT to facilitate learning, critical thinking and peer discussions. Technology-based teaching may not be essential in all classes but generally it is most facilities: facilitative as a result of providing relevant examples and demonstrations; changing the orientation of the classroom; preparing students for employment; increasing flexibility of delivery; increasing access; and satisfying public demands for efficiency. The whole purpose of using technology in the also impact the learners/students' students" (Miller 43). This better value should also impact the learners/students performance.

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MARY ROWLANDSON'S THE SOVEREINGNTY AND GOODNESS OF GOD – "A PURITAN WOMAN'S PERSPECTIVE OF PROVIDENCE"

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Assistant Professor, Research Department of English, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli,

Abstract: The history of American literature had its origin with the arrival of English-speaking Europeans to the United States. The Europeans preserved their history through the first written sources of the conflict such as writing Captivity Narratives and other literary works. Therefore Captivity narrative is stories about the Indigenous people of North America. This paper tries to analyze one such Narrative of the Captivity and the Restoration of a Puritan woman Mrs. Mary Rowlandson who was taken as a war prisoner by the Narragansett Indians for ransom money, her strong faith in God in all trials, and her intention to prove herself as a worthy woman in her society through her captivity narrative after her restoration.

Key Words: Native Americans, European explorers, Patriarchal society, Removes, Faith in God, Predestination of Providence, and Restoration.

1. INTRODUCTION:

Native Americans are the aboriginal or the indigenous people of the United States. People lived in North America before the arrival of Europeans from the late 15th century is called the Indigenous people of the Americas. Archaeologists believe that the first people came to America at least 15,000 years ago in several groups or tribes. They were the first people whom the European explorers met when their ships landed in America.

The political, cultural, and agricultural transfer and adjustment took place between the Old and the New World societies after the migration of Europeans to the Americas and the process was known as the Columbian exchange. It is related to European colonization and trade after Christopher Columbus's 1492 voyage. Invasive species, including communicable diseases, were the by-product of this exchange. The changes in agriculture significantly altered global populations. The cultural exchanges and the transfer of people happened between the continents as a result of the Columbian Exchange. The wide variety of crops and livestock increased the population in both the hemispheres. Traders returned to Europe with maize, potatoes, and tomatoes from the Americas, which became the most significant crops in Europe by the 18th century.

The European colonization and outsiders' invasions, the introduction of new societies and cultures greatly affected the natives of America. Various armed conflicts like the American Indian Wars or Indian Wars were conducted against the native peoples of North America by the European colonists, and the new American settlers to suppress them. The wars were the result of competition for the resources and land ownership on the territories traditionally owned by the Native Americans by the Europeans and the Canadian settlers. European powers and the new American explorers encouraged Native American tribes to conduct warfare against each other and their neighboring groups to divide and rule them. Their population declined gradually due to the new diseases, warfare, and slavery which were introduced to them after the arrival of the invaders and explorers. After the establishment of the United States, many Native American peoples were subjected to warfare and removals.

King Philip's War was such a kind of war which had a great connection with the captivity of Mrs. Mary Rowlandson. It was initiated by the Warnpanoag chief Metacom known by New Englanders as King Philip. And it was conducted in 1675 to resist the spreading power of New Englanders through the countryside. Along with the support of the Nipmuks and the Narragansetts, the Wampanoag attacked the settlers and destroyed several towns. Mrs. Rowlandson along with her children was captured during this particular war.

Captivity narrative is a literary genre in American literature. They are the stories of people captured as captives by enemies whom they consider uncultured and uncivilized, or whose beliefs, customs, and manners they oppose. These narratives have a permanent place in American literature, ethnography, history, and the study of the Native peoples of America. It emerged with the settlement of North America at the end of the nineteenth century. Even though the captivity narratives written by the Native Americans who were captured by the early Spanish explorers were the primary narratives, the genre commonly refers to the accounts written by European settlers who

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TRANSGENDERS AS SUBALTERNS. CRITIQUING THIRUNANGAI KALRI'S POEMS

S. Ramanathan Dr. RannaMuthiah

Assistant Professor of English, VHNSN College (Autonomous), Virudhumagar Assistant Professor of English, Sadakathulla Appa College, Tirunelsen

The world is fragmented by the dominant cultured people by the establishment of the notice of apprecises and which ingestions. Bubalternity is the term tends to signife the opprecised and apprecised to every secolar. Every society is guarded by its codes and laws, which are considered and more otheral and the reaction of which is considered as a curse fell upon the particular society. These codes also form the crux of social ethos. Maintaining the order enunciated in the order and maintaining some groups of people as subalterns and exploiting them deliberately especially for advent or intrusion of Arvans into Mystique land. History witnesses that Dravidians are made as subalterns with the advent Arvan, the superior race or dominant race which compared the natives and enslaved them. This is the first evidence of subalternity in the History of India. Since them many people have tried to emancipate themselves and some could achieve and some could not. The emancipated has begun to consider non-emancipated as their subalterns influenced by the process of Arvanisation. So the subaltern identities are imposed upon such people in terms of race, religion, caste, gender and so on. Transgenders are one among them.

Everybody is marked with a gender on birth itself, Transgender is a term used to denote the person whose gender identity differs from the one marked. Gender identity of a person is internal, personal sense of being a man or woman. For transgender the gender marked at birth may not match with their internal gender identity. Transgenders are variously defined themselves in the modern era as transgender, transsexual, or genderqueer. Transgenders are born with male or female anatomy but have the feeling that they have been born into a wrong body. Trying to change the gender identity may not be successful than trying to change the sexual orientation and consequently transgenders align their bodies with relation to their gender identity.

Thirunangaikalki is an activist who fights against the dogmatic society and dead and decayed society that rejects transgenders. In 2006 she started a magazine named Sahothari (sister) and also she started a trust in the same name in 2008 exclusively for the cause of emancipation of transgenders. The present collection of poetry has been published by Vikatan publishers in 2014. The poems are aggressive and also a plea to society for treating transgenders with humane attitude.

Scientists consider gender as a biological phenomenon, feminist as a sociological phenomenon and eunuchs as a psychological phenomenon. Eunuchs are the God's parallax error and they have the right to choose their gender, their psyche almost always prefers to be a woman. Kalk explains how she has become a woman in a short poem thus:

மாதவம் ஏதும் சேப்பவில்லைநான் குறி அறுத்து குருத்பில் நனைந்து மரணம் கடந்து மரணம் கடந்து மந்கைபானேன் (KuriAruthaen 1-6)

[No Great Penance Undertaken I Lacerating the Cock dipped in blood averting death became a woman]. (Translation mine)

Kalki alludes to the great Tamil poet Desiyavinayagam Pillai in the first two lines. He says, "To be born as a woman, one has to observe penance," whereas Kalki says that she has not undergone a penance to be become a woman but cut his penis and abiding death, she has become a woman. But society does not accept the transgenders as women, due to various reasons like they do not have womb to reproduce or they cannot indulge in sex with other sex since the transgenders have cut their Penis Kalki speculates these optimistically in the same poem.

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Title of the Book

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J. Samuel Kirubahar

L. Anushya Devi M. Meena Devi

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PROMINENCE OF FEMALE CHARACTERS IN ONE NIGHT @ CALL CENTER

S.Sugumar

Dr.S.Ramanathan

Dr. Kanna Muthiah

Authors of the present day contemporary society engrave the plight of women in their own perspective in a detailed manner. Women of this era enjoy freedom to most extend in every walk of life in which they are involving. Despite their status in the present scenario, condition of women are not heartening one. Bhagat, most prominent writer of this 21st century highlights the status of women characters as it is in their day to day life. Without having doubt, unlike the previous decades most of the Indians are willingly embracing the western culture. Globalization plays indivisible part to be familiar with day to day updates throughout the world. Nowadays money plays an incredible role in everybody's life. Even common people are tempted by media even though they do not afford to buy somewhat luxury articles, they spend a lot to exhibit their wealth to the society as well as to their relations and neighbours. Desperately every individual needs money to spend his single day in this globe. That compels the people to seek for job to spend and also most of the girls want to be independent without disturbing their parents to stand on their own legs. For some, their family situations insist them to come out from their safe zone and face the really harsh world bravely. After completing their graduation, just stay inside the four walls definitely would make them mentally sick.

Some women are weak in nature, they cannot have a clear cut idea about life, they are rational about taking decisions, some of the decisions forced them to take a stand according to the situation permit them. Very few characters have unsteady mind, they are always in wavering mood consequently they misjudge the people. Due to their misjudgment, they cannot differentiate good from bad which cause severe damage at one juncture. Many women are seeking jobs, requirement of the family must something for the family others want to secure their independence.

Women need to become more ambitious and dream bigger. All young Indians, men and women should have fire in their bellies. Perhaps because of the way Indian society is structured, our for their own sake and the nation's sake, all Indian youth must

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NEW WOMEN IN MANJU KAPUR'S A MARRIED WOMEN AND CUSTODY

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ManuKapus a New Woodah represents the rew wide of a new social order. Casting uside the burlet of to a est sessed of their won yest zope earl's notice to traction and assert is desiron of respectably Martinapur's second novel A Marriad Worlan is he stor of Astha, an advicated, uppermisse-class, and solve Dahi woman, Through her novel A Marked Moral Naturatives fully to undo this lifted and distorted made of women whose ones for freedom and equally been gove and still go unneard in the patharchal world. This soull offers a luser rating plimose into the workings of a earth of mind as the struggles to come to terms with her space and dentity a society. Astha is such a person and a lit hearth of the locally and the one who could be helpful to the inher pursuit. She torges many intuliorships with offered before. She represents the whole equilibrium. changing Indian society where the uppermissionies extracted woman who actioush financially infectional if



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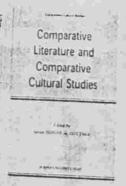
COMPARATIVE LITERATURE: THEORY AND PRAXIS

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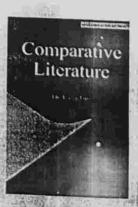
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A Comparative Analysis of Multiple English Translations of Tamil Cankam Purananuru Poem - 192

K.Syed Ali Bhadhusha 1

Of all translations, poetry translation is a much-discussed one, because in the attempt to translate a poem, sometimes one has to deal with the fanciful psyche of a poet, a world of fantasy, etc. Generally the structure or stanzaic-form of a poem varies from one language to another. If there is too much of concentration on the linguistic and formal structures of the original, the translation may fail to perform the required function. Many people have said that the chief difficulty of poetry translation is its impossibility because every reading gives a new interpretation. An interpretation of a single poem differs from person to person. Accordingly Robert Frost, the American poet, had gone even further and identified poetry as that which is lost in translation.

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From time to time translations of literary works of India from many of the Indian languages into English have been produced to cater to the foreign audience as well as Indians. Through this activity the rich literatures much of which is Classical in nature can reach the global audience and they can appreciate the literary achievements of Indians. In translating the ancient Tamil poetry composed nearly 2000 years ago into English which is around 600 years old, a translator comes across a lot of difficulties at the cultural level, at the linguistic level and also at the stylistic level.

Ever since 1895 with the first English translation of *Cankam* poems by P. Kumarasamy, an academician of Sri Lanka, there have been many different English translations till date. The most recent translator is Vaidehi Herbert, Hawaii, USA. The Source language, Tamil which enjoys the prestigious status of a Classical language has in its store a repertoire of various genres. They are the authentic representation of the culture and image of India. Though the literary asset belongs to the Tamils, it has to be transported and projected to the outside world. This is possible only through the translations of the Tamil works into English, the global language. Many such activities have been attempted by competent translators. The aim of the present study

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CRISIS OF SELF AND GLIMMER OF HOPE

ANITA. L

Assistant Professor and Head Sadak Aphullah Appa College – Tirunelveli 627011 Manonmaniam Sundaranar University , Tirunelveli-627012

ABSTRACT

Willa Cather is one of the prominent Western woman writers. She was born on December 7th 1873, where her family had farmed the land for generations. My Antonia is the fourth novel written by Willa Cather. In this novel she captures poignantly the life of Czech immigrants most notably the title character Antonia Shimerda who in real life was a close friend of Cather. Much of Cather's writing dealt with variations on themes of transplantation, adaptation and survival of how men and women would tackle these challenges. It was the study of the Europeans, Scandinavians, Germans and Bohemians who had emigrated to farm at Nebraska. After living in Pittsburgh and New York for seventeen years, Willa Cather discovered Nebraska as a prime subject for fiction and her memories of her youth there, came flooding back. It is the story of immigrants who tamed the wild land, the protagonist being Antonia Shimerda, a strong-willed and capable woman. The novel depicts Antonia as a strong pioneering woman who overcame hardships by establishing a place for herself and her family. After going through a period of barrenness, restlessness and frustration she emerged out of it and achieved fruitfulness, contentment and a sense of peace. She resisted the violence and destruction associated with her brothers' masculine approach to establish order. She insisted on awaiting the fruition of the land. She was always able to control her emotions and proceed with the business of every day life. When she suffered through disappointments and losses, her character always remained constant and predictable. The novel began in autumn, the season of memory and of death and of rebirth. Antonia became symbolic of the cyclic nature of life. Though a battered woman, she turned her crisis into triumph with her indefaticable spirit. But she had her weakness, the greatest of which was her strength too.

Keywords: Cather, Antonia, Tame, Immigrants, Crisis

Antonia is the protagonist of Cather who survived crisis in her life. The story of My Antonia is based on Anna Pavelka whom Cather knew as a child. Much of Cather's writings dealt with variations on themes of transplantation, adaptation and survival of how men and women would tackle these challenges. It was the study of the Europeans, Scandinavians, Germans and Bohemians who had emigrated to farm at Nebraska. My Antonia shows fertility of both soil and human beings. Cather's characters go West to find and accept a role in the social order and to attempt to achieve one's fullest human potentiality.

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. Glimmer of hope in Willa Cather's My Antonia

Anita. L Assistant Professor and Head Sadakathullah Appa College Tirunelveli 627011 Tamil Nadu, India.

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FACING AMERICA'S FAILED DREAM IN WILLA CATHER'S ONE OF OURS

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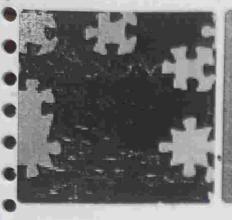
L. ANITA

Assistant Professor and Head, Department of English Sadakathullah Appa College, Tirunelveli, Tamil Nadu, India

Abstract

Willa Cather is one of the prominent Western woman writers. She was born on December 7th 1873 in Winchester, Virginia where her family had farmed the land for generations. Cather's fifth novel, One of Ours (1922) was written during World War I and was inspired by the death of Cather's cousin on the Western Front in France. Claude Wheeler in the novel is an idealistic Nebraska farm boy who enlists in the army after an unhappy life on the farm and a failed marriage. He dies thinking; he is helping to save the world for democracy. She was awarded the Pulitzer Prize in '1922 for her novel One of Ours, and itis a courageous novel because it pursued its hero's quest for family happiness. It reached a crisis when it showed the happiness fulfilled by life and death in the army. Cather made a technical decision that put a weak character at the centre of her novel, thus precluding a strong affirmation of values in her usual mode. This seemed to force her into a rather desperate assertion that any values even a false one is better than no value at all. The two components are the clear statement of values usually in the form of an ideal which was pursued and affirmed with vigour and a strong character who was the human embodiment of that ideal. Cather created a false centre of value in the war experience of Claude. By making Claude believe in war she divides herself and compromises her own moral position. Creating war as a saving ideal for Claude was a neat device, for, it provided both the illusion of fulfilment and the death which spared the young idealist from ultimate disillusionment. Many young men who joined the armed forces tended to idealize their prospective roles in World War I but Claude did not stop there. He saw the war as a chance to start his life which he thought was over. He believed that he had at last found his route to the ideal. Keywords: Quest, Crisis, Affirmation, War, Fulfilment

One of ours is the story of a boy of exceptional sensibility who underwent a slow strangulation of intellect and feelings on the Nebraska Prairie where he had been born. His inductioninto the army at the outbreak of the World War I provided an escape and an unexpected opportunity for the growth of his character and personality. The war touched Cather deeply. She loved France and could not bear to think of French country being torn and laid waste by the battles being waged there. It touched her in manyways. A stream of soldiers from Lincoln, Red Cloud and Pittsburgh who were her friends stopped by her New York apartment and visited her. Many of them were on their last furlongs before being sent overseas.

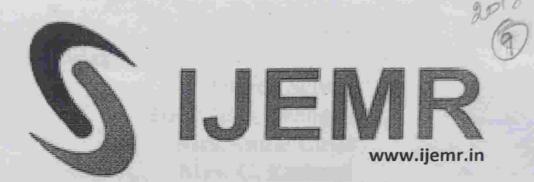


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CLASS STRUGGLE AND CASTE OPPRESSION IN MANU JOSEPH'S SERIOUS MEN

M. Jebamalar Freeda

Assistant Professor of English, Sadakathullah Appa College

Manu Joseph is an Indian Journalist and writer. He is the editor of the Indian newsweekly, N, and a columnist with the International Herald Tribune, the global edition of The Newyork Joseph was born in 1974, Kottayam, Kerala and grow up in Chennai. He is a duate of Loyola college, Chennai dropped out of Madras Christian college to become a writer at society magazine. He has been the feature editor of The Times of India. He lives were the feature of the Man Asian Literary in Delhi. His debut novel Serious Men was shortlisted for the Man Asian Literary and won the 2010 the Hindu Literary prize. It was included in Huffington post's 10 oks of 2010. In 2011, it was shortlisted for the Bollinger Everyman Wodehouse prize. He also selved the PEN open Book Award for the novel in 2011. Serious Men, his first fiction, is being blished simultaneously in India, Britain and the US. It has also been translated into Dutch, rman, French and Serbian.

India's caste system assigns individuals a certain hierarchical status according to Hindu elless. Traditionally, there are four principal castes and category of people who fall outside the caste vatem - the Dalits. Becoming "Dalit is the process through which the caste subaltern enters into reuits of political commensuration into the value regime of the human" (Rao 264).

In this novel, the protagonist Ayyan Mani, economically middle class is working as a peon in neory and Research Institute. He is a Dalit. In his institute, the peons are all Dalits and the other Igher officials are Brahmins so he is unable to escape from their suppression. So he is considered a 'Subaltern'. The subaltern condition exists universally in caste, creed, race, religion, gender inguage and so on. It generally follows the principle of survival of the fittest. Writers like Mulk Raj Anand, Arundhati Roy, Aravind Adiga and recently Manu Joseph have written about the problems of the marginalized under-classes in their novels. In Serious Men chosen for the present paper, the protagonist Ayyan Mani has been treated as the subaltern, the marginalized and the oppressed. He caught between caste oppression and class struggle. Joseph has created two central characters from two extreme backgrounds of Indian society - one belonging to the dominant Brahmin caste system and the other to the suppressed and oppressed dalit system.

Ayyan is not an individual he stands for the whole Dalit community. Because of the suppression of the Brahmins Dalits hate them and their religion too. In Kancha Ilaiya's book Why I am not a Hindu? focusses the differences between the Dalitbahujan way of life and Brahminical way of life. Tradionally Hindu society was classified into four groups based on their vocation. The clergy were known as Brahmins. The rulers and other groups were called the Kshatrias. The trading community was called Vaishyas in Sanskrit. In Hindi and Gujarathi languages, they are called Baniyas. The fourth group known as Sudras did menial work.

The Brahmin - Baniya children are the privileged. They are better dressed and better fed. The text books taught them the stories of Rama and Krishna. For Brahmin- Baniya students these were very familiar. The boys bore the names of these Gods and the girls bore the names of the Goddesses. In Kancha llaya's Why I Am Not a Hindu? The Dalits feel,

The school teacher was against us. The text book was against us. Our homes have one culture and the schools have another culture. Our culture was Dalitbahujan. The culture of the school was Hindu. The gap between the two was enormous. These two cultures were pole apart. (21)

Manu Joseph gives the two groups that are Brahmins and Dalits in this novel. The Brahmins are higher officials and Dalits are peons. This shows that the survival of Dalit is difficult in the society. Sister Chastity asks Ayyan Mani,

Tell me Mr. Mani, in the great institute where you work, all the scientists are Brahmins?

'And all the peons are Dalits?'

'But that's not because the Brahmins are smarter than the Dalits,' she said. (SM 22)

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SELF-EFFACING WOMEN: KALYANI IN SHASHI DESHPANDE'S NOVEL A MATTER OF TIME

L.Faustina Lea

Ph.D. Research Scholar, Sadakathullah Appa Callege, Tirunelveli

Akadem Award, is the most celebrated and accomplished contemporary Indian women novelists writing in English. Deshpance began her writing with short stories which later developed into writing novels. Shashi Deshpande hasfocused on the domestic aspects and upheld the female-centric themes and delineated the various issues faced by the women characters in a domestic spear. Her portrayal of women is based on traditional Indian families settled a the south. That Long Silence is Shashi Deshpande's Sahitya Akademi Award- winning novel for the year 1990.

Shashi Deshpande frequently writes about women who belong to the Indian middle class family and brought up in a traditional, environment and are struggling to liberate themselves and seek their self-identity and independence. She has presented in her novels the modern Indian educated women's struggle who tries to find a place in her society to exhibit her identity. Shashi Deshpande amongthewriters of the present day also high lights the image of the middle class women who are torn between tradition and modernity. She lays open the inner psyche of the Indian women in a realistic manner especially the way she relates to the characters in A Matter of Time and in the rest of her novels. This paper entitled 'Self-effacing Women: Kalyani in Shashi Deshpande's Novel A Matter of Time"attempts to focus on the protagonist Kalyani's struggles and hardships that she has undergone throughout her life and how the same life her daughter too facesin her life to bringup her childrenin this male dominated world.

Self-effacing people never believe their ability and capacity, and always feel like "I do not know how I am going to get anywhere." Clark Kent defines self-effacing as a behaviour which makes people to ignore... They avoid social gathering and find very hard to express their ideas, stories, and achievements. At times they feel incompetent and lose their courage and determination. Shashi Deshpande tries to bring out this idea through her women characters in A Matter of Time. Indian society being a male

dominated society causes the self-effacing portrayal of women in literature. The present paper also attempts to analyse the image of women in a self-denial mode as reflected in Shashi Deshpande's novel A Matter of Time.

The story revolves round four generations of women of a middle-class family. Deshpande's perspective of marriage is elaborated through these four different generations: Manorama, an uneducated woman representing the first generation; Kalyani, the grandmother, who is not really educated; Sumi who is educated but confined to household works and has not worked outside home; Charu and Seema, who all aspire for independence and careers. All co-exist in a family that is modern but with certain old values. All of them have their own mind-sets and values about marriage.

Manorama, who represents the first generation, came from a humble background and married to the rich Vithalrao. After her marriage, she broke off all the ties with her family except her younger brother, Shripati, who was born after her marriage

The fact that her mother died just a year after her marriage...Not that she broke off

tiescompletely. She gave what help she could, specially during any crisis; but

she rarely went home, nor were any of her brothers and sisters invited to visit

her, expect a younger sister, and that only once (AMT120-121)

Manorama failed in giving a male heir to the family, she had a daughter, Kalyani, whom she regards as a symbol of her failure to have a son. Manorama feels, "To add to her insecurity, that main crutch, the one most women depended on, a son, was denied to her. All that she had was a daughter, Kalyani, who would get married and become part of another family." (128)

In fact, woman is not treated at par with man as Ernestine also observes:Vithalrao, Kalyani's father, never grudged the birth of kalyani. Manorama wanted to have a son. But for Vithalrao, it made no difference whether he had a son or a daughter. Vithalrao was an uneducated

mor for whom the patriarchal values and ideals had little value. He was not like any other traditional father who put restrictions on his daughter. He allowed Kalyarii to study. He wanted Kalyani to become an engineer. Kalyani remembers," I was a clever girl; I was very good at Maths like our lather. He wanted me to become an engineer-can you linlieve that you will be the first engineer in the

country, he used to say," (128-29)

Flut Manorama was tormented by the fear that Vittaliae might marry again to have a son. She very well knew that a husband is traditionally allowed to leave his wife if she cannot give birth to a male child. This fear affected her whole life she could not establish a healthy relationship with her daughter Kalyani. The author highlights, "Manorama, who had been terrified that husband would marry again, all that she had was a daughter, Kalyani who would get married and become part of another family."(128)Just because she could not give birth to a male child she could never come out of this kind of fear. Moreover, Manorama was disappointed to look at Kalyani's external appearance, Manorama wanted Kalyani to be more beautiful so that she could find a better match for her very easily. In fact, a girl's appearance is given much importance by society asitis an important consideration in match-making.A boy's interest in Kalyani infunated Manorama who did not allow Kalyani to continue her studies. In order to prevent the property from going away to another family, Manorama got Kalyani married to Shripati, the youngest brother of Manorama. She forced Shripati to marry Kalyani by appealing to his sense of grafituse to her. So Kalyani was married to her uncle for monetary purpose as Deshpande states in the novel, "Perhaps, after this Manorama felt secured. The property would remain in the family now. Her family."(AMT129)

The custom in some of the places in India where, a man is forced to marry another if his wife does not give birth to a male child. So every woman in Indian society undergoes such kind of humiliation and so their life is also at stake. But in the case of Vithalrao, Manorama escapes from the clutches of the brutal society because Vithalrao is strong in his decision not to marry another just because he does not have a male child. Vithalrao's says, "But Vithalrao, a modern man in the real sense of the word, rejected both."(128)

Through the portrayal of the second generation pair, Kalyani and Shripati, Deshpandedepicts the predicament of women who are confined in the frameworkof traditional marriage and lead a life of self-denial suffering. Kalyani's life isan example of forced arranged marriage in which a woman has to suffer endlessly Even (the marriage falls, women have to bare and resist that kind of life because it gives a security and a sense of dignity los womanin society. Kalyani is the only daughter offer parents. Manorama's bitter attitude towards Kalyani gets soft when Kalyani givesbirth to a son. But this child luned out to be a mentally retarded child. Kalyani loses thischild at the railway station while goingto her parental home. With this, her married life comes to an end. She is never forgiven by her husband for being responsible for the loss of her male child. She has to suffer because of the lossof her malechild and the ruthless withdrawal of her husband thereafter. Kalyani returns home as a deserted wife. This is considered to be a disgrace to the family. Kalyani's lather a man of science, turns from science to astrology tokrow about her daughter's future life. He is hurt to see the misery of his daughter.

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"Amma was going home to Bangalore for the holidays when it happened.

It happened at V.T.station-she lost him there....Baba had gone to check

the reservations, leaving Amma with- the children. When he returned, the

boy wasn't there. Aru waits for more. It comesgrudgingly. Hewas never

found." (139-140)

Shripati comes back after two months, but he never speaks to Kalyani. They live like strangers under the same roof. She considers her situation better than widows' .Kalyani finds her in a situation in which she has no choice but to accept the pain of loneliness. The lack of communication between Shripati and Kalyani raises various issues related to matrimony. In spite of all these, Kalyani does not turn bitter to family members rather she becomes the support for the rest of the family. She brings up her daughters alone and fears a similar fate to her daughter, Sumi. She recollects her pastand feels pily on her daughter. She laments thus:

"My father died worrying about me, my mother could not die in peace

she held on to life though she was suffering-she suffered terribly-because of me

she didn't want to leave me and go."(AMT 47)

Kalyani's fears are based on the patriarchal oppression in the framework of marriage where a woman has to suffer silently. She realizes that she has lost her right as a wife and becomes very upset when she comes to know of Gopal's decision of leaving Sumi. She never wants that her daughter too should suffer like her. She

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WHISPERING HOPE IN WILLA CATHER'S LUCY GAYHEART

L.Anita Gnanamuffu Assistant Professor and Head, Sadakathullah Appa Callege, Tirunelvell

Abstract

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Willa Cather is one of the prominent Western Women Writers. Lucy Gaylieart was one of Cather's last four books and it was published in 1935.

Lucy Gay heart's tale is an example of hope springing only to be crushed in the jaws of death. LucyGay heart is the portrait of talented Mid Westerns mall town girl who travelled to Chicago to study music and met with a tragic end. Cather explores there levance of gender to action and shows a woman's worldly struggle to become an artist. In Lucy Gayheart, Cather based her central character upon two girls she had met while living at Nebraska. From her early years Cather remembered Sadie Becker, who with her family moved from New York to their to their small town. She had accompanie dasinger Findley Hypes. In Red Cloud, Sadie Becker was known for skating and her romance with a local boy. The pair met parental opposition and he married another girl. So SadieBecker left to Chicago to study music. Once during a dance at Blue Hills he met Miss Gay heart and talked to her about the classics and French literature. She felt that MissGay heart was not suited to teach in a school which was in the rough remote village and she was wasting her youth. Cather mixes both these characters in Lucy Gay heart. The novel is oddly split between two kinds of stories, that of the Europeanized artist in crisis and that of the American businessman, hard headed but capable of passion and weakness. The divide here between the native and the European, the commercial and the artistic, romance and realism, is awkwardly managed but it is revealing and characteristic. The deepest split in Lucy Gay heart is inevitably, between the past and

Keywords: Hope, opposition, crisis, passion

Introduction

Lucy's father Jacob Gay heart was a German born watch maker and flute player. He was gentle, courteous and had deep affection for both his daughters, Lucy and Pauline. Their mother was dead when then ovel opened, and father was out of place in a society which was on the edge of the civilization. Pauline had raised Lucy after their mother's death. She had also played the role of Lucy's forgotten mother. Pauline's dull and un rewarding life was what Lucy's life could have become, had not Pauline' shard work made it possible for her father to insist that Lucy grew up with piano.

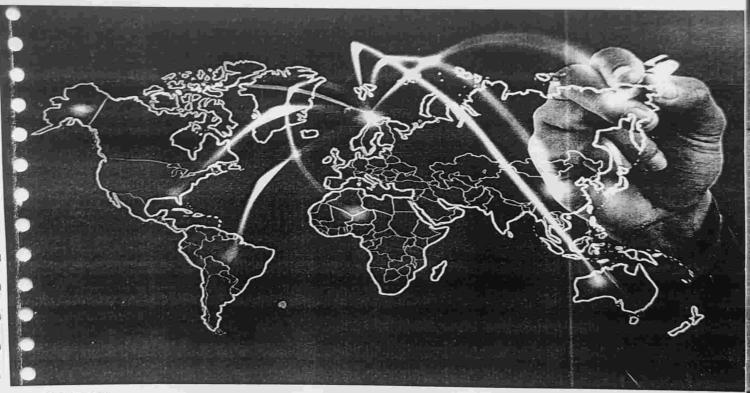
Pauline once tried to chop down the family orchard to make room for the onion field. But Lucy opposed it vehemently. Pauline was completely immersed in community. When Lucy was too weak to develop an auto no mous self, Pauline was sub merged in the community, struggling constantly to be everything that Haver ford expected her to be. She was others centered in an all consuming way. Left with the responsibility of raving young Lucy when their

mother died, Pauline lived through Lucy but continually found herself competing with Lucy for community praise. She was to run between her motherly love and loyality to what was' Gay heart' in Lucy(L.G167) and her own need for a fulfilling, individual existence. What she resented about Lucy was, she saw as' most individual', perhaps because he herself had trouble being 'individual'. When Lucy and Sebastian were getting closer Harryca me to Chicago with the in tension of marrying her. Lucy and Harry went to Chicago Arts museum. They had an argument about the modes of representation as they stood before an exhibit of French impressionist. Out raged, Harry began to point out the figures that were correctly drawn. But Lucy read the painting with more flexibility and humility. That nigh the took Lucy out to dinner and announced his intention of marrying her. He was in dulgently amused when she told him about the love for another man. When he did not take her feelings seriously, she furiously told him that she and Sebastian were having an affair. This open

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6. Teacher Motivation in Improving L2 Learners' reading Skills

Dr.A.Alis Sofia, Assistant Professor of English, Sadakathullah Appa College, Tirunciveli

– 627 011.

Abstract

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English, the *Lingua Franca*, is one of the predominant reasons for many people's successin their career. With its numerous tags such as library language, internet language and language of the aviation, this Queen's language is considered as the key to many arenas in the world. To keep pace with the technology, one needs English, a very important trump card, to cope with the worldly affairs. English is the yardstick one's capability is measured with in job markets. India, a fast developing nation, is facing a serious threat these days with its young graduates becoming unemployable without the skills required to meet industry needs. Despite umpteen of technical and non-technical institutions, Indian graduates lag behind other developing countries' graduates in terms of caliber and employability skills such as communication skills, soft skills etc. One of the biggest problems India facing today is not unemployment but unemployability among its young graduates. The problem starts with the lack of reading skills. Reading skill is very important as far as English competency is concerned. Without knowing how to read English, it is an uphill task in mastering English.

This article deals with the importance of reading skills among students and the active role of teachers in improving students' reading skills.

Introduction

Reading Skills, among other skills, hold an important place in language learning. The English essayist Francis Bacon rightly says that reading makes a man full. One becomes complete in terms of maturity and language learning when one reads a lot. Reading helps one to be confident, stable, and constant and to act in a balancing way. Outside the curriculum, reading helps one to the gentle and makes one aman. Research says that there is a strong link between one becoming an antisocial element and one's lack of reading habits. This, one of the essential skills, helps one to acquaint oneself with many things/aspects in terms of language learning and one's social behaviour.

Voracious readers, who live in their own world of happiness, go after books insearch of both pleasure and knowledge. To say this in Tennyson's words, voracious readers read 'to follow knowledge like a sinking star'. Voracious readers understand the fact that the more they read/learn, the more they unread/unlearn. Reading helps one to understand/realize where they stand, in terms of learning and maturity that includes one's emotional quotient. In fact,

this so called active skills pays off/imports both emotional and intelligent quotient. The active users of this skill bear fruit both academically and non-academically.

In the modern era of technology, reading habits find, by and large, its way in intruding the readers' minds. People across educational level read from their social media, internet, WhatsApp and the like. However, on the other hand, reading habit seems to be going south. With the advent of modern technology peripherals, people, to some extent, seem to turn away from this skill/habit. The world will become a war fare when reading habits die among people. This active skill engages one's minds and actively diverts one's-not-so-important attention to fruit-bearing concentration.

The phasing out of reading habits among people, especially students, should be stopped. As far as class room is concerned, teachers, across all levels, such as primary, secondary and tertiary, are great facilitators is establishing exclusive time to read in the class room. A teacher is considered the boss or the facilitator inside the classroom. He/She can initiate and execute steps that boost reading habits among students. When the teacher turns away from encouraging students to read, the students will, it goes without saying, follow suit.

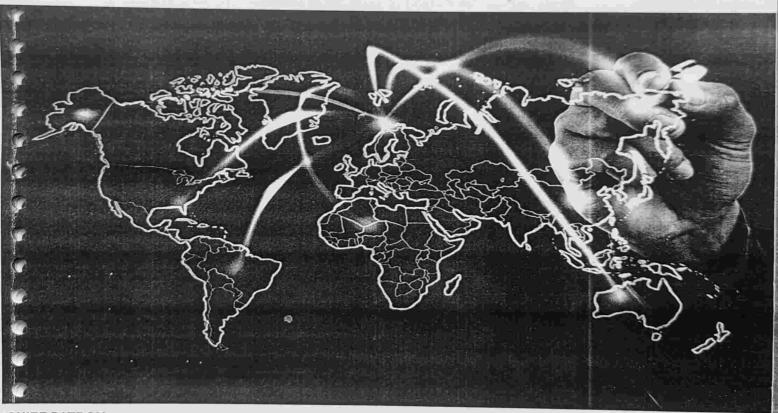
Proficiency in reading entails strength in vocabulary and understanding of syntax. The ability to read in a second language is one of the most important skills required of people in multi-lingual and international settings. Keeping these above-mentioned points in mind, teachers should reiterate the importance of reading skills among students. When students fail to read correctly or distinctly, they struggle to go to the next level of learning a language. It is the teachers who have to encourage students, especially, second language students, to read. This will, in turn, help students to develop a large recognition of vocabulary.

The ball is in the teachers' courts to move towards initiating, executing and enhancing reading skills among students. In the learner centered classroom, executing plans regarding, reading skill is like icing on the cake. When the teacher is really enthusiastic and creates an amicable classroom environment, reading skill and reading habit is sure to improve among students. This is because there are umpteen of students who struggle to read. Some read word by word. Only when the students are allowed to read out in the classroom, they will understand where they stand in terms of reading. Besides prescribed textbooks, the teacher should give books that interest the students towards reading skill. It is the teacher who should understand that there are three types of students in terms of ability to learn, grasping etc. The first one is like camphor that picks up or grasp easily. This second category is slightly less than average. The third one is like coal athat needs Herculean task to make them understand

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7. Learning and Teaching of Phrasal Verbs Using Pictures AbukanibaMeeran.P. Assistant Professor of English SadakathullahAppa College, Tirunelveli -11 Abstract

English is an international language that is the key to success in one's career. To learn English, by and large, ensures one a handsome employment opportunity. In order to learn English effectively and easily, one has to learn its vocabulary. English vocabulary is colossal. English vocabulary comprises of phrasal verbs and idioms. The former is colossal and is quite common in the English language. Since it is common in spoken mode of English, learning and teaching these multi-word expressions have become inevitable. For L2 learners, learning phrasal verbs is very important so that they will understand native varieties of English. Phrasal verbs are so peculiar that they are not available in Tamil language. So learning or teaching this figurative expression is a Herculean task in the L2 context especially among Tamil medium students. Keeping these things in mind, one (the teacher) has to devise various techniques to make students comprehend and produce phrasal verbs in their day today use of English. This article deals with learning and teaching phrasal verbs using pictures.

English is a gift England has spread all over the world. It is a phenomenon that the world is going after English yearningly. This gifted language by the British is in everybody's tongue today. This is because of its adaptive nature and flexibility in embracing words from other worldly languages. One can say that English is an amalgamation of different languages. With more than half a million words under its belt, English gets on average two words every hour. It is a bandwagon everybody aspires to join. The growth of English is synonymous with the increase in its vocabulary. English vocabulary is colossal, for its varieties. From single lexical to phrasal verbs and idioms, this *lingua franca* dominates the world with its rich vocabulary.

Phrasal verb, an item of vocabulary, is the combination of a verb and a particle. Their meaning is different from that of the literal one giving idiomatic meanings and is quite common in spoken form of the language. Phrasal verbs are important categories of multi-word expressions which are common in spoken form of English, especially among native speakers. Phrasal verbs are polysemous. The Oxford Advanced Learner's Dictionary, 9th edition, defines phrasal verb as a verb combined with an adverb or a preposition, sometimes both, to give a new meaning. Examples for phrasal verbs are 'abide by something' 'back

somebody/something up' 'call in', 'dally with somebody/something' etc. These multiword expressions come under figurative language, hence phrasal verbs, too, like idioms, give idiomatic meaning. They are one of the essential aspects of English language because they are not only common but also colossal in English.

In Cornell's words (1999) phrasal verbs, one of the most common aspects of spoken form of English, are essential. This is because knowledge of phrasal verbs (and idioms) helps to converse with and understand native speakers' speech/conversation. Unlike idioms, defining what constitutes a phrasal verb is quite easy, i.e. it is a combination of a main verb and a particle. However, there are different views from various scholars in defining phrasal verbs.

Phrasal verbs are of two kinds i.e. separable and non-separable. Separable phrasal verbs are further classified as transitive and intransitive ones. Phrasal verbs that take objects are transitive and that do not take objects are intransitive ones. Surprisingly, there is no fixed rule to figure out whether a given phrasal verb is separable or non-separable. It is one of the places where L2 learners struggle to use phrasal verbs appropriately in sequences.

For example, 'run over' is a non-separable phrasal verb but used by L2 learners as a separable one in sentences.

The car ran the dog over - Incorrect

The car ran over the dog - Correct

Examples for transitive phrasal verbs are:

Give-up-she gave up sweets

Put off- The CEO puts off the meeting

Set up- We have to set up a seminar

Examples for intransitive phrasal verbs,

Break down- My bike broke down.

Eat out- Let's eat out today.

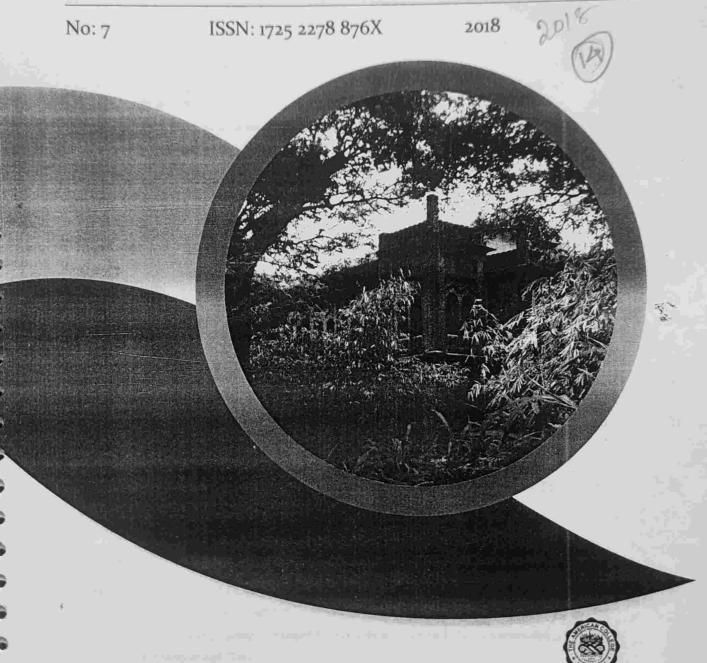
Go back- I'm not planning to go back to Engineering Colleges

One of the other difficult aspects of phrasal verbs is that a single unit of phrasal verb gives more than one meaning. There are umpteen of phrasalverbs with more than one meaning with no change in its structure. The phrasal verb 'go down' has 17 different meanings. L2 learners find it a Herculean task either to comprehend or produce such phrasal verbs. Use of contextual clues comes in handy to use such phrasal verbs.



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Updating English Vocabulary through 'Know your English' of The Hindu

ALIS SOFIA, A

Abstract

Language plays an important role in human life. Among all the languages in the world, English is considered important and many people attempt day in day out to learn it. A person needs to know fluent English to make his personality a smart one. Fluency here does not mean to speak very fast but to speak without fumbling for words. When one has enough vocabulary, one can speak English fluently.

Keywords: vocabulary, know your English, newspaper

Introduction

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book. 'If you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!' Teachers emphasize the importance of having an extensive vocabulary in the sense of knowing many words. But what does it mean to know a word? At the most basic level, knowing a word involves knowing:

- Its form, and
- Its meaning

However, knowing a word means more than knowing its meaning. One must remember, while learning a word, to learn a word's pronunciation, meaning, parts of speech, spelling, collocation and usage. Only when learners learn all these above-mentioned aspects, he can say that he knows the word completely. Knowing only the meaning of the word will not be accounted for one's wardrobe.

English vocabulary is a unique one. This is because of its nature. It is often said that English vocabulary is colossal. The words in English are growing on a daily basis. On an average, there are two words added in the English language every two hours. It is unbelievable but true. Such is the pace at which English grows. There are very many reasons why English words are colossal. One of the reasons for the rapid pace of growth of vocabulary is that English is the most flexible language. It borrows and embraces words from other languages. Globalization and colonization are other reasons to mention with regard to the reasons for the growth of English vocabulary.

There are umpteen of English dictionaries available with regard to learning English. To be precise, there are exclusive dictionaries for phrasal verbs, idioms, and collocation and the like. Despite these factors, it is difficult to contain all the words of English language in one single book/dictionary. Having this fact in mind, dictionaries are updated based on corpus. Corpus determine whether a word to be added or retained or removed from the dictionaries. Based on corpus, dictionaries are updated once a while, and not annually or bi-annually. With the rapid pace of growing vocabulary and the dictionaries updated once a while, it is difficult to keep abreast of the words that are added in the English language even day.

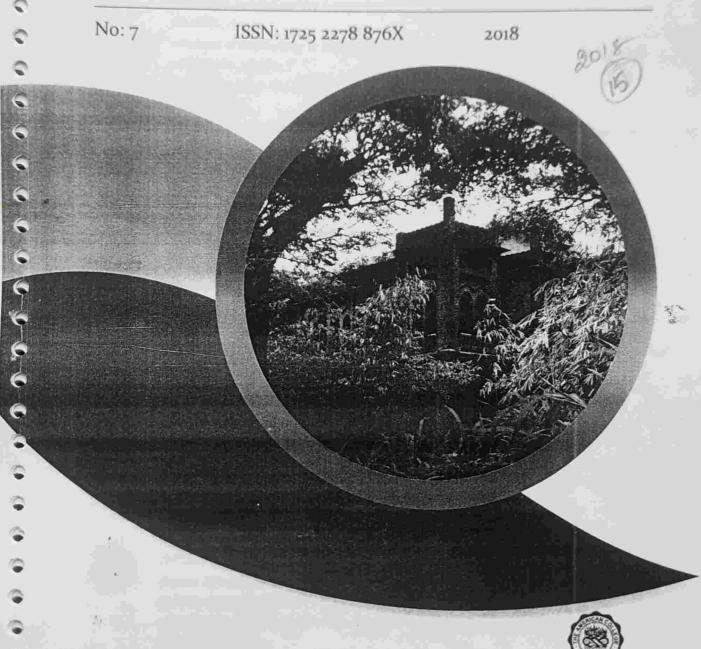
Real lovers of language and voracious readers will be quite unhappy about the pace of English words. With these things in mind, The Hindu newspaper is in fact doing a service to the society by publishing a column about English in its Monday edition with the supplementary Edge. With dictionaries are updated once a while based on the corpus, lovers of English language may not be able to keep abreast of the latest additions in the language. 'Know Your English', a weekly column in *The Hindu* newspaper, comes in handy with regard to updating one's vocabulary power. The Hindu newspaper has been allowing this column to be published for more than 20 years. This column has been written by Dr. S. Upendran, Professor of English at English and Foreign Languages University, Hyderabad.

The column 'Know Your English' discusses usages in English, grammar, pronunciation, spelling and vocabulary. This column, often, discusses vocabulary in detail. It discusses phrasal verbs, idioms and single lexical. Besides these above mentioned facts, 'Know Your English' discusses coinages, new expressions, usages and the latest additions of words in the English language. One who



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Influence of Psychology in English in English Language Teaching

ABUKANIBA MEERA, P

Abstract

English language learning and teaching is a bandwagon that everybody wants to join in. Across the globe, this phenomenon is gaining momentum day in day out. Witnessing the proliferation of the language, the number of aspirants is growing rapidly. Yet, it is a question that whether all the aspirants come out with flying colours. In classroom teaching, the teacher should be a competent one, besides he should also be a psychologist to some extent to transport the knowledge to the target group. This article sheds light on this factor.

Keywords: teaching learning process, psychology, counseling

Introduction

The English language, among other languages, stands out with its unique features. Considered the language of library, aviation, it has been attracting learners across the age and across the globe. In spite of the growing influence of the Queen's language day in day out, there are short comings in the actual learning and teaching of English. There are very many factors that influence language learning ambience.

English language teaching poses great challenge to both teachers and learners. One of the reasons for its above-mentioned characteristic is that English is only a second-language to Indian learners. Moreover, compared to other languages, it is quite unique with its ever-expanding vocabulary, spelling and pronunciation. While this is one aspect of English, the other aspect is its aspirants i.e. learners of English. In classroom set ups, English learning and teaching needs criterion more than its methodology or mode of teaching.

The twenty first century sees students/learners with different mindsets, attitudes and they are from various different backgrounds such as rural, urban background, rich, poor and the like. Besides all these above-mentioned characteristics, students, these days, by and large, are sensitive. Irrespective of gender, students are shrinking violets in the era of nuclear family system. Students have their own problem that has its origin either from their home or of their age.

Besides these factors from students' perspective, there are students who undertake part-time employment opportunities before and after the class hours. Such students, sometimes, appear, with laidback attitudes. They are often tired and do not pay enough attention, if not undivided attention. Moreover, there are students who

pursue their course at the behest of their parents. It goes without saying the kind of mentality these students have.

Considering all these aspects, teachers' role in English language teaching is essential, though, at least, as a facilitator. Here, teachers should understand the nature, attitude, background and age of the students. It is the responsibility of the teachers to understand the younger generation of the twenty first century. Teachers should put themselves in the shoes of the students for a complete understanding of the latter in a better way. Besides the routine responsibility of teachers such as helping students become expertise in reading, writing, arithmetic or science, teachers are highly expected to transfer knowledge into another person or students. There is no point in being a mere subject expert without the ability to communicate with his students.

When teachers and students are aware of the respective roles i.e. teaching and learning respectively, there is progressive for sure. They are like railway tracks which must go hand in hand for smooth running. When students lag behind or trail, teachers should give them a hand to put them on track again. In learning and teaching process, psychology plays an important role. Psychology is the scientific study of mind and behaviour. It helps one understand human behaviour such as thoughts, feelings and actions. A person with knowledge of psychology has the ability to understand others' attitudes, personalities and character.

Educational psychology is the branch of psychology concerned with the scientific study of human learning. Educational psychology is important that it is applied in order to understand the aspects and components that are involved in the life of the learner. Psychology in Education is important because it lays down

the proper foundation and principles of an education. Education psychology is mainly important to understand the mind of the children that in what ways he/she can develop their learning and education skills effectively. It creates a great bond between students and teacher and hence encourages the student to behave in a mannerly way with their teachers and elders. Psychology in Education is also important for the child because it makes them problem-solving not problem creating. The most important purpose of educational psychology is that it is mainly used for encouraging and promoting the teaching and learning methods. It also nourishes the learning methods of an individual. Educational psychology helps teachers to understand the mental power and his/her strength in teaching. So the main purpose of educational psychology is the promotion of teaching and learning methods.

Educational psychology is a new field of study. Despite the fact that it has been available since the days of Plato and Aristotle, it is not identified as a specific practice. Educational psychology has seen rapid growth and development as a profession in the last twenty years. In everyday teaching and learning the individuals have to differences, assessment, about individual elopment, the nature of a subject being taught, problem solving, and transfer of learning are the components of educational psychology. These features are important to education which in turn helps in understanding human cognition, learning, and social perception. In a nutshell, educational psychology throws light on the fact on teaching and where to pause and consider what learning really means.

Counselling is an essential part of psychology. It is a planned, structured dialogue between a counsellor and a client. In classroom teaching parlance, it is between a teacher and a student. It is giving assistance and guidance to persons with psychological or personal problems towards resolving it. The bottom line in giving counselling is that it helps gain mental strength and wellness to individuals and families. It is different from giving advice. In the latter, one tells someone to do something. If mere telling solves many of human problems, the world would be a utopia to live in. On the other hand, counselling is giving assistance and guidance with technical knowledge psychology. Attending, listening, empathizing and communication skills are essential skills of a counsellor.

Teachers should be good counsellors. A teacher with psychological knowledge transports or imparts knowledge on his students easily. Teachers should know that the attention of students should not be diverted from learning. In order to keep students' attention intact, teachers should be aware of psychology and its influence in language learning and teaching. When a student pays no attention and the teacher scolds him, the student may not like the teacher and he may develop an aversion against the teacher. Whenever the student in question comes across the teacher, the former throws his enmity in any form at the latter. Such situations could be avoided when the teacher has his approach with psychological tipoff. The bottom-line is that students will not get their attention diverted.

Teachers should know the ways and means of how people gain and absorb knowledge. In order to form a habit, according to psychologists, it takes a month to stick on to the habit. This is the point at which a habit becomes regular. In learning-teaching process, the same formula works. Another important point that the teachers should understand is that there are at least three types of students. They are as follow: type 1 is like camphor who grasps things easily. Type 2 is like coal that takes some time to absorb. The third one is like plantain stem that it is very difficult to impart knowledge on students of such kind. The teacher should know this factor, for which he should know psychology. He should also understand that there are individual differences intelligence, cognition and motivation.

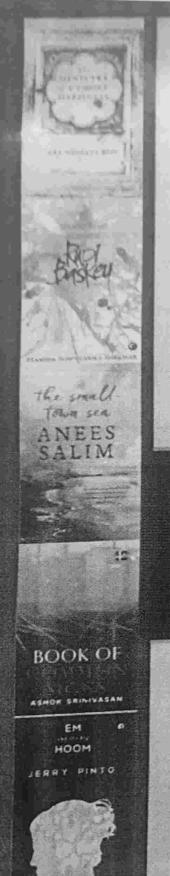
Conclusions

Thus, the importance of teacher being a psychologist is emphasized in this paper. More than the teachers being a mere subject expert, they should be a successful transmitter of knowledge. When this happens, real learning takes place in every class rooms.

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PROSAIC DREAMS OF MONEY AND COMFORT INANJUM HASAN'S NETL. NETL NOT THIS, NOT THIS

Anita Guanamuttu

ABSTRACT

Anjum Hasan is an Indian novelist, short story writer, poet, and editor. Her second novel titled Neti, Neti, published in 2009 was long listed for the 2008 Man-Asian Literary Prize, Anjum Hasan is one of India's most talented contemporary writers. Neti Neti is based on two cities - stark contrast between - Shillong and Bangalore. The protagonist Sophie Das is twenty five years old, when she has moved from a small town in Shillong to Bangalore and has suffered from nostalgia. When she had gone back, she was not that great. Anjum Hasan's fiction inhabits these city limits, Her characters are people uncomfortable in the swim of the big city; caught often between nostalgia and self-discovery. She explores the texture of this urban experience. Time heals everything. Sophie's shades of memory add sweet nostalgia to life. Past things seem better than the future. She spends more time with her friends at pubs, malls, rock concerts and parties. 'Neti, Neti', the title of the book means 'Not this, Not this.' Bangalore is ugly, and Shillong is pretty, according to Sophie. In the end, she travels back home feeling alienated. Mukulika, her sister, fell in love with Pavan. Though there was a constant opposition from the family, she planned to go with him to Delhi but becomes pregnant and the whole family was shocked. The focus was three weeks old and the abortion was carried out. They all have a 'shared shame'. Mukulika's pregnancy and abortion drive them further to the edge to send her to Bangalore. Living any longer in Shillong would bring further ruin to the family that is already tumbling down. Coming across tragic events like death and murder, she travels home.

KEY WORDS contrast, nostalgia, alienated, income, fake, abortion

Assistant Professor and Head, Department of English, Sadakathullah Appa College, Tirunelveli.

Anjum Hasan is an Indian poet and noveliar. She was born in Shillong, Meghalonal and carriedly fives in Bangalore, India. She has also contributed poems, articles and and carriedly fives in Bangalore, India. She has also contributed poems, articles and short stories to various national and international publications. Anjum Hasan in the short stories in Africance, Nett. Nett and The Cosmopolitans. She has also someon the short story collection Difficult Pleasures. The Shillong based writes has also published a book of poems called Street on the Hill and her new collection of stories is a Day in the Life.

Amuse's books have been nominated for various awards including the Man Asian Literature, The Hindu Best Fiction Literature, the DSC Prize for South Asian Literature. The Hindu Best Fiction Award and the Crossword Fiction Award. She was the Charles Wallace Writer of Residence at the University of Canterbury and has done visiting writer stime at leavabarual University, Delhi University, and Jamia Millia Islamia. She has taught creating at various workshops across the country and is one of the co-founders of Bangalore based World Famous Semi-Deluxe Writing Programme.

h's been eleven years since Anjum Hasan moved to Bangalore, but the memories of that transition echo through Neti, Neti, her second novel. Like Havan the protogonist of the book, Sophie Das, was born in Shillong and grew up there. And The Hasan, Sophie is ambivalent about her adopted home. In Hasan's novel Neti, No. Sophic has the floor to herself and her world is still in many ways a blur, though the setting has changed. She's 25 and has been in Bangalore for a year at the point the book opens, working for a US-based company that outsources the subtitling of DVD and dialogue-transcribing, background sounds for the hearing-impaired in India. This life is faster-paced than Sophie's life in Shillong. And an important subplot is a Not the repercussions of people defaulting on loans. Her boyfriend Swami with whom six tries to introduce one of her favourite books, R K Narayan's Swami and Pricade works in a call centre and keeps American time. Sophie has, in a sense, moved from one country to another; we are reminded of that the north-east is frequently thought of as not being part of India at all. It isn't anything very new or startling; it is the Problem of a young person getting to grips with adulthood. More than anything Neti is a coming of age book. Indeed, one of its chief virtues is that amidst a literal.

தமிழ் = ஆங்கிலம் = கணிதம் கற்றல், கற்பித்தல் உத்திகள்

மின்வும் சென்மு பல்வும்முக் கடுத்துறை செய்வுக் கேடினை

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Mr. P. Abukaniba Meeran

Assistant Professor of English Sadakathullah Appa College Tirunelveli

Teachers are inevitable in the process called learning. In spite of the growth of technology and inventions, the physical presence of a teacher cannot be written off.

The present 21st century poses a great challenge to eradicate poverty and guarantee sustainable development and ever lasting peace. It goes without saying that the onus is on today's young people to set things right. In order to prepare the young minds for a great cause, it is mandatory to educate them to meet challenges. The young generation confronts a world that is quite changing across fields: scientific and technological, political, economic, social and cultural. The world witnesses that a 'knowledge-based' society is in the offing. The scenario in education field is rapidly undergoing great changes. Perceptions of the opportunity of education also are changing as societies come to recognize that, in the words of the International Commission on Education for the Twenty-first Century, 'the time to learn is now the whole lifetime', not just during the period of childhood and youth.

In order to teach the modern era students, the kan should be a voracious reader. Only when the teacher is solace in reading, he would be able to manage the who are with much exposure. There is no other go teacher should be an insatiable knowledge seeker in order to be an effective and successful teacher.

One of the techniques or strategies to manage to talented classrooms is that the teacher should be informated. When the students are informed of many things such as pits, the latter usually welcome it happily. Furthermore, the are many students who are like a frog in the well, i.e. they no great awareness among students of rural backgrounds.

As far as a good teacher is concerned, the process learning never exhausts. When a teacher stops learning, he stops being a teacher. This is because learning and teach are inextricably linked. The more the teacher updates hims day in day out, the better he can excel in his profession. Francis Bacon says that reading makes a man full, teach should have panache for learning.

When the teacher wants to be an inspiring teacher should include reading and listening in his routine. Listen and speaking are inextricable linked. The ability to speak whighly depends on the ability to listen to. Therefore, it imperative that the teacher is a good listener and voractive reader. The latter lives in his world of happiness and after books in search both pleasure and knowledge. The teacher, i.e. the one who yearned, waited and strived to be teacher, follows knowledge like a sinking star. He is not tired of learning. The teacher with thirst for knowledge is happy as a kid in the candy shop when he sees books.

தமிழ் - ஆங்கிலம் - கணிதம் கற்றல், கற்பித்தல் உத்திகள் அல்அல் ஆண்டு மற்று முக் கருத்துக்க ஆய்வுக் தொறை

Souvenir
4th International Seminar
On
Strategies of Teaching and Learning

By
Departments of Tamil — English - Mathematics
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Edutainment as a Tool

Dr. A. Alis Sofia

Assistant Professor of English
Sadakathullah Appa College
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Edutainment is one aspect that bears fruit among the students with great exposure.

English language teaching has been taking, time and again, various ways and means to achieve its target. Considering its ever growing importance or essentiality, teachers and learner vie in order to reach their respective targets. Ever since the Grammar Translation Method, English Language Teaching has been taking paradigm shifts according to the needs and the mindsets of the learners.

and

200

With English being a sour grape for many, especially for L2 learners, it is mandatory to seek an effective switch over from age-old traditional methods and approaches to that of new ones. When choosing a new method to teach English, the persons concerned should keep in mind that the new one bears fruit. In the 21st century, learners or students are with much exposure on par with teachers. Moreover, not a single method or approach could be attributed to teaching English effectively. Starting from Grammar Translation Method, every method has contributed to a set of learners based on their needs and competency.

In the era of technology, it is a Hercuisan contain and get the attention of students in the the However, it could be changed, provided, with same and At the outset, teacher-centered classroom should be out and replaced with that of learner centered ones that the way for the teacher to execute various language and games and activities in order to involve the students as

In a classroom, there are students with the mundsets and attitudes, especially in an era in which are get much exposure. In such situations, the routine chantalk method would be futile. On the other hand, when a students, irrespective of their attitudes and learning par involved in activity based teaching/learning, one witness holistic growth, by and large.

The portmanteau word 'edutainment' is combination of 'education' and entertainment. In this return the teacher, who is only a facilitator in the classroom against the erstwhile teachers, should educate as we entertain the students. When this happens, the actual lent would take place in the classroom. When the restriction has sense of humour, it is a celebration of students in every of his/her class. The teacher's humour be used as an edutainment tool for the effective real learning process to take place. When the teacher is a behaviour, there is no doubt that the students in his class as well as learn without diverting their attention.

Besides the above mentioned, using newspaper to classroom is one of the most effective edutarement of the most edutarement of the mo



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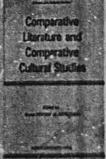
COMPARATIVE LITERATURE: THEORY AND PRAXIS

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Marital Disharmony in R.K. Narayan's The Dark Room and Shashi Deshpande's That Long Silence: A Comparative Study.

L. Faustina Leo

The Indian English fiction has had a meteoritic growth during the dawn of the millennium year, particularly the Indian novelists like R.K. Narayan, Mulk Raj Anand and Raja Rao promoted the conventional mode of writing. The contemporary modern writers like Salman Rushdie, Amitav Ghosh, Vikram Seth and many others, have elucidated and substantiated the strength of the emerging modern voice of India. A host of contemporary post-colonial writers like Rushdie, Arundhati Roy, Meena Alexander, Anita Nair, Shashi Deshpande and Jhumpa Lahiri have initiated the process of decolonizing the 'Colonial English.

R. K. Narayan and Shashi Deshpande are the most celebrated novelists of Indian writing in English. Both have received Sahitya Akademi Award for their novels. R. K. Narayan's literary career began with his short stories, which appeared in 'The Hindu' newspaper. Deshpande too began her writing with short stories which later developed into writing novels. She is regarded as one of the most accomplished contemporary Indian women writers in English. Narayan played an exceptional role in making India accessible to the outside world through literature. Both have focused on the domestic aspects and upheld the female-centric themes and delineated the various issues faced by the women characters in a domestic spear. Their portrayal of women is based on traditional Indian families settled in the south. The major themes in both the novels The Dark Room and That Long Silence focus on the marital disharmony, loss of identity, escapism and a sense of meaninglessness of life. This present paper aims at comparing the marital disharmony in R.K.Narayan's The Dark Room and Shashi Deshpande's That Long Silence respectively.

Shashi Deshpande has made bold attempts at giving a voice to the disappointments and frustrations of women despite her vehement denial of being a feminist. The sensibilities of the middle classes and the issues they grapple with forms the crux of a novel. The Dark Holds No Terror (1980) brings out the theme of gender inequality in a typical Hindu household. That Long Silence (1988) won the Sahitya Akademi Award. It exposes the imposed silence of an upper middle- class housewife Jaya. It is evident that Deshpande is concerned with dealing the crises in women's

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SELF-EFFACING WOMEN: KALYANI IN SHASHI DESHPANDE'S NOVEL A MATTER OF TIME

L.Faustina Leo

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Shashi Deshpandethe recipient of the Sahitya Akademi Award, is the most celebrated and accomplished contemporary Indian women novelists writing in English. Deshpande began her writing with short stories which later developed into writing novels. Shashi Deshpande hasfocused on the domestic aspects and upheld the female-centric themes and delineated the various issues faced by the women characters in a domestic spear. Her portrayal of women is based on traditional Indian families settled in the south. That Long Silence is Shashi Deshpande's Sahitya Akademi Award- winning novel for the year 1990.

Shashi Deshpande frequently writes about women who belong to the Indian middle class family and brought up in a traditional, environment and are struggling to liberate themselves and seek their self-identity and independence. She has presented in her novels the modern Indian educated women's struggle who tries to find a place in her society to exhibit her identity. Shashi Deshpande amongthewriters of the present day also high lights the irnage of the middle class women who are torn between tradition and modernity. She lays open the inner psyche of the Indian women in a realistic manner especially the way she relates to the characters in A Matter of Time and in the rest of her novels. This paper entitled "Self-effacing Women: Kalyani in Shashi Deshpande's Novel A Matter of Time"attempts to focus on the protagonist Kalyani's struggles and hardships that she has undergone throughout her life and how the same life her daughter too facesin her life to bringup her childrenin this male dominated world.

Self-effacing people never believe their ability and capacity, and always feel like "I do not know how I am going to get anywhere." Clark Kent defines self-effacing as a behaviour which makes people to ignore... 'They avoid social gathering and find very hard to express their ideas, stories, and achievements. At times they feel incompetent and lose their courage and determination. Shashi Deshpande tries to bring out this idea through her women characters in A Matter of Time. Indian society being a male

dominated society causes the self-effacing portrayal of women in literature. The present paper also attempts to analyse the image of women in a self-denial mode as reflected in Shashi Deshpande's novel A Matter of Time.

The story revolves round four generations of women of a middle-class family. Deshpande's perspective of marriage is elaborated through these four different generations: Manorama, an uneducated woman representing the first generation; Kalyani, the grandmother, who is not really educated; Sumi who is educated but confined to household works and has not worked outside home; Charu and Seema, who all aspire for independence and careers. All co-exist in a family that is modern but with certain old values. All of them have their own mind-sets and values about marriage.

Manorama, who represents the first generation, came from a humble background and married to the rich Vithalrao. After her marriage, she broke off all the ties with her family except her younger brother, Shripati, who was born after her marriage

The fact that her mother died just a year after her marriage...Not that she broke off

tiescompletely. She gave what help she could, specially during any crisis; but

she rarely went home, nor were any of her brothers and sisters invited to visit

her, expect a younger sister, and that only once (AMT120-121)

Manorama failed in giving a male heir to the family, she had a daughter, Kalyani, whom she regards as a symbol of her failure to have a son. Manorama feels,"To add to her insecurity, that main crutch, the one most women depended on, a son, was denied to her. All that she had was a daughter, Kalyani, who would get married and become part of another family." (128)

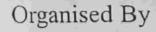
In fact, woman is not treated at par with man as Ernestine also observes: Vithalrao, Kalyani's father, never grudged the birth of kalyani. Manorama wanted to have a son. But for Vithalrao, it made no difference whether he had a son or a daughter. Vithalrao was an uneducated

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CROSS CULTURAL CONFLICTS IN ANITA DESAI'S NOVEL BYE-BYE BLACKBIRD:

L.Faustina Leo

Assistant Professor of English

SadakathullahAppa College.

RahmathNager

Ph.No.9442004421

Women novelists in Indian fiction occupy a prestigious position in Indian Literature. These women writers have made the most significant contribution inthefield of the English novel. They, from India, are the one to add a new dimension to the English literature of India. Anita Desai is one of the significant voices in the modern Indian English Fiction. She is the best known and illustrious Indo-Anglican novelists of post-independence era. She emerged on the literary horizon after independence, deliberating on the highly debatable contemporary issues. As such she has added a flavour to the contemporary Indian fiction. Anita Desai is a notable writer to probe the inner feeling of the immigrants who settle abroad for their fortune. This study was to explore cross-cultural conflict in the novel of Anita Desai's Bye-Bye Blackbird whose work is analysed against the backdrop of Indian diaspora.

Bye-bye Blackbirdshowcases the life of the immigrants, who suffer a mixed feeling of love and hate towards their adopted country, in an alien society. It examines the plight of Indian immigrants Adit and Dev in Londonof 1960s and explores their adjustments and feelings of those two from India who face their cultural conflicts in that country. Cultural conflict is a type of conflict that occurs when different cultural values and believes clash Cross-cultural misunderstandings or conflict may arise whenever there are cultural differences between different nationalities, religious ethnic group. Adit lives in London with his English wife, Sarah who is presented in the novel as a sensitive and reserved person. Dev is a newly arrived immigrant from India. As Meenakshi Mukherjee, comments: The most successful characterisation in Bye-bye Blackbird, is not that of an Indian, but of an English woman who has cut herself off from the mainstream of English life by marrying an immigrant Indian. This study also aimed to trace out the entire issues of cross-cultural conflict. Since their background is rooted in the class society, which still exists in India and Hinduism in particular, there is an intense struggle; cultural conflict, isolation, immigration, exile etc. are common in twentieth- century literature.

The Reconciliation of Man and Nature

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Abstract:

This paper researches the job of the environment in prompting observer feelings in The Revenant. So as to examine how the earth is depicted to inspire passionate reactions, this article uses a psychological methodology toward the novel. One imperative manner by which this procedure works is through the hero's involvement of his environment. By following Hugh Glass on his adventure through the wild, the watcher shares his experience of it and reacts sincerely in a harmonious manner: with dread, and sympathy just as with interest and authentic enthusiasm for nature. In any case, The Revenant furthermore energizes an alternate arrangement of feelings toward the wild that are not associated with Glass' destiny or wants. Onlookers are welcome to feel feelings toward the earth in essence, both in The Revenant and, all things considered. Cutaways to captivating shots of untainted wild welcome examination about the human effect on characteristic life and the absence of eagerness to change hurtful conduct as far back as the beginnings of ecological misuse as portrayed in The Revenant. The last feelings can in any case not be viewed as free from the story but instead as a feature of the realistic experience, since they are evoked inside the setting of the novel.

Keywords: Nature, Fur Company, Hurtful, Survive, Struggle, Arikara tribe.

Nature acts as both provider and destroyer. Sometimes it helps us, but on the other hand it becomes the main reason for our sorrows. We all know that nature can live without man, but man cannot live without nature. When the nature is good with man, he enjoys. But when the nature turns into a destroyer, he cannot defend him from it. This chapter attempts to analyses how a man reacts to the changing character of nature and how he survives in the realm of nature.

Michael Punke has set the novel throughout in the forest of North America. Huge Glass, the protagonist travels through the forest to take revenge on Fitzgerald, who left him dying and stole his riffle. During the travel, there was a dysfunctional relationship between the forest or nature and him. Sometimes he was surprised by the grandeur of the forest, but sometimes he struggled to survive in the forest. Most of the time in the novel, nature was against Huge Glass. Through the struggles, Glass learned that the only way to survive in nature is to make himself as a part of the nature. When a man loses the image of nature, he loses his life.

Hegemonic Power, Patriarchal Domination and the Progression of Tribal Womanhood in Stupid Cupid of Mamang Dai

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Abstract

The history of human life has always been a record of power structures with simultaneous oppression and marginalization of the weaker sections from time immemorial. Marnang Dai is one among the contemporary writers, who is the voice of the tribal communities in Arunachal Pradesh. Dai's second novel Stupid Cupid, renders a variety of women characters belonging to Arunachal Pradesh tribe with highly contrasting images. The objective of the present paper is to highlight the discrimination and chauvinism faced by the characters in the city. The migrant women tribes experience multiple oppressions and marginalization in the hands of city dwellers. But Dai's tribal women characters are unique and strong who long for freedom and independence. She has envisioned the advancement of tribals though they are victims of brutality, segregation, exploitation and tyranny in every walks. The present analysis introspect the untold miseries as well as the progression of Tribal womanhood as depicted in Stupid Cupid.

KEYWORDS: Oppression, Discrimination, Marginalization, Advancement.

Mamang Dai is a promising writer and journalist from Northeast India. Dai switched from being a civil servant to a writer to limelight the nativity, tradition and culture of the Northeast through her writings. Dai's novels are more concerned with the emotional fluctuations of the tribes due to Marginalization, Identity crisis and Discrimination. Stupid Cupid is set in Delhi but the characters expose the emptiness that is prevailing in Northeast of India. Dai bridges the divide between the North and North-Eastern through them. It is well known that in Delhi, the people of Northeast are treated otherwise. The migrated North-Easterns' fascination for the city life, disillusionment in love and trapping in an extramarital affair make their life and identity questionable.

In India, Migration takes place due to various reasons. Mass movements took place due to historical, political, economic and personal reasons. However, the Indian community has shown greater amendments, adaptableness, flexibility and availability. The sense of homelessness which every immigrant suffers is extremely true and intense but in the recent times it has been that this concept has been minimized and made less intense through social networking and also with a sense of unity. In the novel, the author

has shown to us the new arena of characters, who longs to dwell and breed in the city in order to free themselves from the hegemonic power operations at varied levels.

Adna, the narrator of the novel, perches in New Delhi leaving her hometown Itanagar after completing her Hotel Management Course in Guwahati and Calcutta. She wants to provide a decent meeting place where men and women, lovers and friends, could harbour without any inhibitions. She comes up with this idea after her embarrassment several times when she tries to book a room. She has been looked up as if she is committing a sin. Adna is not bound by traditional views or beliefs. She is broad-minded and progressive. She inherits a piece of property of her late aunt and plans to transform it into a love nest namely, "Four Seasons". The elders of her place always had a strange thought about living in Delhi which is evident in the words of Adna:

From our hometowns news would reach us about family get-togethers and picnics, and the elders asked us when we would return. We knew this was their way of saying. They hoped we would marry and settle down with good, local men, because how would anyone meet the right person away from home.... They followed the news about shocking murders and the cruelty of Delhi, which was reported daily. 'No one will help you there, because no one will know who you are', they said. (14)

In most communities in Northeast, there is a practice of marrying within a specific ethnic group, class, or social group, rejecting others on such basis of being unsuitable for marriage. People who marry outside their own communities are either disowned or looked down with contempt. Adna mentions about her own aunt who married a man outside her community and was never talked about in the family thereafter as it was believed that she has brought shame to the family. Adna, like her aunt, wants to marry someone she loves, regardless of the community the person belongs to.

Adna falls in love with a man who is already married. She fell in love with him because when they first met he was wild and rebellious. Adna lives in a dreamy world of love, romance, tenderness, liberty and ecstasy in Delhi with her current beau. Adna addresses him as Friend; his name is not revealed throughout the novel. She lives with extreme fear that this relationship might end. When Adna meets Mareb's boyfriend Rohit, she pangs with the fear of Rohit knowing her friend's wife. She could not imagine a life without him and at the same time she can never own a citizenship in the new land being a migrant. There are many interrogations about the undefined prospects of Northeast and about the extramarital affair in an individual's life. It is found since the last six decades.

Adna's relationship with her boyfriend from Delhi can be related to the deeply fixed labels about Northeast women. North-Eastern women, especially tribal North-Eastern women, are considered flexible and immoral. While most tribal women from Northeast carry their sense of freedom and independence from their native places, they are mostly misunderstood by others however true they are. Adna's boyfriend leaves the country for Canada without giving a reasonable explanation, Adna says that her friend wanted to be with his wife, but Green, a friend of Adna explained the realities to her by pointing out "Maybe he's not travelling with his wife. He might be travelling with a new





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The Existential Angst Of Adivasi's In Hansda Sowvendra Sekhar's

The Adivasi Will Not Dance

Abstract

The present paper introspect the migration of Santhals within India, their marginalization and the agonies faced by them with reference to Hansda SowvendraSekhar's *The Adivasi Will Not Dance*. The paper focuses on the psychological trauma and the physical hardship experienced by the native Adivasis in their own land. The Sahitya Akademi Awardee Hansda depicts the miserable conditions of the tribals in Jharkand in his collection





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Literature's Impact on Environmental Policy: Rachel Carson's Silent Spring

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Abstract:

Traditionally, when scholars discuss the efforts to change environmental policy, their chief consideration is the work of natural scientists and social scientists researchers who measure the impact of pollution and other destructive forces on the environment. However, in this paper I propose that a more literary work, such as Rachel Carson's *Silent Spring* (1962) has an equally important impact on changing policy. Carson wrote her cross-disciplinary book in response to the virtually unregulated yet widespread use of pesticides in the 1960s. *Silent Spring*, in its combination of research, case study and literary writing, went on to affect and initiate change in the regulation of chemical insect control and the banning of the synthetic pesticide DDT. Carson was writing against an orthodoxy which placed man as master and controller of nature, and through her book's policy-changing and research-inspiring results, Carson showed the excessive use of pesticides not only to be hazardous, but also immoral. Her book serves as a pioneering text of the modern environmental movement. Using *Silent Spring* as an exemplary case of a literary text with the power to influence environmental policy, I ultimately ask in this paper what it means to consider the environment from a cross-disciplinary approach—both in the academy and more importantly still, in the world at large.

Key Words: Insecticides, Human Environment, Hazards, Pesticides, DDT, Inhabitants.

When Rachel Carson published *Silent Spring* in 1962, there was little public discourse on the hazards facing the environment. However, when excerpts from the book appeared in *The New Yorker* and when *CBS Reports* broadcast a 60-minute program on the author and her book, intense debate sparked from both the public and those companies profiting from the virtually unregulated manufacture and application of pesticides. President John F. Kennedy discussed *Silent Spring* at a press conference, noting that "Miss Carson's book" the U.S. Department of Agriculture and Public Health Service launched an investigation into the effects. *Silent Spring* is now widely credited within the scientific community and beyond for the ultimate Sanning of DDT and the stricter regulations placed on pesticides.

In Silent Spring, Carson purports to have wished not to "burden the text with footnotes" of her citations. The public awareness of pesticides' hazards arose largely from the easily digestible format of the look. In taking a discussion that was before held nearly exclusively in scientific circles and crafting it into

Language, Literature and Creativity: A Fusion of Three for Human Uplift

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Editors Dr. Ganga Lakshmi. C Dr. R. Naganathan

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Vocabulary Enhancement Methodology

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English language, the Lingua Franca of the world, has been very popular and gaining widespread name and fame. It is no exaggeration that English is growing in a dynamic pace. Witnessing its ever growing importance, there have been millions of learners thronging to master the Queen's language. In the several attempts to learn English, few succeed with flying colours. Yet, there are aspirants to learn and master English language but with futile efforts. The predominant reason for many people's ineffectual efforts to learn English is that they overlook vocabulary. Vocabulary is the most important aspect in a language. Without word power, learning English is like building castles in the air. There are umpteen ways to master English vocabulary effectively. This article throws light on the methodologies in learning and teaching vocabulary, besides focusing on the basics of language learning.

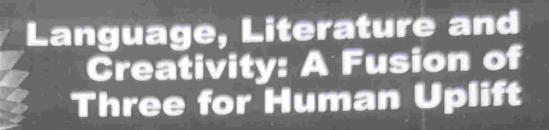
In a rapid pace, English language is growing across the world. Considered the Lingua France of the world, English language acts as a trump card, a yardstick and gateway for a prosperous career across the board. A person with good command of English gains, as it goes without saying, enough confidence to confront the world.

The growth of any language is synonymous with the growth of its vocabulary. English is no exception in this case. The aforementioned sentence acknowledges the importance of vocabulary in the Queen's language. Considered the backbone of English, vocabulary is the raison d'être in the process of learning and teaching of English.

It is never a confrontation between vocabulary and grammar in the comprehension and production of English. It is impossible to produce a sentence without using word of some sort. However, the role of grammar is not downplayed altogether. The grammatical aspect is applied on vocabulary. The latter is a separate entity that stands alone while the former is entirely dependent on vocabulary in order to give the meanings. While learning new words, grammar should be learned in how the word should be used in sentences.

In an era that is ruled by technological advancements, learning English vocabulary is neither a Herculean task nor a walk in the park. Expanding one's vocabulary needs an approach or a methodology. With an enhanced methodology, learning vocabulary is, by and large, easy. Without an actual involvement of the learners/aspirants, developing one's word power is not possible. Learners should involve in the process of expanding their vocabulary by means of exposing themselves to listening and reading. In fact, these two acts i.e. listening and reading facilitate the process of strengthening one's wordrobe. Wordrobe is a coinage meaning an imaginary place in the mind to store words.

One's ability to speak English highly depends upon one's ability to listen to. The more one listens to and reads English,



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Task Based Language Learning and Teaching

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English language teaching is a phenomenon that draws aspirants from the four corners of the world on a daily basis. Studies on English language zero in on the best method to learn and teach it, despite the various methodologies followed across the globe. The fact is that different sets of learners warrant different methodologies. The modern day of teaching English poses great challenges. Students' attitudes towards learning, focusing on students' specific needs in language use, the psychological aspects of students and the wrong notions about English among students are to name few with regard to challenges in language classrooms. The present era students have great acquaintance. In such conditions, teacher-centered classrooms, pay no dividends. The reason is that containing such vibrant students and making them attentive in the classroom for a period of time is a Herculean task these days. Theory based teaching turns out to be ineffective, especially, in skills oriented language learning and teaching classes. To contain and make students attentive, Task Based Language Teaching bears fruit. TBLT is an approach that puts students in doing some tasks. In this approach, students would be active enough to perform the given tasks, which, in turn, help them shed their inhibitions or shyness, besides focusing on the actual learning. This article is about the importance of Task Based Language Learning and Teaching in English classes.

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In English language learning and teaching, umpteen of methodologies is followed across the globe. The more the methodologies come up, the more the challenges in the classroom pop up. The case with English is always striking. The reason is that English is an enigma that extracts different tasks from its aspirants. Starting from Grammar Translation Method, the process of learning and teaching English language has taken many a forms and shapes.

The modern day teaching is quite different from that of the erstwhile ones. In the earlier days, teachers called the shots with a complete control over students. Though teachers in those days were looked up to, there were no ways that the shy and reluctant students could get their doubts cleared in language learning. The scenario in the modern day is the otherwise. It is a paradigm shift in the modern day teaching that learner centered teaching is gaining momentum. In the latter, the role of teacher is minimized to a facilitator, if not a mute spectator.

One of the other important aspects of learning and teaching English is the students or the learners. During the earlier years when teachers called the shots in the classroom, students listened to the class or kept calm. This paved the way for the teacher to complete his task at hand i.e. teaching students the language. However, the modern day students are vibrant and they have, by and large, great exposure across the board. The task at hand is making them learn or teaching them the target language. In such scenario, theory based teaching turns out to be ineffective, especially, in skills oriented language learning and teaching classes.

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Developing Reading Skills among L2 Learners with a Rural Background

Dr. Alis Sofia, A.1

Abstract

Reading is an important skill to master in order to learn English. Today, in the era of technology and greater inventions, reading habit is being phased out among learners. Technology has overtaken one of the pleasurable acts of humankind. In this scenario, there are learners who fight tooth and nail to learn English. They are, without being exposed to reading English, chasing the rainbows. The fact is that they do not know to read English. This article chips in their cause to help them master reading skill.

Keywords: Fables, Reading Skill, Sense groups.

The importance of the English language learning is growing day in, day out. With the booming of technology and inventions, English has become essential across the globe. The aspirants to learn and speak English are increasing rapidly in every nation. Yet, the ways and means to learn English effectively for L2 learners is an elusive one. There are many reasons that English looks and sounds an elusive one to many, especially to L2 learners. One such reason is that reading should be given importance in curriculum. Although it exists at the present curriculums from primary to tertiary level, there should be conscious efforts to reiterate and implement reading inside the classrooms.

English is a unique language in many respects. The King's language is known for its borrowing of words from many other languages. Though English language is special and unique in various spectrums, one of the important aspects is its ever growing vocabulary. English vocabulary is one of its kind. This Lingua Franca embraces words from languages around the globe. It is estimated that more than 50% of words in the English language are from Latin and Greek. There are words from almost all the other languages from the world. Unlike Tamil, languages like Spanish and French have different pronunciations for every phoneme. For example, the German word *Volkswagen* is pronounced not as 'Volkswagen' but as "/folks-vagen/" or "/folks-vah-gen/". A new learner of English would struggle to pronounce the word correctly, or phonetically.

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The case of English language learning with L2 learners, especially learners with a rural background, is entirely different. There are students who find reading English extremely difficult. The reason for their difficulty to read English, by and large, is lack of exposure to listening and reading. Students with a rural background out and out do not know to read English, if not phonetically. There are many reasons why the above-mentioned students struggle with regard to English. Among learners with a rural background, there has been a misconception that only English medium students, and not any other medium, especially Tamil medium students (in the case of Tamil Nadu), can learn, read, write and speak English. Here, the responsibility is with the teachers to help learners come out of this notion. English has been a sour grape for the L2 learners with a rural background. This is because these learners assume that English cannot be learned easily. However, the case is otherwise. Anybody can learn and master English if one is exposed to good amount of reading. In the age of technology, getting access to reading materials is like a walk in the park. At a click of a mouse, one can get thousands of reading sources.

When a L2 learner with a rural background has never been exposed to, or practised reading, he/she can neither read English phonetically nor master the Queen's language. These learners could be trained to read English using fables and short stories in simple English. There are hundreds of fables available that the L2 learners with a rural background can use. One such fable is Aesop's Fables. There are many advantages in using these fables. Aesop's Fables are, by and large, known to most of the learners. Using animals as characters, this mostly read and famous fables among children and grown-ups, teach morals. Moreover, these fables are short and can be read quickly. A simple fable that runs around 5 to 6 lines exposes the L2 learners to a good number of new words. Above all, there is an audio file replicating the story intact. In order to practise reading, the L2 learners with a rural background can listen to the audio, simultaneously following the printed copy of the fable.

The simultaneous method i.e. listening to the fable's audio format and reading/following the printed copy of the same source is considered one of the best methods to practise, or to teach reading skill. The target learners are relieved from learning Phonetics as a separate entity. By listening to the audio, they can read words phonetically.

When the L2 learners do not know to read English, they shy away from learning English. However, if the learners are not exposed to actual reading, reading English becomes impossible. Students should be taught that reading holds a very important place in learning. Outside the syllabus and curriculum, reading helps a man to be a man. One's mental abilities and analytical skills are highly dependent on one's reading skills.

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Problems Faced in Translating English Idioms

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Abstract

English, the Lingua Franca of the modern world, is a beautiful language acclaimed by many across the globe. English language grows rapidly along with various discoveries and inventions in the world. There are very many features that are unique in this auxiliary language. English vocabulary is one such feature. In general, vocabulary in English is categorised into three. They are single lexical, phrasal verbs and idioms. In English language, the role of idioms, in particular, is colossal. It is not an exaggeration that idioms add beauty to the Queen's language. An idiom is a part of English vocabulary. One of the aspects of English idioms is its peculiarity. Idioms are of native varieties which are considered unique. Though English embraces single lexical and idioms from languages around the world, it is a Herculean task while translating idioms into regional languages. The reason is idiom's constituent parts and its idiomacity in nature. As against translating English vocabulary in to regional languages, translating English idioms poses a great challenge. This article sheds light on the various problems faced in translating English idioms.

Keywords: Translating English Idioms, Idiomacity, literal meaning, cultural context, sense

Idioms are peculiar ones in English language. More than the fact that it adds beauty and colour to the language, idioms interest students/learners to learn English. An idiom is a group of words that gives an idiomatic meaning. Here in an idiom, the constituent parts do not give meaning individually. An idiom is viewed or treated as a single entity or unit. It, for convenience sake, can be said as a lengthier item of vocabulary with a unique meaning. Idioms, by and large, are not literal, though there are transparent and opaque idioms in English.

Idioms are present /available in almost all the languages. These multi-word expressions have its origin from culture of respective countries. In fact, idioms and culture are inextricably linked. One can even go to the length by saying that no idioms can exist without a cultural context/background.

Opaque idioms pose difficulty in the comprehension of its meaning. This is because opaque idioms give no clue at all in the semantic aspect. The constituent words in an opaque idiom are clueless and challenging for the L2 learners. They, the opaque idioms, as a single unit, give a special, readymade and fixed meaning. Neither the meaning nor the structure of the idioms could be changed. It is reiterated that idioms are fixed one.

As far as translating English idioms is concerned, it is a Herculean task. In translating idioms, verbatim i.e. word to word translation results in a futile effort. The reason is, as mentioned earlier, individual words in an idiom has no role to play as far as its meaning is concerned. An idiom cannot and should be translated verbatim.

Since idioms all culture bound, they are very much embedded in every culture. This results in that they become difficult or rather impossible to translate from one language to another language.

In the modern technological era, the advent of computer and internet are handy in regard to translation. When a passage in one language is fed in the computer/internet, it translates the passage into English. There is considerable accuracy in this type of machine translation. On the other hand, machine translation is, out and out, a failure/futile one as far as translating idioms are concerned. When an idiom is fed in the computer or internet, it gives the actual literal meanings of the constituent words in the idiom. In other words, machine translation of idiom results in verbatim. As a result, the original fixed meaning of the idiom is not known.

When the idiom 'apple of one's eye' is machine translated into Tamil, the machine translated version of the idioms is not only incorrect, but it gives an unsuitable meaning. The translated version would be in no way related to the idioms semantically. There will no semantic congeniality between the actual meaning of the idiom and the machine translated meaning.

The idiom 'shed crocodile tears' has its origin in Aesop's Fables. When this idiom is translated into Tamil, the original meaning 'to pretend', 'act/cry falsely' is not retained. One must understand that there are underlying meanings in every idiom. Idioms should never be taken at face value. They are highly contextual in meaning.

The idiom 'down to earth' gives a meaning that someone is practical, realistic and not pretentious. When this idiom is translated into Tamil, the original idiomatic meaning is not retained.

There are transparent idioms which retain some of the literal meanings of the constituent parts of the idioms. However, when a transparent idiom is translated into Tamil, what appears as answer is its literal meaning. Yet another idiom is 'add fuel to the fire'. When this idiom is translated into Tamil, the translated version is a mere verbatim. Readers end up understanding the idiom as 'pouring oil in fire'. Besides, the actual meaning of the idiom i.e. making a bad situation worse remains unknown.

There are other opaque idioms that give no clue at all for the comprehension and production of it. For example, 'by the by' and 'by and large' are such idioms that are difficult to translate. These aforesaid idioms have no Tamil equivalents, at least at the literal level.

Idioms and its mere literal meanings should never go hand in hand. It never works. Idioms should be translated by its sense, by what the idiom means. There are idioms with same common themes, meanings and ideas. The words in an idiom may not be as same or equal as in the translated version. The bottom-line in translating idioms from one language to another language is its sense, meaning and not just the words.

The idioms 'add fuel to the fire', 'fan the flame' and 'rub salt on the wounds' give same or similar meanings though the constituent words in the idioms are entirely different.

Every language has idioms on its own, depending upon the context and cultural background. Fortunately, there are umpteen of idioms in Tamil that find its equivalent ones in English. Most of the Tamil idioms could be matched with its English equivalents concerning the same sense or meaning. In the process of translating English idioms, one can only find equivalent idioms in his native language to the English version. However, when there are no semantically equal idioms to English idioms in one's native language, translation is a redundant one. No idioms can be translated at one's whims and fancies.

All said and done, it is important to remember that idioms lose their cultural and semantic values when translated. One should find idioms with similar meanings in their native language as against the English equivalents. In other words, there are idioms in every language with similar sense and meanings. The translators' duty is to find such idioms with common or similar meanings.

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Role of Translation in Teaching English in Indian Classes

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Abstract

Teaching English in India is an interesting experience. Known as the Lingua Franca of the world, English in India is either a second language or foreign language. Ever since the arrival of the British, there have been very many methodologies, strategies and notions to comprehend, produce and teach English across the world in general, and India in particular. The use of one's mother tongue to teach English is one of the strategies, by and large, followed in India. There are notions that English could be learned or mastered only by students studied under English medium streams. At this juncture, translation acts as an effective chain, link and tool between English and the student aspirants. Translation is an ever growing entity that helps people in a great deal. This linguistic aspect of language has helped civilization tremendously. Teaching English using translation in Indian classes results in that students' grasping power and understanding of the given task go up. This article deals with the importance and role of translation in teaching English in Indian classes, especially classes in Tamil Nadu.

Keywords: English language, translation, medium of instructions

Translation is Manna from the heaven to mankind. This linguistic phenomenon is a universal one that helps mankind in terms of civilization, globalization and cultural entity. Translation paves the way for the fact that knowledge is universal and spread across the globe. It is disheartening to imagine a world sans translation.

In imparting knowledge from language to language, the role of translation is colossal. It has eased the way enormously to people across the world gain knowledge, wisdom and sophistication. The great ideas, philosophies and rationale thoughts are spread by the entity called translation. Its part played in spreading religion is tremendous. One of the reasons how the tenets of the religions such as Christianity, Islam and other religions spread is translation.

It is no exaggeration that Indians are, with their everyday routine, bilingual with the available languages in India. It is not a hyperbolic statement that India hardly moves forward or develops without the phenomenon called translation. This is because translation is done consciously and unconsciously by almost every Indians irrespective of their literacy ground. Indian literature was dominated by translated works in different forms till the nineteenth century. One of the various

positive aspects about translation is that it brings or takes languages across the world much closer to one another.

With regard to English language teaching, translation plays an important role in spreading the space and opportunities of language. Translation paves the way for coinages or vocabulary enrichment that helps language grow. To shed light on this aforementioned fact, *idly* is an Indian origin word. Colonisation or globalization has brought this Indian origin word *idly* to the Oxford Advanced Learners' Dictionary. Language grows by means of translation. One must keep in mind that the modern world is dominated by translation and the scopes for translators are growing day in day out.

Teaching English is ubiquitous. Day in day out, new trends, methodologies, techniques and strategies emerge throughout the world to teach English effectively. In spite of finding different ways and means to teach English, the attempts, by and large, have not attained its fruition completely. The reason for the aforementioned issues related to teaching English is that there are learners with different needs. There are aspirants who want to master spoken English while some others want to learn written English.

Using English to teach English language sounds, by and large, not suitable in all contexts irrespective of nationality. There are learners throughout the world who neither know nor understand about English language. Such learners, mentioned in the preceding passage, need to be taught English with the support of their mother tongue or a different language.

In the Indian context, especially southern India, teaching English using the learners' respective mother tongue is essential. It is not an exaggerated fact because students have not only the notion that English can be learned only by English medium students, they also find it very difficult to cope with English teaching throughout the class/period. Adding fuel to the fire, there are students who feel bore in the class when teaching is only in English.

In order to sort out the issues mentioned earlier and encourage or turn students towards the actual learning in the classroom, students' mother tongue and translation should go hand in hand. Taking one's mother tongue as an aid and English teaching are inextricably linked. When translation plays its role in teaching English, learners/students find it easy and they feel at home throughout the class.

Students, moreover, understand what is taught when sentences or words are translated in their respective mother tongue in English teaching. Translation is a great tool to teach English to L2 learners. In fact, translation acts as a stable link between English and L2 learners. The absence of this link in language transaction or classroom teaching results in stagnation across the board within the classroom set up.

In Indian classroom teaching context, translation is a boon that the L2 learners benefit from it hugely. The teachers on the other hand, find translation as a congenial vehicle to transport the taught knowledge/language to the students concerned. Here, the teacher is bilingual in teaching English. In teaching English, the teacher is very much expected to be bilingual. The students, when the teacher is not bilingual, feel fish out of water in English classes. The teacher concerned should translate into Tamil what he teaches in English. Translation eases students' way in learning English. Students get hold of a kind of grip by means of translation in English classes.

Besides the above-mentioned, all said and done, issues and perspectives, teaching English in southernmost Indian classrooms poses a challenge. This is because teaching English to Tamil students involves cultural context/background both in English and Tamil. There are many customs present in Tamil and English culture. When learning or teaching English is the target or goal, bilingual by means of translation is a welcome one. When the teacher used translation in Indian classes to teach English, in fact, it bears fruit. Students pay heed to what the teacher says or teaches.

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Issues in Translating Epistrophe from Tamil into English with Particular Reference to Tamil Classical *Purananuru* Poem – 182

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Introduction

Translation of any literature is a fruitful activity as it forms the way for international influences. Possibly new genres found in other literatures are introduced to the indigenous one by translation. In one way or the other the process of translation broadens the ranges of meaning and expressions of the native language. It offers new ideas and promotes understanding among people of different culture and literature. In the Indian context, its need has become all the more important as we have got millennia old literatures. These works would be restricted to the narrow linguistic areas if they are not translated into other languages particularly English.

When literary works are translated, a critical analysis in the light of standard theories and principles is highly essential so as to improve upon the existing works of translation and further to carry out the work in a well structured form.

Epistrophe means a repetition of the word or words at the ends of successive clauses. Rendering the Source language text's epistrophe into the Target language text is a difficult task for a translator because the epistrophe of the SL may not go in line with the syntax of the TL. Hence the translator can only translate as per the syntactic requirement of the Target language text.

As part of the analysis here the present paper includes the three different English translations of A.K. Ramanujan, the renowned English poet and tri-lingual translator, P.N. Appuswami, a lawyer, educationist and an author and M.L. Thangappa, a Tamil poet, teacher and translator. It is a comparative analysis. There are two levels of comparisons. At the first level, the SL poem is compared with the TL poems and at the second level the TL poems are compared among one another.

Keywords: Epistrophe, Source language text, Target language text, rendering, lexis, syntax, particles of negation, etc.

The Tamil Poem and English Translations

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L. Dr. K. Syed Ali Bhadhusha, M.A., M.Phil., Ph.D.

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Dependence of Women Characters in Khaled Hosseini's A Thousand Splendid Suns

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Abstract: In this paper a study has been undertaken to discuss the struggles and oppressions faced by the female characters in the novel A Thousand Splendid Suns. This paper analyses how the women characters, Mariam and Leila search for their identities. This paper uses gender studies as a tool to analyse the novel. Khaled Hosseini's novel A Thousand Splendid Suns centres on the friendship between Mariam and Leila wives of the same man, Rasheed. This novel describes the daily life of the Afghan women. Khaled Hosseini has taken the last thirty years of that country's history of war and deals with it on an intimate scale through these two characters. Women are alienated in a remote place; they are forced to marry aged men and their ways of dressing are restricted. Women's mobility is limited and women are treated unfairly through Polygamy. It deals with several dark themes like violence, war and sexual, psychological and physical violence. A Thousand Splendid Suns describes the Soviet war followed by the Taliban rule. This novel is written from a third person's point of view. In this novel, he speaks about the true face of the Afghan society. The objective of this paper is to analyse the position of women against this war background.

Keywords: Oppression, Alienation, Taliban rule, Polygamy.

1. INTRODUCTION:

This research is a feminism analysis which aims to reveals to the kinds of sender discrimination faced by women, and the attitudes of women towards gender discrimination in Khaled Hosseini's A Thousand Splendid Suns. The struggle and oppression in the lives of two Afghan women are shown in this novel. Centers on the friendship between Mariam and Leila, the novel A Thousand Splendid Suns describes the cruelty and problems faced by Afghani women in their daily life. With the setting of Afghanistan, the novelist has taken the last thirty three years of that country's tumultuous history of war and oppression and told it on an intimate scale through these two characters.

2. LITERATURE REVIEW:

Afghan American literature is a relatively new area of study and is the body of literature produced by the writers of Afghan descent who have immigrated to America. The predominant genre in Afghan American Literature is Life Writing, as people in diaspora, retain memories of their homeland by recording their life experience through literature. Afghan Americans, through writing, situate life histories based on specific individual experience, with their ancestral lineage as Afghan, as well as the idea of a collectively shared identity politics within multicultural America. Afghan diaspora is the single largest refugee group in the world and some of the prominent Afghan American writers are Khaled Hosseini, who is best-seller authors.

3. DISCUSSION:

Gender discrimination is a term to describe an unequal treatment that is based on gender. Despite the fact, that these days in maximum components of the sector gender equality has been accomplished, numerous troubles of gender discrimination nonetheless exist in all components of existence, starting from cultural, political to economical fields. Gender discrimination can be in verbal abuse, violence, threats, humiliation, and intimidating behaviour or conduct.

Gender discrimination is followed in many countries, considered one among them is Afghanistan. A 2011 survey by the Thomas Reuters Foundation (in khan, 2012: 1-2) discovered that Afghanistan is the most dangerous region for women. Women face many obstacles, violence, or even humiliation that results in about 87% of women undergoes abuse and violence in many forms.

Afghan people loved their country very much even though they suffer under the gender discrimination. Some women accept the discrimination and some others struggle against it. Women's perspectives towards the gender discrimination that they undergo play a vital role in changing their lives forever.

FEMALE DISTINCTIVENESS IN TERRY MCMILLAN'S WHO ASKED YOU

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Abstract

The emergence of Black Women writers is the platform for investigating and examining female identity and experiences along with the issues related to gender roles. These womenwriters prefer writing about their experiences and the society instead of supporting male domination. In the contemporary genre of fiction, Terry McMillan has a stable place for herself as a leading writer of novels. Her main aim is to delineate the issues of black women from metropolitan surroundings. Her speciality is to elect distinctive form and essence for her novels. She differs from other black writers in spotlighting her exclusive point of view in her novels. She wants to depict the issues of women in a practical and constructive way. In her novels, McMillan presents her female characters as bold, intelligent and through them she discloses the flexibility of the black women. The main focus of McMillan's novel is to hypothesize the entangled problems of African American relationships and her novels are extremely fortunate for theydepict the inner-cityoccurrences of African American women with men. Her interesting stories, attractive characters and the happy ending for her fictions are the major contribution to the present popular literature. Though she portrays her protagonists as sufferers, McMillan is very particular in giving fruitful ending for her female characters through their efficiency to tackle their problems and face the challenges in the society. This paper inspects the problems of the protagonist Betty Jean as a mother and a grandmother in providing a positive future for her children and grandsons.

Key words: flexibility, sufferers, tackle, struggle, grandmother.

PANDEMIC DISEASES AND DISORDERS IN LITERATURE

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Women's Suffering and Self Identity in Chitra Banerjee Divakurani's Sister of My Heart

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Abstract: The aim of this research paper is to explore the trials and tribulations faced by the female characters in the novel Sister of My Heart. This paper analyses how the female characters suffer and how they search for their identities. This article uses gender inequality as a tool to analyze the novel. Chitra Banerjee Divakaruni's novel Sister of My Heart is based on the sufferings of typical Indian women. The adversities faced by the women existing across Asia where women are given less priority than men are dealt with in the novel. Women are treated like toys in the hands of men and the society. Men play with the emotions and feelings of women. In this novel, one of the female characters is in search of her identity amidst her sufferings. Rules and regulations created by the society are only for women. Men enjoy their freedom. Women are passive sufferers as they are not given chance to express their sufferings. In this paper analysis has been done on the trials and tribulations faced by Sudha and Anju in the novel Sister of My Heart.

Key Words: Trials, Tribulation, Gender Inequality, Identity.

1. INTRODUCTION:

The universe is a mixture of animate and inanimate things. Man is endowed with some abilities which other living beings do not possess. Man and woman are two forms of divine energy. They are created to complete each other. There are biological and psychological differences in man and woman. Generally, men are considered as physically stronger than the women. Women are generally passive. Men and women are destined to play different roles which are created by our own society.

In a broad sense, gender inequality is a complex issue. When we utter the word "gender inequality" it is only associated with women not men. When we go through various data about gender inequality and discrimination, we can find that women are far behind men in various fields. On the other hand, women are exploited, degraded and discriminated in their homes and as well as in the society. This type of discrimination can be easily seen in the Indian society. The root cause of gender inequality is the patriarchal system that is deeply rooted in the Indian society. Our religious beliefs have made this system a legal and valid one.

Chitra Banerjee Divakaruni, a prolific writer, has carved a niche for herself. She was born in India. She has contributed more than twenty books which are fiction, poetry, children literature and anthologies. She has proclaimed the significance of women's role in her family to lead a prefect life through her novels.

2. LITERATURE REVIEW:

Indian Literature is the written works written by Indian writers. Indian literature is famous for the tradition and culture of India depicted in the literary works. Women's suffering was one among the major themes in Indian literature works.

3. DISCUSSION & ANALYSIS:

The novel Sister of My Heart was published in the year 1999. The current paper mainly focuses on the women struggle and self identity apart from the other themes of the novel. Women have strived hard throughout their lives to achieve their identities. The novel is the proof that it does not need a heroic figure to please the readers . The suspense of the novel is well maintained till the end.

Sudha and Anju are the main protagonists of the novel. Both are born on the same day at Calcutta in India. Their family is one among the families of the male-dominated society. They were brought up like twins by three mothers namely Gouri, mother of Anju, Nalini, mother of Sudha and Pishi, sister of Anju's father Bijoy. Pishi told them fairy tales. She once told them that when a baby was born the Bidhata Purush, the goddesses, would come down to the earth to bless the child that night. People, would place sweets and lamp near the baby. If the child is lucky, sweets will be gone in the morning. When Sudha asked Pishi if the sweets had disappeared for them, she shook her head in regret and said "Maybe the Bidhata Purush doesn't come for girl-babies." (6) This tale made Sudha believe that goddesses too are

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The Notion of Relative Deprivation Theory in Douglass' Narrative

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Abstract

The story of blacks in United States is inspiring but painful, instructive but ambiguous. European Americans almost never considered Africans among them, whether enslaved or enfranchised, or to be capable of creative technical thought. They translated that difference into an explicit point of contrast in every aspect. The worlds of labour and of consumption was the hard work of African-Americans who created the rice, tobacco, and cotton economies of the South, and thus so much of America's eighteenth- and nineteenth-century agricultural wealth. Some of that labour also took place in factories, both before and after the Civil War. African-Americans have always been interested in new technologies. And, like most other Americans, they believed in the regenerative powers of technology. But they had always been deprived of all the privileges that the white men enjoyed. This produced a sort of frustration among the African Americans which resulted in many rebellious social movements. This type of feelings of relative deprivation as well as rebellious attitude as a result of frustration can be seen in the Narrative of Frederick Douglass- an American Slave. This article tries to explore the author's transformations right from the slavehood to the great orator of America, in spite of these oppressions.

Keywords: Social Psychology, Relative Deprivation, Attribution, Emotion, Comparison, Social Status, Frustration, Behavioural responses, Rebellious Attitude.

Introduction

Relative deprivation is the belief that a person will feel deprived or entitled to if a person compares himself or his group in relation to others, and finds his community in a deprived condition, in the society they live, and then he endures a feeling of frustration which in turn led to the sense of Relative deprivation. African-Americans had experienced much greater deprivation than others in the History. And it is evident that the anti-slavery movements were mostly made up of people who have experienced the deprivation of freedom that slavery brings. The vast majority of its membership was made up of non-victims, who in turn seek to organize on the basis of shared values.

Over the next several decades social psychology blossomed, Samuel Stouffer, Merton and Rossi, for example, introduced the concept of relative deprivation, utilizing it to explain differences in World War II soldier's feelings of satisfaction and dissatisfaction between themselves and others. The theory suggested that people are motivated by a sense of inequality in relation to others, or their expectations. This theory is greatly influenced by the frustration-aggression theory. According to the

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Fear of an Adversarial Wilderness in Quebec Canada in the select Short Stories of Alice Petersen

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Abstract: Canada has an astounding variety of pieces of writing in literature. A ponderous phrase 'Francophone writing in Canada' refers more accurately to the factual, dimensional and the conquering range of literature written in French by the French-speaking people in Canada. Quebec Literature began with the broad overview that has articulated their feelings about nature through literary expressions. One of Quebec's famous living writers, Alice Petersen's debut collection of short stories All the Voices Cry, acts as the mournful lamentation of human solitude and their inevitability to change. The women characters occupy the minds and hearts of the reader. These stories are about the people who suffer from loneliness and were unable to connect them with the wilderness either outside or inside. This collection of short stories renders and explores the space and landscape of Quebec and it also establishes the link with the transformation of the protagonists' psyche and their mental world. This paper thus investigates the issues regarding the relationship between the landscape and the mindscape through the presentation of the heroic past.

Key Words: landscapes, development of time, human psyche, mobility, unsettling memories.

1. INTRODUCTION:

The article centralizes the troubled relationships among space, place, landscape, narrative, and notion in the context of Alice Petersen's collection of short stories. Space, place, and landscape are the longstanding themes in Quebec literary and cultural studies. Quebecois cultural narratives have proven fertile ground for spatial analysis. In her influential collection of short stories All the Voices Cry, Alice Petersen argues that the narrative forms are, in the Quebecois context, profoundly tied up with national myths of land, landscape, and identity. This collection of short stories won her the Quebec Writers Federation Concordia University First Book Prize in 2012.

Her first work, A Will to Win (2001), republished as Another Alice (2008), was autobiographical in tone, and it reveals her childhood days as a Tennis player. Her other novels were Look the World in the Eye (2005), You Me and Him (2007), Things We Do For Love (2015), A Song for Tomorrow (2017) and If You Were Here (2019).

2. LITERATURE REVIEW:

Canadian Literature is the body of written works produced by Canadians. Reflecting the country's dual origin and its official bilingualism, the literature of Canada can be split into two major divisions as English-speaking Canadians and French-speaking Canadians. In an exploration of French-Canadian literature in Quebec across time, a focus on the landscape, its verbal description and its visual representation open an avenue that enables the French-Canadians to pass from seemingly simple imagery to the exceedingly complex question of national identity. The call of the wilderness counterweighted by nostalgia for culture has long characterized the French perception, construction, and representation of the North American landscape.

3. DISCUSSION & ANALYSIS:

The sixteen stories in the collection of short stories, All the Voices Cry, balance exquisite renderings of the natural landscapes of rural Quebec and New Zealand with the rich interior landscapes of characters caught up in the moments of transition. This article projects four of the stories from the collection All the Voices Cry, which emphasize the rural landscape of Quebec and the people who are trying to connect themselves with the natural world. They also depict the characters on the fringe of potential loss to cancer and other serious diseases.

In 'After Summer', the fact that two children Jake and the narrator grew without their mother, reveals their loss of closeness with their father when he moves in with a new woman. While the narrator thought about her life with her brother when they were kids she could recall the moment they spent with their father in a rented boathouse. It is during the winter days he would rent a boathouse on every Saturday mornings, and start writing poems that he would carry in his head during the rest of the year. A couple of years later he hooked up his hands with Valmae, and therefore Jake

Psychological Perspectives in Schastian Barry's The Secret Scripture



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ABSTRACT

Every human being is comprised of physiological and psychological aspects. The circumstances of our life have the direct impact on the psyche. The characters of Sebastian Barry's *The Secret Scripture* are some of the lifetime examples to prove that adverse situations alter our behaviour. The idea of psychological attributes is dealt here based on Freud's theory of Psychoanalysis.

Keywords: Psychoanalysis, Freud, impact of situations, changes in behaviour, instincts insights, etc.

Psychological attributes seem to be the part and parcel of every one's life. In exingle moment of this novel, the characters react as per their psychological influences regard to *The Secret Scripture*, psychoanalytical approach is applicable. It is explicit

(UGC Care Journal)



SIGNIFICANCE OF TURKISH CUISINE WITH REFERENCE TO MARMADUKE PICKTHALL'SSAID THE FISHERMAN

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ABSTRACT

Every country's legendary past stands in the path of designing its cuisine culture which indeed speaks of the country, its people and its traditional heritage. Pickthall's *Said the Fisherman* mirrors the Turkish Cuisine Culture which was actually derived out of the nomadic past history. In fact, this novel stands as a landmark to prove that the nomadic history led to the varieties and variabilities that constitute the Turkish Cuisine Culture. Keywords: Turkish Cuisine Culture, nomadic past history, varieties, variabilities, etc.

Everything that is related to a place or a country often stands by the side of reflecting and glorifying the conventional past or the historical influences with which certain practices evolved. Turkey is known for the abundance and diversified foodstuff due to its rich flora, fauna and regional differentiation. The legacy of an Imperial Kitchen is remarkable as hundreds of cooks specialized in different types of dishes with all eagerness to please the royal palate, had their influence in perfecting the Cuisine. Time is of the essence; as Ibn'i Haldun wrote, "the religion of the King, in time, becomes that of the People" ("The Story of Turkish Food: A Prologue"), which also holds for the King's food. Thus, the reign of the Ottoman Dynasty during 600 years, and a seamless cultural transition into the present day of modern Turkey, led to the evolution of a grand Cuisine through differentiation, refinement



6. Postmodern Trend of Self-Reflexivity in Muhammad Marmaduke Pickthall's Said the Fisherman

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Abstract

Under the Law of Nature, every individual is unique of its features and aspects. There may be both ends, achievements and downfalls, for which one seems to be responsible for one's own consequences. Postmodern aspect of self-reflexivity suits well with the hero of Marmaduke Pickthall's Said the Fisherman, who is lucky at the first part of this book and becomes a prey of his misdeeds at the second part, 'The Book of His Fate'. This roving ward withstands existential propagations and reflects his decentered-self proving the multiplicity of the individual self. There are instigations upon the individualism showing that how a person's wishes and quest varies, that indeed paves way for that person's greatness or downfall.

Keywords: Law of nature, postmodernism, self-reflexivity, decentered-self, multiplicity of self, individualism, etc.

As merits and demerits, riches and poverty, fame and fall are paradoxes but part and parcel of life, Pickthall's hero Said was blessed in spite of his treacherous friend in the first part and was forced to taste the bitterness of his own deeds that were cooked by him earlier. The full novel is self-reflexive in a way to reflect the self of Said. The novel's second part begins in a bizarre market exhibiting the flourished Said who becomes the talk of the town Es-sham. It shows the utmost height to which his acquired treasure flourishes with the help of his hardworking servant Selim and his trade mastery. It is known that every individual is with a flaw; none is fully perfect. Said's quest for Ferideh's white beauty and inevitable trust upon her was the main goal and achievement in the first part that turns out to be the trap of him in the second. In a complete view, the narration in this novel is fully self-reflexive to explore the

PART - VI

DALIT POLITICS IN SIVAKAMUS NOVEL THE GRIP OF CHANGE

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Abstract

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Dalit politics is a very complicated one. It involves the establishment of various levels of identities. Presently the political forms demand newtypes of writing, which is achieved through Dalit literature. Dalit fiction addresses the issues encountered by the Dalits in society. The paper discusses the Dalit politics focus sedin the novel The Grip of Change. The analysis is based on the Dalit political system that exists under patriarchy and how the Dalit leaders abuse their power. The major characters in the novelare Kathamuthu, Paranjethi Udaiyar, Gowri and Chandran who involve in politics.

Keywords: Dalit Politics, Caste, Slavery and Subjugation.

P. Sivagami, born in 1957, is an acclaimed Tamil writer. She has written four novelsand are centered on Dalit and feminist themes. The Grip of Change was translated in to taughts from Tamil in 2009 by the author herself. She is one of the earliest Tamil Dalit writers to draw attention to the dual oppression of Dalit women at the hands of upper cases are not Dalit lines. She has approach up the Grip of Change is about the Patriarchal system and the lands of the cases are not Dalit lines. She has approach up the Grip of Change is about the Patriarchal system to the cases.

central theme dealt with in Tamil Dalit live

EVOCATIVE APPROACH FOR TEACHING THE ASPECTS OF READING SKILL USING SELECT BIOGRAPHY



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Abstract:

English language teaching, since the recent past, has been going through various dimensions by means of a collection of practices, materials and beliefs. Literature exposes learners, in a language classroom, to the nuances of the varied uses of the language. Incorporating biography in language teaching witnesses' learners' steady progress and gives outstanding result in terms of language acquisition. Biography, besides an interesting tool in language teaching, helps in improving students' morality and knowledge. It holds a very important place in creating opportunities for communication and language development through listening, speaking, reading and writing activities with concrete and active contexts. This paper aims at providing suitable recommendations for teaching the reading skill through biography of Charles Darwin to make the teaching - learning process effective.

Key words: language teaching, literature, acquisition, biographies, morality

English is a phenomenon of the modern world. One of the unique features of English is that its second-language speakers outnumber its native speakers. In the world of globalization and technology, English language acts as the linking chain among the citizens of the world.

English, despite its richness and history, is still a sour grape for many Indians. Many of the Indian learner's fight tooth and nail to master English Subsequently, teachers of English across the country feel quite dissatisfied about arriving at the best possible methods

EVOCATIVE APPROACH FOR TEACHING THE ASPECTS OF READING SKILL USING SELECT BIOGRAPHY



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Abstract:

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Incongruities in the Biblical Characters used in David Gemmell's Shield of Thunder Mr. S. Janneker Lawrence Daniel, Dr. A. RathinaPrabhu	Women as a Source of Compassion and Love in Sentimental Tradition in the Women of Brewster Place and the Dowry Bride Ms. D.J.B. Esther Rajathi, Dr. P.BalaShanmuga Devi	Quest for the Connotation of Life in Mitch Albom's the Five People you Meet in Heaven with Reference to the Bible Ms. Dafinisha. D.S., Dr.R. LindaChella Dr. R. Saigerha	Reclamation of Identity in M.M. Vinodini's The Parable of the Lost Daughter: Luke 15; 11-32 Ms. ArchanaRaian	Patriarchy and Brutality against Women in Isabel Allende's The House of the Spirits Ms. A. Annie Jannet, Dr. A. RathinaPrabhu	Language through Literature: Using Short Stories to Learn English Dr. P. AbukanibaMeeran	Archetypes of Shiva in Amish Tripathi's Shiva Trilogy Ms. S. VijayaPrabavathi, Dr. V.S.Shiny	Focussing on Compound Nouns to Cultivate LSRW Skills through the Case Study Method Dr. Aruna Arruthamalar	Exploitation and Empowerment of Woman in Vijay Tendulkar's Kanyadaan Dr. C.K.Uma Devi	Cultural Inheritance in Margaret Drabble's The Needle's Eye Ms. K. Shunmugajothi, Dr. J. Pinky Evelyn Diana	Anna's Right for her Physical Body in Jodi Picoult's My Sister's Keeper Mrs. S. Sheeba Paulin Jemima, Dr. R. Jeya Sundara Raj	Food and Culture in Anita Nair's Alphabet Soup for Lovers Ms. J.Sathiyalakshmi, Dr. A. Parvathavarthini	Presence of Mutual Trust and Emotional Bonding in Sudeep Nagarkar's It Started with a Friend Request Mr. A. Sasikumar, Dr. P. Boomiraja	Adiga's The White Tiger Mr. R. Samuel Selvinthurai
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(UGC Care Journal)

Language through Literature: Using Short Stories to Learn English

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ABSTRACT

prolific career, it has become a quest to learn and teach English across the world. Right from using literature in the classrooms. Literature paves the way for a great context upon which aspirants of English speakers have tried. One of the methods to learn and teach English is Grammar Translation Method, there are a number of methodologies that the world and the vocabulary. Hence, vocabulary could be learned or taught using short stories in English language learning is a possibility. Learning a language is synonymous with mastering its Keywords: Yardstick, career, methodology, vocabulary, context, short stories English is a phenomenon. Considered an important yardstick for success in one's

INTRODUCTION;

English is perhaps the only flexible language in the world. Its pronunciation, vocabulary and spelling are quite distinct from that of other languages. Phrasal verbs are unique to English the languages of the world, English is, without an iota of doubt, unique for various reasons Any language is a useful tool as long as it serves its purpose effectively. Among all

of an effective communication. The importance of English goes without saying. To attain the statues or position of library and internet language is not a joke. Further, English is the many countries. This is because English, the language of the world, could serve all the needs beginning its journey as a second language, English is one of the official languages in

English serve different categories of learners belong to diverse categories and backgrounds. Different methods of learning and teaching absolute method or a panacea for the aspirants of English language. This is because learners techniques that the world has witnessed. Despite the best efforts, there has not been an Across the globe, to learn and teach English, there are umpteen of methodologies and

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exception. In fact, the growth of vocabulary in a language is synonymous with the growth of number of words than that of any other language in the world. I order to learn and master the language. This is absolutely true in regard to English. The Queen's language has the most English, it is essential to learn its words because they are the backbone of any language In order to learn any language, its vocabulary is the raison d'etre. In English, it is no

evident from the following sentences not be learned in isolation i.e. they should not be learned without a context. Context is, differs from context to context. For example, the word 'book' has different meanings that are why English vocabulary should not be learned in isolation is that they are polysemous and after a word, phrase or a statement and help you to understand its meaning". The reason according to The Oxford Advanced Learner's Dictionary, "the words that just come before the nature of English and its vocabulary is very important. English words cannot and should Language, especially English, and contexts are intertwined. Mastering English words needs patience, interest and an approach. An awareness of The meaning of English words

- The book is on the table
- He has yet to book the ticket for the show
- The old man the boat,
- The old man is healthy

it is evident that learning English words without a context will result is a futile attempt. meanings. When the form of the words and contexts change, the meaning change. Therefore, the above-mentioned sentence examples, it is the context that decides the

its finest in different genres and forms, says Povey, 1979. linguistic features, structures, writing conventions and functions while presenting language at learning. Literature is a rich resource of language. It is filled with vocabulary, various Literature is one of the greatest contexts that could be used in language

entities are linked, language will not be viewed as a mere linguistic phenomenon, According to Johnson (2004), English classrooms, especially second language classrooms, should be the is understood that using language texts in English classroom bears fruit reflection of the outside world and foster active participation in the target language. Hence, it Language learning and language use should be linked inextricably. When these two

P # 9 # | 139 as against to the sentence level. Sentence-level learning often confines 1.2 learners to literal Johnson further says that language should be taught at a discourse or utterance level

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meanings of language. The learners should be exposed to the full meaning in connection with sociocultural comexis

is a potential one for the development of one's language. By doing as per the indication of complete text ways and means by which language operates to construct meaning in the context of a Allen, second language learners are exposed too much experience and they are liable to the Another scholar known as Allen (1989), says that L2 instruction along with literature

this juncture, using short stories to learn English often bears fruit. This is because short explicitly shown. At the same time, learners' availability of time is an important factor. At genres could be used to learn and teach English. Through these genres, language use is stories do not take much of the learners' time. Further, short stories are fairly easier than that There are genres such as novella, novels, drama, prose, short story, essay etc. These

to reflect on how the choice of these forms in spoken and written discourse is defined learn the ability to produce and understand the forms of the language besides the competency against a grammatical or functional syllabus. Through the former, learners, by and In the words of Kramsch (1996), it is important to have a contextual syllabus as

they are engaged in full activities instead of mere exercises Langer (1997) points out that learners are exposed to better learning atmosphere when

by and large, in one sitting. Further, they do not have complex plots as against novels. Short categories of learners sures zero in on a single theme, focal point etc. Short stories cater for the need of diverse reasons why this particular genre could be used in language learning. Short stories are read, the language Language learning through short stories is a possible one. There are many One could learn, through short stories, many words, which pave the way for mastering

prolific short story writers from across the world. There are wonderful short stories written by etc. Edgar Allan Poe, O. Henry, Anton Chekhov, Maupassant are some of the famous and from India and abroad Tagore, R.K.Narayan, Mulk Raj Anand, Jhumpa Lahiri, Ruskin Bond these categories of learners' aspiration should be fulfilled. There are so many authors both this genre. Short stories, unlike novels, could be used to address learners with different levels in short stories, the stories are simple. Besides, there are not plenty of characters in There are below average, average and advanced learners. Using short stories,

> these above-mentioned authors that could be used in short stories help one gain one's active vocabulary in a short time with ample examples vocabulary. In novels, one could witness the passive vocabulary in great numbers. Hence, through their everlasting and famous stories. Unlike novels, short stories are abound in active English These writers, though there are thousands of writers, have shown the language use language classrooms to teach

are learned through short stories could be recalled i.e. one could re-read the stories. In novels, use of language as against merely-studying the rules of grammar and words. English words language learning. By using an active context such as short stories, learners witness the actual learning pays dividend. Literature, as it an ocean, is an active and everlasting context in It is evident that contextual language learning as against non-contextual language

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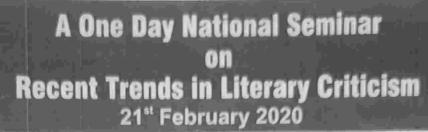
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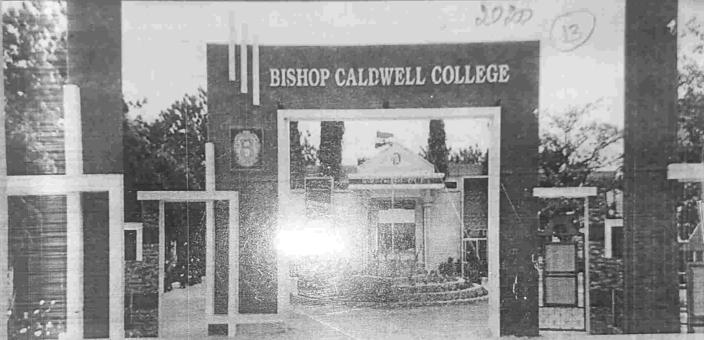
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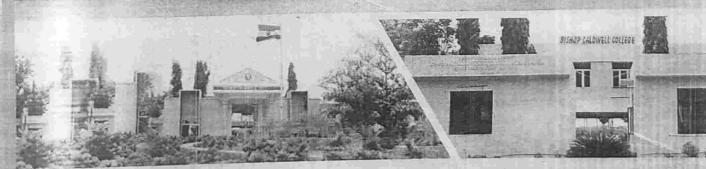
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Existential Feminism in Dattani's Dance like a Man

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Abstract: Indian writing in English has gained colossal acceptance as it portrays the current social issues. Indian tradition is dexterous. The article ruminate on the hidden exploitation which is imposed on people in the society in the name of culture. In the current literary era, many literary pieces reveal the societal sadism that is prevailing in and around the world in an effectual approach. Mahesh Dastani's play Dance Like a Man is one such literary piece that tears off the real face of tradition which actually coerces genders. The title itself suggests that a man is supposed to do the work which suits a man and not to prowl after the career which makes him less of a man. The protagonist Jairaj's father does not want his son to choose a career which makes his son behave like a woman and so that his son should not pursue his career in dance. Dattani puts a question on man's identity and sexuality in which the play deals with the self and the significance of others in a manner of gender roles assigned by society and however if we break the pattern, we are on the rocks by the society. The article here focuses on the concept of feminist existentialism with respect to the character of Ratna who makes choices regarding her way of life and suffers the anxiety associated with freedom, passion, isolation which demonstrates the credo of existentialism.

Keywords: Gender discrimination, selfish, passion, misguide, boilerplate.

Mahesh Dattani is the first playwright and the recipient of SahityaAcademi Award in English is an Indian author. He found his theater group 'Play pen' in 1984. The prominent themes in his plays include stereotypical attitude, suppression, gender discrimination, misleading one for one's own benefits, social construct etc. His plays have been directed by eminent directors like AlyquePadamsee,

RECENT TRENDS IN LITERARY CRITICISM - 21st FEBRUARY 2020

LilleteDubey and Arvind Gaur. Dance like a Man which has won the award for the Best Picture in English which was awarded by the National Panorama is a two-act play which revolves around three generations. The young couple Jairaj and Ratna wishes to develop their career as a classical dancer for whom dance is not only their passion but also their life and soul. Though the stereotypes of gender roles are set in the society, Jairaj, the protagonist goes on to stamp on the doorstep of his career as a dancer. This is a torsion which the playwright gives to the boilerplate associated with "gender issues" in which a woman is at the receiving end of the bleak power structure of the society. The play snaps open in the opposite gender's point of view and shows that even men can be a victim to such situations by being underfoot and muffled by women and general public.

The young coupleJairaj and Ratna have to live within the stomping ground of Amritlal, father of Jairaj for whom dance is a profession of a prostitute. Hence, he cannot accept his daughter-in-law learning dance and he cannot bare that his son to learn and make a career out of it. Being a reformist, Amritlal feared that people would laugh at him for his son's actions. He also cannot bear with the sound of dancing bells in his home and Jairaj roaming around with the tinkling bells in his leg during practice. He also hates the epicene teacher who comes to their house with the long hair in which his son too follows. Hence, Ratna goes out to learn the dance from a lady who lives in a bawdy house. For Amritlal, the sacred temple seems to be the center for prostitutes as they practice dance in the temple. He also excludes Ratna to visit the old devadasi who teaches her the ancient fashion and tactics of dance which is slowly trampling.

Amritlal tries all the possible means to stop his son from probing his ambition because he cannot welcome his son following his career as a classical dancer. He also abnegates them even from his house and forbids his property by not sharing even a penny for their livelihood. The couple leaves the house. Unfortunately, Ratna's uncle takes advantage of her for staying in his house. Hence, they came to Amritlal's house. Ratna disliked it and she says, "You! You are nothing but a spineless boy who couldn't leave his father's house for more than forty-eight hours".

"A woman in man's world is considered progressive, butamaninwoman's world is considered pathetic "is the famous quote said by Amritlal to Jairaj inorder to stop him from dancing. He also makes an agreement with Ratna that he will allow her career to vamoose if only she helps him pull Jairaj out of his passion and make him a more "manly" man.

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The Mortal Cost of Ecological Conservation in Amitav Ghosh's The Hungry Tide

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Abstract

Conservation ecology deals with the preservation and management of biodiversity and natural resources. Recently it emerges rapidly as a result of the increase in the deterioration of natural systems and the worldwide species' extinctions and its main drive is to preserve species, habitats, landscapes and ecosystems. Ecocriticism draws a picture of environmental concerns and explores the ways in which literature treats the subject of nature. Literature as such is closely interconnected with the environment, landscape and eventually the entire ecosystem. Most of the writers analyse the possible solutions for the correction of contemporary environmental problems through their writings. Amitav Ghosh is also one among those writers who expresses his views through his characters and situations in his narratives. This paper strives to analyse the environmental issues related to the people, habitats, animals and dolphins of the Sundarbans with reference to the novel *The Hungry Tide*

Keywords: Conservation ecology, Ecocriticism, Cultural criticism, Man and Nature,

Amitav Ghosh, a contemporary Indian English novelist and a man of diverse interests is keenly interested in Sociology and Anthropology. Apart from this, his interests lie in history and politics, mythology and religion, human suffering and quest for identity which are remarkably reflected in his novels. So far he has produced eight novels to his credit and *The*

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A JOURNEY FROM SELF-ALIENATION TO SELF-IDENTITY IN SHASHI DESHPANDE'S NOVEL THEDARK HOLDS NO TERRORS

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Abstract

The contemporary Indian women writers have surpassed the complexity of the human relationship and the miserable plight of women suffering under their insensitive and inconsiderate patriarchal conventions. These women novelists have given a new dimension to the Indian and they have incorporated the recurring female experiences in their writings and it has affected the cultural and morphological patterns of Indian literature. Shashi Deshpande is one among the Indian women novelists has tried to deal with the physical, psychological and emotional stress syndrome of women. Shashi Deshpande has been one of the writers who make an earnest effort to understand the inner dimension of the female characters for the portrayal of the predicament of the middle class educated Indian women, their inner conflict and quest for identity, issues pertaining to marriage and sex, and their exploitation. This study tries to analyse the protagonist's sufferings in her married life how she tries to escape from her chosen life, then in her journey how she transforms from self -alienation to realization which ultimately leads to self-identity with reference to Shashi Deshpande's novel The Dark Holds No Terrrors.

Keywords: self-alienation, self-identity, realization, subjugation

Shashi Deshpande the post-independence Indian woman fiction writeris known for her sincerity and ability in voicing the concerns of the educated middle- class Indian women. Her fictions explore the search of the women to fulfil herself as a human being. Her women protagonists are in fact held in captivity. Viewed from this position, the woman in India is still trapped in the world so much so that she cannot have an independent existence without her husband. This idea is vividly portrayed through the protagonist Sarita in The Dark Holds No Terrors. It explores how the protagonist Sarita (Saru) undergoes the exploitation by her mother during the childhood and sexual harassment in the hands of her husband during her married life. This study tries to examine the protagonist's sufferings before and after her married life and how she is alienated from her chosen life, then in her journey of life how she transforms from Email: submitjct@gmail.com



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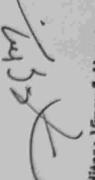
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"Moral Panic" in the South Asian perspective of In Recognition of the Publication of the Paper Titled Calvin and Hobbes by Bill Watterson

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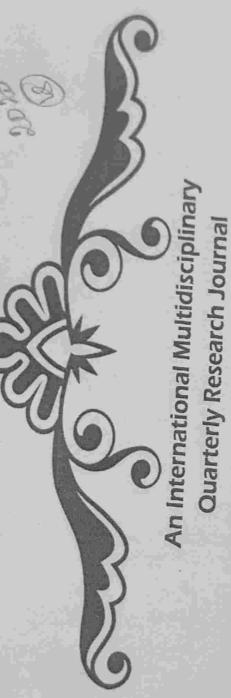




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Post Colonialism in Amitav Ghosh's The Glass Palace In Recognition of the Publication of the Paper Titled

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W W Psychological Perspectives in Sebastian Barry's The Secret Scripture

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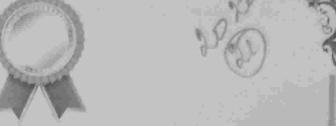
ABSTRACT

Every human being is comprised of physiological and psychological aspects. The circumstances of our life have the direct impact on the psyche. The characters of Sebastian Barry's The Secret Scripture are some of the lifetime examples to prove that adverse situations alter our behaviour. The idea of psychological attributes is dealt here based on Freud's theory of Psychoanalysis.

Keywords: Psychoanalysis, Freud, impact of situations, changes in behaviour, instincts, insights, etc.

Psychological attributes seem to be the part and parcel of every one's life. In every single moment of this novel, the characters react as per their psychological influences. With regard to The Secret Scripture, psychoanalytical approach is applicable. It is explicitly





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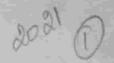
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Power Politics and Human Relationships in Manju Kapur's Home

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Abstract

The paper analyses the tyrannical power that plays in relationships. The manner in which the distribution of power and the responsibilities take place between a male and a female create an imbalance of power between them. It takes a complete control over the mind of the woman either in the name of religion, tradition, or culture. A relationship with all its inherent complexity plays an integral role in the novel flome written by Manju Kapur. She excels in depicting the dysfunctional relationships through various characters in the novel. Her woman believes in the importance of relationships. However, in her attempt to nurture multiple relationships she loses her essential, innate self and becomes frustrated.

Keywords: power polities, human relationship, imbalance, frustration.

Introduction

Relationships become a vital rather an indispensable thread which binds individual human beings into a unified whole called society. Relationships lend a unique colour to the society. Relationships affect and are in turn affected by individuals. With every passing minute, outlooks and perspectives change bringing about a change in relationships. Relationships change silently, gradually and constantly beyond conception. The dynamics of relationships depend upon the equation of power which the individuals possess.

Woman is considered a weaker sex and a secondary place is assigned to her in society. Patriarchy, subdues and suppresses her and her identity becomes a crisis, its dictums very cleverly transfer all the significant power in the hands of Man. The position of woman in India has not been different from that of woman elsewhere. Like most of the societies in the world, the Indian society has been patriarchal. A male charvinist assigns a secondary role to a woman in a society organized on patriarchal lines. According to Virginia Woolf, the subjugation of woman is the central fact of history. Simon de Beauvoir has called the woman, "The Second Sex" to denote the secondary place that she occupies in the patriarchal society. A female finds no place of her own but the one in relation to man. Beauviour says, "Woman has always been man's dependent if not his slave. The two sexes have never shared the world in equality" (Beauviour, 20)

Economic activities are the bases on which the progress of a society rests. Since women are assigned household chores she could play no significant role in the creation of wealth. As a result assigned household chores she could play no significant role in the creation of wealth. As a result she has no right to property. She remains busy in her domestic world and brings up the family she has no right to property. She remains busy in her domestic world and brings up the family. The patriarchal system relegate woman to a place of insignificance. Her social identity is also lost. The patriarchal system relegate woman to a place of insignificance. Her social identity is also lost. Barring a few exceptions, women as a class have been strictly confined to the boundaries of the household. They are denied formal education in many families and are taught since their childhood to obey the males in the tamily. Sacrifice, forbearance, obedience, silence are passible childhood to obey the males in the tamily. Sacrifice, forbearance, obedience, silence are passible childhood to obey the males in the tamily.

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Gower's afterward Latin works, numerous of which postdate in Praise of Peace, he is very right in

Gower's american an enchiridion of sorts, a summarization of the foremost unavoidable topics of Gower's numerous works. Composed in late 1399 or early 1400 on the event of Henry IV's rise to the position of authority. In Praise of Pence" once more places Cower in what George Coffman has

called his most critical part that of advisor to the ruler on the nature of right to run the show In 1386, Gower started his work on his most acclaimed work, Confessio/Amantia (i.e., Lover's Confession). Unlike his past works. Gower composed the Confessio in English as heway askedby Richard II who was concerned of it being composed the Confessio in English as new and the Confession of Stories and Confes exempla treating of dignified love. The system is that of a lover complaining to begin with Vernes. and afterward within the work, confessing to her cleric, Genius Completed around 1390. Confessio Amantis made a critical commitment to cultured adore writing in English. A few of the stories have their partners in Chaucer's Canterbury Stories, and one of the stories afterward served as the source for Shakespeare's Pericles, in which Shakespeare had Gower show up within the Refrain. Gower reexamined Confessio Amantis in 1393, supplanting the laud of Ruler Richard II with a devotion to Henry of Lancaster. In return, Henry displayed Gower with an ornamented collar.

In his second and last English sonnet, known to us as 'In Praise of Peace', John Gower announces to the Ruler Henry IV, 'Mi liege master, tak hiede of that Y seie' ('at Praise', line 32); he subsequently presents himself as the king's counsel, a role in all of Gower's poems distinguished as the 'most significant' by George Coffman. Ensuing papers by Paul Strohm, Frank Grady and Michael Livingston have appeared and how 'In Praise of Peace' he affirms this admonitory role by showing Gower as an insider able to repeat the official Lancastrian argument advocating Henry's claim to the English position of royalty and able to demonstrate an awkward mindfulness of inner contradictions in the Lancastrian claims, particularly the issue inborn in claiming that military success is defended in expelling a authentic lord from power. Gower's English verses avoid this risky defense, instep crediting Henry's rising to his respectable blood, God's choice and the crave of the English people, reverberating an contention concocted.

What stands within the way of appropriate Christian solidarity makes up the 6th section of In Praise of Peace, five stanzas in which Gower lists three points by which Christ's peace stands"oppressed" (line 253). The primary of these focuses, fair specified within the poem, is the inner divisions inside the Church and Christendom (stanza 37). The moment point is dishonorable run the show since, as Gower allegorizes, in the event that the head is wiped out the appendages will hurt (line 260). In other words, such mistake leads to war and ravenousness among Christian lands. clashes that advance disturb Christian peace. The third point may be a coordinate result of the primary two, Gower sets: pariahs, seeing the disagreement and need of appropriate run the show inside the borders of Christendom, are more likely to assault. And since the Church has fizzled to keep the Law that limits such dishonorable behavior, trust for overcoming these three issues stands in great mainstream run the show. In specific, for Gower, the trust falls upon the ruler and his grasp of

To appreciate completely Gower's methodologies for exhorting peace to a king who militarily toppled his forerunner, I propose that, in expansion to his counseling part, Gower performs within the poem the part of legitimate advocate to the king. Recognizing this second part makes a difference to unwind the basic rationale behind the way the lyric keeps working against itself. showing an argument and then undermining it some stanzas, indeed a number of lines, afterward, Such an apparent contradiction opens the sonnet: the Latin proem joins all four possible Lancastrians claims - divine choice, lawful right, prevalent bolster and conquest - while the primary three English stanzas make light of success as a justification for delegated Henry king of England. Ensuing inconsistencies within the lyric have driven Straight to the point Grady to claim that the different talks or talks on peace were diversionary strategies instead of exhortation Gower expected the lord to consider genuinely. Gower, Grady clarifies, more than once tries 'to distract his gathering of people from the fel from [the [the poem's] show inconsistencies by plunging ahead on the subject of peace', Limning the

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basic rationale behind those apparent inconsistencies will reestablish the or maybe brassy have Gower's enterprise, one which expands to displaying his verse as a vehicle for changing Henry for Gower's enterprise, one which expands to displaying its verse by juridical feel sorry long themes a usurper dependent on military drive to a ruler who, motivated by juridical feel sorry for sold a usurper dependent on military drive to a ruler who, motivated by juridical feel sorry for sold a usurper dependent on military drive to a ruler of action to steady laws and produce a usurper dependent on military drive to a ruler who, most to steady laws and productive his control by guaranteeing his people have plan of action to steady laws and productive to a ruler within the sonnet. In Praise of Peace, the people have plan of action to steady laws and productive to a ruler who, much to steady laws and productive to a ruler who, and the ruler who are ruler who, and the ruler who are ruler who, and the ruler who are r his control by guaranteeing his people have plan of action.

When legitimate promotion is seen as a basic part within the sonnet, 'In Praise of Peace' have a man-of-law's novel technique for a man-of-law's novel technique for a law is novel techniq When legitimate promotion is seen as a basic part within valediction to the mirror-for-princes genre' and more a man-of-law's novel technique for earning a valediction as lawful advocate. I recomvalediction to the mirror-for-princes genre and more a lawful advocate, I recommend kings believe and attention. To get it Gower's execution as lawful advocate, I recommend recognize the poem's set of legitimate signals, motions that would have come to him effortless indeed 'naturally' - since he was likely associated with the legal calling. To create this contents will not audit the information pointing to Gower'

'In Praise of Peace' proliferates with these acclimatized legitimate terms, Distinguish them, be that as it may, is not a straightforward matter of finding those 'termes queinte of land rejected by Chaucer's Shipman. Finding this legitimate lexis requires us to compare Co semantic corpus with that of coeval legitimate records, a prepare assisted by John Alford's Glossel of Legal Diction and John Baker's Manual of Law French. For the advanced peruser, examples late medieval code-switching from non-legal English to lawful English are not continued promptly clear. The section of time has reduced their earlier legitimate affiliations, so that numerous of these terms have gotten to be fully absorbed into common Present day English talk and have light hold on any legal intentions. Numerous, particularly those with English roots, are visible at were in 'context alone, especially the way in which they are joined with other words. In all Govern sonnet incorporates at slightest 125 words related with lawful discourse.20 Collectively.

How Cristes feith is every dai assailed, With the paiens destruid, and so batailed That for defalte of help and of defence Unethe hath Crist His dewe reverence. ('Praise', lines 190-96, emphasis mine)

The Anglo-Norman legitimate terms 'cause', 'availed', 'assailed', 'batailed', 'defalte' 'defence', as well as the two equivalent word sets - 'destruid and [...] batailed' and of a assistance and of defence' - inquire us to consider the agnostic assaults on Christianity as not see were military clashes on the front line but too trials by battle ('bataile'). Reread through the for point of legitimate talk, the pagans become the party undermining the legitimate activity. or call settled by Christ's crucifixion. Through their attacks on the Christian confidence, they have remove justice from the domain of the court and returned it to the battlefield, where the undefended Christian is constrained to withdraw to the less fair trial by battle. In pith, recognizing the lawful sales permits us to see Gower coordination concerns approximately two dangers to England's permits incursions and common laws. agnostic incursions and common-law courts debilitated by inner military conflicts.

When caught on within the craftsmanship of pleading's terms, 'In Praise of Peace' company to the Lancastrian claim 1. two voices reacting to the Lancastrian claim built up in the one-stanza Latin poem, in this the permitting Gower to show two voices and two contentions: the primary voice advocates the position by justifying Henry's war when he brought outfitted strengths back into Britain; the second voice exhorts the ruler to seek after peace for the voice exhorts the ruler to seek after peace for the country. Permitting the writer to present both sides lawful pleading's adaptable equations give a framework. lawful pleading's adaptable equations give a framework for considering through and displaying the contentions; one the lord wants to listen, the second is contentions: one the lord wants to listen, the second less attractive to his prompt objectives primary voice appears within the to begin with fig. primary voice appears within the to begin with fifteen English stanzas ('Praise', lines shaping the first segment and articulating a supplication shaping the first segment and articulating a supplication comparable to a confession and avoidable to the English stanzas concur, Henry's 'ancestrie' (1) Yes, these English stanzas concur, Henry's 'ancestrie' (line 12) furthermore the will of God and the 'londes folk' (line 13) have situated him to run the he 'londes folk' (line 13) have situated him to run the show England. In any case, to begin who coice contends, the fourth component was not victory but the voice contends, the fourth component was not victory but the 'lawe of riht' (line 55), which is the success; that's, unlike conquest, which is the etter than success; that's, unlike conquest, which is the implies by which a dictator laments

werre upon his right' (line 66). So, this to begin with section accepts three who makes 'werre upon his right' (line 66). So, this to begin with section accepts three with avocations whereas reexamining the fourth to illustrate that this section accepts three who makes whereas reexamining the fourth to illustrate that this specific war was not accepts but a commendable military work out since its extreme objections. avocations with the specific war was not a specific war will bring peace to the kingdom. The specific war was not a specific war was not we snimosity but a country which in turn will bring peace to the kingdom. This section provides, in a legitimate backing for Henry's claim to the position of royalty. He This section provides, in the law and its security of leads to the first voice a legitimate backing for Henry's claim to the position of royalty. Here, the first voice legitimate out to the position of royalty. Here, the first voice as legitimate out to the position of landholders' rights to guard his spats could be a way he might utilize the law and its security of landholders' rights to guard his win of the crown.

Beyond the joining of this cluster of six performative gestures associated with legitimate talk Beyond the journal and performance gestures associated with legitimate talk about imperceptible signal: a sense of how effective Gower anticipated his poem to be. spitan of the crown. Revery late medieval man-of-law he would not have anticipated quick comes about, for he knew greet was a drawn-out, long-term venture, requiring persistence and patience.48 When he size was a state of the legal realm, an zone Henry had already and when he attacked England and one he in this way fizzled to control completely, Gower must er suspected his lyric would not rapidly abdicate positive results. In truth, the poem exhibits small refidence that the much cravedlegal change or its concomitant peace will before long arrive. Past le illocutionary signals he can envision no immediate realization of his counsel. Instep, he outlines

a satisfaction in terms of the king's 'pacience' and dispatches its record to the memory of holy some who will commend him for "perdurable gloire" ('Praise', line 371). Hence, maybe the most rical result of Gower's lawful signals and promotion role is his acknowledgment that the case will stanceded indefinitely.

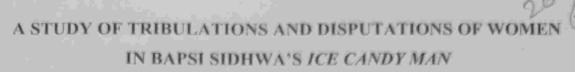
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ABSTRACT

Fiction contains certain symbolic and thematic features known as Literary merits. BapsiSidhwa is a Pakistan novelist of parsi descent who writes in English, BapsiSidhwa is beyond doubt one of the best contemporary novelist writing in English. Her novel *Ice- Candy-Man* published in the year 1991 earned and international acclaim and acceptance as one of the most promising English novelist from South Asia. The novel brings out Sidhwa's qualities as a prolific writer, her heightened sense of story and character and her moral vision of community. *Ice- Candy-Man* belongs to then genre of the partition novel. It is about the bloody partition of India. The novel effectively, realistically and artistically depicts the unforgettable historical moment of partition novel describe bout violence and bigotry.

Keywords: New Historicism, Partition, Religious War

This work is an analysis of Baspi Sidhwa's novel *Ice Candy Man*. The main purpose of this paper is to show or underlying the problems of women in the novel. *Ice Candy Man* is a story told from a female perspective and Sidhwa's elaborate the unique price paid by women amidst the mayhem and violence of partition. The story deals with abduction, rape prostitution and recovery of a parsi family's Hindu maid is an attempt to retrieve from silence and the many untold stories that have died unspoken on the lips of their hapless protagonists.

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The novel represents the scene about how women suffers at that time and they spent their time. Men using their mind powers to fulfill needs and use women are negative way, all stress an women. Sidhwa as a writer tells about the power mind and skills of women. So we use feministic theory to analyze this novel. Feminism is a progress which plays a very massive role in highlighting the problems of women.

During pre-partition era, explaining their world-view, customs, religious, practices and politics, Sidhwa's whole world in the novel is teeming with numerous happenings of surrounding day-to-day life depicting truthfully all its political, social and religious import. Sidhwa belongs to parsi community and she takes the liberty to voice truthfully the isolation and aloofness from which her community suffers Lenny, the daughter of a well-to-do jobholder, is the narrator of the story of the novel. Her narration starts in her fifth year and ends after her eighth birthday. In the course of narration, She presents the panoramic views of existing social milieu. Lenny recalls her first conscious reminiscence recollection of memory from Ayah, She passes pushing my pram with the unconcern of the Hindu goddess. She worship she also remembers her house on waris road in Lahore and how she used to refuse in her godmother one-and-a half-room abode. In *Ice Candy Man*, Lenny leads us dwelling on interesting facts mingled as it were, with picture save language. The main events, besides end of the second world war, India's Independence and partition of subcontinent into Pakistan and India, revolve around the Ayah.

Even a cursory scan at Bapsi Sidhwa *Ice Candy Man* convinces the reader to believe that methods of New Historicism Acquired the force of a theory challenge older methodologies, creating intellectual ferment and destabilizing dominant discourses. Caught in his own historicity, a understand the past objectively on its own terms. Research is an activity adds fresh amount of knowledge to already existing body of knowledge on a phenomenon. The New Historicist acquired this new understanding by directing the methodologies and procedures of deconstruction, feminism and post-structuralism to literature and literary texts. The political and cultural slant this method gave to the interpretation of literature energized and encouraged literary studies to establish a link with the political and social world that gave rise to it. This conceptual framework guides, controls and mobilizes the study. New Historicism has made the relation between text and society its predominant concern by exposing the strongly economic, political and social forces propelling a literary text, New historicism has tried to challenge the deeply entrenched hegemony of America and British New formalism, new criticalthinking and

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historical positivism. As New Historicism emerged, there was an increase in focus a general diversification of the canon in efforts to acknowledge previous and current minority literature which had been suppressed by the white western patriarchy.

The application of New Historicism theory to literature is a wide field. Keeping in mind the temporal and academic constraints, the present study is limited to the Historicist, Feminist, Marxist analyses of Bapsi Sidhwa's Ice—Candy—Man. The autonomous aesthetic issues of literary studies were now reinterpreted in the light of Foucaultian discourses, hegemonic institutional practices and individual subjectivities the application of New Historicist theory to Bapsi Sidhwa's Ice Candy Man. Produced very significant results first, New Historicist look at history more like the glorious fragments than a set of coherent histories, They believe that people move restlessly and unpredictably to new places and finding themselves in new situations, create new literary scholarship, literature or histories. The study proves that the male in this novel is chauvinistic, patriarchal, colonizer and exploitative to the female characters around him and linked to his life in one way or the other. One of the founder proponent of new Historicism, Greenblat believes that literary histories need to take account of accidental judgements and other disruptive forces more than organic narrative or cultural legitimacy that shape the history of languages. One should never forget that language slips, crosses borders and is mostly unpredictable and uncontrollable.

The *Ice Candy Man* a novels Sidhwa is written in post structuralism method. In this novel new historicism applied continuously. The author describe about her childhood experience. The novel actually is the story of Lenny's coming of age. The novel relates a complex his history of the growing divisions among Hindu, Muslim and Sikh communities of the time. It is scathing social commentary about the British colonization of India.

Rivers of blood will flow all rights he shouts, almost as loudly as Mr.Singh,
Nehru and the congress will
not have everything their way; They
Will have to reckon with the Muslim
League and Jinnah. If we quit India
Today, old chap, you'll bloody fall
At each Other's throats (ICM 62).

Sikhs and Muslim lived amicably and years with solidary in the same village. They helped each other in distress. But the partition of India follow up communal riots have spoilt their relations. This is the reason that Sher Singh asks Ice Candy Man. The he said; you're muscleman.

Then he said; you're a Mussulman...

The tenants are Mussulmans...

Why should you help a Sikhs? His

Raconteur's gift places us in

Sher Singh's shoes and we look at

Him with some questions in our eyes (ICM 122).

A New Historicist approach in such a context would mean are examination of history from the representation of the marginalized in its annals. This is achieved through first land witness account, personal experiences and the tragedy that surround partition viz. In the main agony, anxiety, resistance, reconstruct lives under inverted structures.

Sidhwa ironically pleads for communal harmony between Sikhs and Muslims. She reminds as to how the holy Koran is kept next to the GunaSahib in the Golden Temple. She further reminds that Guru Nanak carried inscription from the Koran. She further pleads that it fact Sikh faith come into existence for the sake of creating Hindu-Muslim harmony.

Don't fool yourself....They have a tradition of violence; says the portraits of the sours holiday the dripping heads of butchered – enemies? Shut up, year says Messur, his face unusually dark with a rush of blood. It's all buckaws; The holy Koran lies Guru Nanak were carried inscription from the Koran. In fact, the Sikh came about to create- Hindu- Muslim Harmony. (ICM 131).

A revisiting of partition through fiction then is an intervation of Multiple personal voices to the grand national narrative of history. The present discussion can be concluded with the words that the novel Ice Candy Man by Bapsi Sidhwa is suitable to analyze in the context of New Historicism. It has all the essential ingredients that are analyzed in New Historicism this novel narrates the story of cultural, social and political change of an era.

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HARDSHIPS FACED BY THE QUEER AND DISCRIMINATED COMMUNITY IN THE NOVEL FUNNY BOY WRITTEN BY SHYAM SELVADURAL.

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ABSTRACT

Literature had always reflected the society. It helps us to understand the problems faced by people and it gives a required solution. His writing had depicted the barely exposed Sri Lankan culture. He gives the detailed account of Sri Lankan beauty. His writings have quick wittiness and liveliness. Selvadurai's novel settings are almost in Sri Lanka, it shows his love for his home land. Most of his novels talk about Sri Lankan Civil War. His genres are mostly based on Young Adult fiction. The protagonists of his novels are queer adults. They face difficulty in finding their own sexuality. He had talked about the theme of queerness and ethnic problems. He relates family relation, dramas and interlaces it to national, historical and social politics. Funny Boy is a coming of age novel. It talks about ethnic violence during the Civil War. It talks about the queerness faced by Arjie and ethnic crisis of Tamil Eelam. It also talks about the problems encountered by a queer individual.

Key words: Queer community, Gender Binary, Tamil Eelam, Discrimination.

Shyam Selvadurai was born in Sri Lanka. He was born in February 12,1965. He is a Sri Lankan Canadian Novelist. He had spoken about the gender problems faced by the Queer community. His writing in general talks about ethnic tensions in Sri Lanka and aftermaths of the post colonization. He intertwines historical, political, social and cultural events of particular Sri Lankan era into a family drama and introduces the story, to country and people. Shyam Selvadurai gives major importance to his characters and their relationships. It turns out be

major strength of his book. His novel wonderfully explores the hardly explored culture. The love for childhood in his country is evident in most of his novel. It is very insightful and consoling.

In a conservative society lesbian, gay, bisexual, transgender and queer person experience a huge Vulnerability. It affects both their physical and mental health. The judgemental perspectives in the families, religious institutions and neighborhood creates a psychological trauma in the queer individuals. The protagonist Arjie belongs to the conservative Tamil family in Sri Lanka. The protagonist Arjie belongs to the conservative Tamil family in Sri Lanka. Every Sunday the family used to visit their grandparent's house. The area around their grandparent's house was divided into two. The front portion of the house belonged to the boys. The back portion of the territory belonged to the "the girls" which included Arjie. Arjie likes to play with his girl cousins. Out of all the games bride-bride was his "favorite". Even he says that he gets ascended to a life which is more brilliant. Arjie considers sari as his "my most prized possession". His excitement in wearing the sari is unexplainable. He considers the experience to be the greatest moment in his life. He feels that he is able to leave the restrictions of his assigned gender. He is too delighted and feels himself like the Sinhala and Tamil Goddesses.

Arjie's desire in playing the game bride-bride is stopped by the arrival of his abroad cousin Tanuja. Tanuja plans to steal his bride position. A clash happens between Tanuja and Arjie, Tanuja runs to her mother for help. Tanuja's mother drags Arjie angrily and puts him in front of the whole family. The whole family mocks and laugh at him. They call him "funny" one. There happens to be offensive comments on Arjie throughout the novel. Varuna's friends call him as "girlie boy", Tanuja calls him as "sissy". Arjie tend to feel offended on the mean comments. Like this The society makes displeased comments on a queer person naively. The factors behind these non-acceptance mainly relies on ignorance, influence of the mainstream media and conventional society. The mainstream media has always portrayed the queer community individuals in a negative way. Some of the media representation of the queer people tend to depict them as a mentally unstable. Most of the religious institutions considers homosexuality

as a sin . The conventional societies still regards queerness to be manmade and absurd.

Arjie's father Chelvaratnam had a childhood friend named Parameswaran. His son Jegan had come to visit him seeking for a job in Colombo. Chelvaratnam hires him in his hotel and

Jegan stays with his family. Arjie eventually gets attracted towards Jegan. He realizes that Jegan seems to be fonder withhim than Varuna and Sonali. Arjie's father used to have conversation with Jegan in the evening. During the time He says to Jegan

"From the time he was small, he has shown certain tendencies"...

You know ...he used to play always with dolls, always reading.....

.....may be you'll help him outgrow this phase (166)

Due to his ignorance in Arjie's behavioral changes, Arjie's father asks Jegan to take care of his son. He wanted Jegan to change Arjie's habits. Adult People in Arjie's environment are unaware about the concept of different sexual orientations. A survey was conducted by Bengaluru based Azim Premji University And Lok Nitiat the Delhi based Centre in between December 2017 and January 2018. It was conducted on eight Indian states regarding the perception of different sexual orientation. The respondents of the survey did not extend their support. Still people failed to understand the concept of queerness.

Most of the normative parents consider homosexuality as a sin or a mental disorder. They even consider it as "phase of life". The family members fear on the lurid opinions of the neighbors, community, relatives and religious institutions. Some make their children to go for counseling or conversion therapy. A conversion therapy is the process of trying to change an individual's sexual orientation. It is a pseudoscientific method. There is no evidence that the sexual orientation of an individual can be changed because of conversion therapy. Medical studies and institutions have warned the practice of conversion therapy. Sometimes it is harmful and ineffective. Many nations have passed laws against the practice of conversion therapy. The advancements in conversion therapy may weaken the scientific views about sexual orientation. The techniques used in the conversion therapy are chemical castration with the hormonal treatment and Ice-Pick Lobotimes. There are also aversive treatments such as application of electric shocks in the hands or to the genitals. The American Counseling

Association said that no one should be forced to change their sexual Orientation, children should not be forced by their parents. The concept of ethnic conflicts ,nationalism and violence in Sri Lankan Civil War are analyzed in this paper. Initially there were two ethnic groups in Sri Lanka. The Tamil Sinhala and Sinhalese people. The ethnic tension grew rapidly which eventually ended in a Civil War. It lasted for almost fifty years. The conflict between the Sri Lankan Tamil and Sinhalese people is typically a conflict over belonging and power.

During Arjie's childhood and adolescence the experiences the increasing ethnic tension between the Tamil and Sri Lankan community. He encounters this tension at first by hearing his grandma hatred towards the Sinhalese people. The Sinhalese mob had murdered her father in 1968. She supports the Liberation Tigers of Tamil Eelam, since they defend the Tamil race. Her daughter Radha fails to understand the prevailing ethnic tension. Radha instantly falls in love with anil, who is a Sinhalese. When her mother finds out she asks her not to meet him anymore. Radha remarks her mother as a "racist". Her sister Janakie tries to explain how her grandfather have been brutally murdered by the Sinhalese. She does not understand the existing ethnic tensions until she becomes a victim. Arjie's Grandmother sends radha aunty to Jaffna for few days. While she was returning, the Sinhalese people attacked the passengers in the train with stones and bottles. A family friend saved her. Half of her face was bruised badly. She isolates herself. She does not talk to anyone. She gets haunted by the incident. She maintains distance from Anil. And when he confronts her, she remembers about the incident and says, I was thrown too hard against the floor" (94). She evolves into a pessimistic person. She realizes it is not simple as she wants things to happen. She finally understand the reality of her current environment.

On July 25 1983 the riots in Colombo region have broken out against the Tamils. The government had declared a curfew in Colombo. The announcement of the curfew had not stopped the bandits. All the Tamil shops ,houses have been set on fire. The mobs looted and vandalized everything. The police army who was witnessing everything , did not tried to stop the mob, instead they cheered the mobs and joined in their looting .A Bandit group stopped a car in middle of the road .The family in the car happens to be Arjie's grandparent. Arjie's did not know what was happening and they were burnt alive. Arjie's family were aware of the crucial situation. They stayed awake all the night, when They were informed about the Bandits arrival ,they escaped through the backside to uncle Sena's house who was a Sinhalese. The Sinhalese neighbors extended their support in saving Arjie's family. Personal relationships and human connections saved them, inspite of their ethnic difference. Their house was set on fire. In the morning they visited the house "it was dangerous to go into the house" but we could'nt stop ourselves I was struck by how uniform and character less, the rooms looked., with their debris furniture and charred walls."(297)

Arjie reminded himself that he will never live in the house again but his heart refuses to accept this. Even there hotel was scandalized. The President had expressed no sympathy for the Tamil people. Arjie's father got perplexed and finally said "it is very clear that we no longer belong in this country" (304)

Arjie's father used to be so reluctant to stay in the country. He would never listen to Mother's idea of immigration ,but when he understood that his life had been shattered and felt that they no longer belong to the country, he started to make plans to move to Canada. He knows that his family had no future in Sri Lanka. They will be treated as scapegoats and their voices will not be heard anymore. Even if they survive ,they will have no freedom to access power and resources. The tension may come to an end, but they would still marginalized due to their ethnicity. The social acceptance of the Queer individuals should be implemented. The society cannot co-exist without pluralism. It is the duty of every individual to support every person irrespective of their race, gender and identity.

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SUFFERINGS OF SLUM PEOPLE IN KATHERINE BOO'S BEHIND THE

BEAUTIFUL FOREVERS: Life, Death and Hope in Mumbai Undercity.

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ABSTRACT

Behind the Beautiful Forevers: Life, Death and Hope in Mumbai Undercity is written by Katherine Boo. She is an American Journalist and Behind the Beautiful Forevers is her first Nonfiction book. It won the National book Award. In this book Boo has documented the lives of slum people in India. Katherine Boo's husband was an Indian citizen. So she has been watching the landscape of his country transform and its economy grows since 2001. Katherine Boo's writings are mostly based on poverty, corruption and the sufferings of poor people. This work is about the daily stresses, problems and struggles like poverty, disease, hunger, dirt, violence, ethnic strife, fear and corruption. The story Behind the beautiful Forevers projects the interconnected lives of the residents including a female slum lord, trash picker and a college student. In this story the characters are undergoing struggles and learn to overcome the struggles.

Key Words: Suppression, poverty, corruption, opportunities, struggles and challenges.

The sufferings of the slum people are present throughout the book *Behind the Beautiful Forever* by Katherine Boo. This book is about the slum people of Annawadi who were located near the airport of Mumbai big city face more struggles to survive. Boo shows the challenges of the slum people to get a significant improvement in their life. The people are always searching foran opportunity to grow and change the aspects of slum people's life. But they face many obstacles in their life like poverty, corruption, education, sickness. The slum people are working hard for their better future. In this story Abdul is a teenage boy working as a garbage sorter. He is sacrificing his dream for his family because his father is sick, so he does not go to work. "Wake up fool!" she said exuberantly, 'you think your work is dreaming?" (BBF-4). Here Abdul's mother Zehrunisa guides Abdul to work hard without

getting tired. Through these lines Boo explains that the slum people do not waste their time sleeping. They use every opportunity to improve their life.

The slum people do not have a proper house to live. Monsoon season is cruel to Annawadi. It starts in June and continues for months. Annawadi is surrounded by a high wall so the slum became a flood bowl. In the year 2005, they cross many struggles in monsoon season. Even they have lost everything of their own. Two residents are drowned in a flood. Some slum dwellers are saved by an intercontinental hotel who supplies ropes and rescue them from the flood waters. Sometimes the construction works are stopped by rain. So the daily wagers are hungry. The Annawadians do not have any separate room to store their garbage. So their children are affected by rats. Even they cannot get a proper sleep in the night. It leads them to become sick. Slum is a home for infections. The limited space in the slum housing leads wider spread of diseases. Poor water quality and polluted air are the causes of many major illness. In Annawadi the surroundings are filled with a garbage or trash. They do not have pure water and unpolluted air. Their places are muddy and messy. So they can easily beattacked by the disease. In Annawadi many people are affected by tuberculosis because they can breathe only polluted air. Abdul's father Hussain suffers too much by tuberculosis because of his garbage business. "But people seemed to die of it all the time - untreated asthma, lung obstructions, tuberculosis" (BBF 140). The right to vote is very important for every citizen. But the slum do not have rights to vote and choose their leader. The voting right is denied for the slum people. "Their problem was that district election officials sometimes failed to process registration forms submitted by migrants and other reviled minorities" (BBF-230). Here some Annawadians are really excited about the upcoming Parliamentary election and the chance to choose a Prime Minister who will enact real change for India's poor. But most of the Annawadians are not able to register for vote.

The Slum people cannot get a proper education. The slum boys are going to work rather than school. Because a good education is a sky for them. In the slum even they do not have enough money to eat. So Educating their children is the last thing on the most of the parents mind. Education is important but money is more important for them. Because they cannot afford for their daily needs. Up to age of fourteen every child has a free schooling but in the slum it has low teaching standard. Their class rooms are under equipped and teaching standards are also low. "The free municipal school near the airport stopped at eighth standard, and its teachers often did not show up" (BBF 13).

The slum people are oppressed by many circumstances like family, society and officials. Everyone wants to live their own life but no one allows them to live their life. Especially

woman face many oppression in their life. A society or a family does not allow them to live their life. In this story Meena is a teenage girl and best friend of Manju. She longs to have education and life of her own like her friend Manju. But she is constantly beaten by her brother for having her own opinions. Finally she eats rat poison and died in a Cooper Hospital. Sunil thinks that most of the females in Annawadi wants to die rather than living in the society. "Too many Annawadi females wanted to die, it seemed to Sunil" (BBF198). Most of the slum people are in poverty. Even they do not have enough money for their supper. Some families are in Annawadi eats rats and frogs. From this story Boo delineates the escape routes out of poverty, as they are perceived by the people who live in Annawadi. "As every slum dwellers knew there were three main ways out of poverty: finding an entrepreneurial niche, as the Husains had found in garbage; politics and corruption, in which Asha placed her hope; and education"(BBF 62).Here Boo shows that some people findentrepreneurial works to escape from poverty like Husain family. Some of them like Manju believes that education can help them to overcome the poverty and some of them have a hope in politics and corruption as Asha. The main problem in their life is corruption. Corruption is a unlawful and improper conduct for the benefit for oneself. It affects the distribution of opportunities and resources. In this story it affects most of the slum family. Asha is the slum school teacher and she believes that corruption is the only way to lift their family. In this book Boo gives some examples for how the Government aided agencies divert their intention from helping the poor to wealthy people. Asha helps the politicians and officials rather than the poor people. Most of the slum boys become thieves. Because they cannot earn enough money for their family. Even though some boys like Abdul have a strong moral ethic, he cannot keep this when his family is starving. Throughout the novel the slum people face only struggles to achieve a significant improvement. They cannot get an equal opportunity like the middle class people. The only available opportunity for them is corruption.

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QUEST FOR IDENTITY AND SOCIAL INEQUALITY IN BABURAOBAGUL'S WHEN I HID MY CASTE

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ABSTRACT

India is one of the fastest growing countries in the world, yet, it is notorious for its rigid caste system. It is widely believed that all Dalit literary creations have their roots in the Ambedkar thoughts. Baburao Bagul's "When I hid my caste" shows dramatic accounts of social political experiences of Dalit community in the caste based society of India. In this short story he shows how society is psychologically affected by caste. Baburao Bagul shows how both Educated and Uneducated are equal in discriminating others by the name of caste. This research paper traces the conditions of the Indian social factors that surround the Dalit's and their interactions with Dalit's and non-Dalit.

Keywords: Dalit, oppression, caste system, upper caste people, Education.

"When I Hid My Caste" is not only the title of the story but also it represents the protagonist who tries to hide his caste from this society. The Author never tells the name of the protagonist because it is not only happening in this fictional story but also in the day to day life of many Dalit's. They are facing the horrible situations in their life. Modern society Dalit's are facing this discriminations in their life. Whenever he tries to hide, he feels guilty and pretends as if he is from the high caste. "He face difficulties after he conceal his caste come to mind, memory ignites a furnace in his heart. In this country human beings should not be born as Dalits.

If it happens, they must bear such sorrow and such disrespect as would make death seem an easier option for them. If he had continued to live there, continued to hide his caste, the anxiety would have driven him mad" (WIHMC 116). And so he has come to Mumbai, and on the night of the pay day, at Ramcharan Tiwari's home, in past the he is robbed by one of the thieves who had announced that he had been hiding his caste and so Ramcharan Tiwari beat him. And KashinathSakpal saved him from thatimmense rage. This is how he comes about it. Now he goes down to Udhna Station which is now a suburban area of Surat, Gujarat. At the time of writing, it is probably a village.

Masthur walked to the engine shed in the joy of having a new job. There he meets a Ranchhod, he asked in Gujarati, 'What's up, brother? While hearing this in Gujarati, he introduced himself and asked a room for rent. Immediately Ranchhodgives a room for a rent and the workers with him begins to look at him with admiration. They are all taken a look on him, his coat, topi, dhotar, Kolhapuri slippers, the book of Mayakovsky's poems in one hand and the trunk. His costume projects him in a different manner it shows that he is Dalit. In a hesitant voice, Ranchhod asked, caste? Suddenly he roared like a thunderclap on hearing this: "Why do you ask me my caste? Can you not see who I am? Me, I am a Mumbaikar. I fight the good fight. I give my life in the defence of the right. I have freed India from bondage and I am now her strength. Got that?" (WIHMC 117) He moved on, the workers in there were talking about him. Devji said to Ranchhod that he was a Marathi maanus and a fearless one too. He might be Kshatriya, possibly a Brahmin so do not let him go. Call him back and give him a room for rent. Ranchhod asks Devji to approach Masthur and Ranchhod said he used to ask all strangers they meet. This is the way in this country. Five rupees a month for a room rent. By interrupted Devji said "Brother, one can eat mud with a caste brother, but one shouldn't attend a feast with someone of a lower caste" (WIHMC 118). The protagonist replied a man that he is not going to live with the same poverty. He gets furious tells he is a new citizen of Bharat, well we're all the creator of the new nation, there are no dhedas, no poor, no Brahmins. He liked a rent room he heard a crack of a pistol-shot: 'Mahar'. While he is hearing the caste name his mind was brought crashing to the ground words was danced like demons in front of his eyes. Ranchhod's question fell upon his ears.

"Tiwari, what does "Mahar" mean?' And Tiwari replied from his half-knowledge: 'Mahar means Maharashtrian. They are like Shivaji the Great: warriors. 'No Panditji, not like that. I'm

one of Dr Ambedkar's party, of his caste. My name is KashinathSakpal, of Mumbai, Kala Chowky." (WIHMC 120). Kashinath's voice inspires and heartens him. Finally Tiwari comes to know it means an Untouchable. Tiwari screams in a rage tells to 'Smash the dirty dheda' come out from the canteen and do not touch anything's in this shop it is all used by this Dalit, many things are touched by his hands. Kashinath put both his hands in his pockets, cocks his head, inflates his chest and roars at them, a powerful, sensational roar. Kashinath begins to feel the courage he is showing. Inside, all the men are terrified into silence. They met Nanaji Panchal, a hirsute black man seems like the most uncomfortable. He looks straight at the foreman's office. All of them shouts by seeing him and starts to run saying that he is an Untouchable from Mumbai, and he cannot be the foreman or we'll all lose our jobs. Tiwari shouts that he will take care of this asks all of them to sit down, I am here. Then they allow how poor we were, and like a sick ox, he lowered my head and made for the foreman's office. Devji approaches him that you have to become that Untouchable's senior. In Devji point of view he said Untouchables are mostly thieves they rob bags from the peoples and lot of them are around here, they are terrifying as a ghost. He refuses him by saying "No need", He terrified because he has hidden his caste and he could see his caste prejudices clearly, so he has refused his support and encouragement.

Kashinath's speed shocks him and grabs his arm and said, 'Wait. Tell me.' But Kashinath freed himself with a jerk and pulling the knife out of his pocket, he told him to get away from that place or else he will kill him. He replied in panic that he is a Mumbai dweller. Indeed Ranchod is quiet stubborn to now Ranchhod was stubborn to know his caste. He climbedupstairs, to quit my job in protest. He went and stood near the desk of Mataprasad Tiwari, foreman-clerk. Next to Mataprasad Tiwari, perched on a stool, was Ramcharan Tiwari. Both brothers' faces were red with rage. There was violence in their eyes. 'Hey, what were you saying to that unruly Untouchable? To shatter there arrogance to pieces, he said: "Who is Untouchable? Fire is untouchable. The sun is untouchable. Death is untouchable. The five basic elements in their ideal forms are untouchable". (WIHMC 122).

After showing his anger towards them. He felt greedy for his job. And once again he thinking of his poverty-stricken home, he began to regret his curlier intemperate behavior. To hold on to his job, he told his name as politely and respectfully as possible. When he wrote down the name he felt so bad, he said to forgive him. Then he said that he was speaking Hindi almost as well as like a Brahmin. He tries to match this display of generosity he said Sir, Hindi is the

language of Tulsidas, of Kabir, of Niralaji and Premchand.' This answer made pleased the simple, sympathetic Ramcharan and he smiled. Mataprasad asked about the certificates, he said sweetly that he forgot them at home. The officer said that he wanted to see it and asked about studies. He said that he was studied at Non-Matric and liked art, literature. The officer told that why our people remain backward. "That's why these low castes become officers, even ministers. They have so many facilities in the Railways that tomorrow if that low-casteKashinath wants he can become a clerk. He too is a non-Matric. You will both begin as cleaners but one day he will rise to foreman or driver or controller. So get those certificates sent to you, understand?" (WIHMC 125)

Ramcharan tries to hide his caste from this society but this society always ask him what the caste he belong. He almost escape from all them in railway but he see how Dalit was treated in this society by seeing this made him anger and fear also in the same way. Whenever he says a discrimination before him his mind tells if they came to know the caste name of him then he will be the next. All the peoples around him were so cruel against Dalit and the reservations. They never look Dalit as like as others. The protagonist continuously seeing the discrimination that happening to others. He tries to escape from it but he can't.

Ramcharan said you're my guru from this day forth. You must explain poetry to me. In one situation Kashinath heard that he going to lose a job in that time he said: "I am a Mahar but that does not mean I'm going to clean human shit and piss from the walls. That's just what you will have to do. You will clean it up" (WIHMC 125). The protagonist tries to save Kashinath from the brothers and co-workers. They are continuously discriminate, torture him and tries to beat him because he was a Dalit. Ramcharan said him to move from Kashinath but he didn't because he hide his caste and shows him as an upper-caste. Ramcharan asked him to visit his house so he went to his house. Ramcharan was an upper-caste man when he enters his house Ramcharan's wife welcome him by giving a greetings. He refuse to enter the house but SaraswatiRamcharan's wife compel him. Immediately afterwards, she came out with a bucket of hot water, a small bowl of oil and a lump of soap, and with great enthusiasm Ramcharan said him to sit there and have a bath, and he will rub down with oil. He said that she had made a mistake by touching his feet. Saraswati said from behind the door that our guest is as our God. After the bath he said, shall we eat outside. But they said that he was not the guru of a Brahmin,'

he took his hand and drawing him into the house. They force him to come inside but he said that he was not a Brahmin.

They consider him as a guru so asked him to sit on a low stool. He started accept his hospitality was increasing. After then suddenly sudden many people were enter into Ramcharan's house. All of them were abusing me, accusing me of concealing my caste. There were others who were cursing, reminding themselves of the proverbthat a snake in the house was asking to be butchered.Ramcharan had gone from utmost devotion to demoniacal behavior and was asked questions even he hit me. He was enraged that his wife had served me and this was fuelling the fire of his anger which would not subside. He gave up all hope of living. Sorrow and helplessness made his tongue heavy. He fell where the blows took me.Saraswati, who had no idea how to confront men, was shouting from the inside, "Let him go. It's not his fault. He refused to come here. It was we who forced him to come. He has lost everything. Let him be or I'll throw myself over his body..." (WIHMC 134) as she was saying this, People began to run out. She blessed Masthur. Finally the unnamed protagonist revealed as Masthur. Her congratulations annihilates the soaring wounds of him. When Saraswati's husband about to hit him, she immediately defends him when Kashinath threats sarswati with his knife, Mathur forbids him from killing her. But Sarswathi knows that mathur will save him so she does not panic of kashinath. WhenRamchand throws away his certificates, he feels very ashamed to be there. So he leaves the place with heavy heart. Kashinath, with a naked knife in his hand, was roaring, ready to use it on all comers. When we got out of the settlement, Kashinath said to him, "Masthur, let's go to a police station.' 'No. "Why did you have to take those idiots' beating? When was I beaten by them? It was Manu who thrashed me. Come, Kashinath" (WIHMC 135).

In all these passage the nameless protagonist whenever tries to hide caste he have a fear on society if they know then his caste then he wouldn't be treat as same. Whether he is a senior or junior they don't get an equal rights if he is a Dalit. In this story the protagonist was an educated and higher officer but they didn't give a dignity and don't treat as equal. At last the society find his caste and they throw stone of anger, curse towards them. Kashinath said to compliant them to police he reply that he was not beaten by peoples but Manu, this is only who said those are Dalit because of that he was beaten and cursed him. After saying all this he moved to live in the society that was created by Manu.

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ISSUES IN TRANSLATING SUJATHA RANGARAJAN'S PENCIL IN THE COLLECTION OF OLAI PATTASU INTO ENGLISH

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ABSTRACT

English is a universal language and the lingua franca of the world. The numbers of people learning English language are extensively increasing. To gain expertise in a language, one must have acquired four basic skills of that language, namely listening, speaking, reading and writing. To prove themselves as masters in that particular language one should have known the meaning of the words in the mother tongue. Instead, it is mandatory for every student to learn Translation. Learning Translation might be difficult to the foreign learners. The Researcher strongly believes that learning Translation is a must for every foreign learner. Therefore, the researcher has conducted a study on the title Issues in Translating Sujatha Rangarajan's short story Pencil in the collection of Olai Pattasu into English.

Keywords: Translation, Theories, and Issues.

Translation:

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Susan Bassnet in her book *Translation Studies* says, "Translation involves the transfer of 'meaning' contained in one set of language signs through competent use of dictionary and grammar, the process involves a whole set of language signs through competent use of dictionary and grammar, the process involves a whole set of extra – linguistic criteria also" (*Translation Studies* – 22). J.C Catford in his *A Linguistic Theory of Translation* defines that "The replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Peter NewMark in his *Approaches to Translation* states, "Translation is a craft consisting in the attempt to replace a written message and / or statement in one language by the same message and / or statement in another language (*Approaches to Translation* – 7). Eugene A. Nida defines that translation consists of the RL, the closest natural equivalent to the message of the source language, first in meaning and second in style.

Translation plays a crucial role worldwide. Language is a powerful means of decolonization and self-respect building. Translation is an effective tool of language and it works in the process of restoring the bruised national pride. It is a tool for transferring ideas, cultural

values and traditional knowledge of ancient lands and objectives of different people. Translation demolishes pre-conceived centre, bringing the marginalized into focus and creating a rational environment.

Translation must take into account the constraints that include context, the rules of grammar of two languages their writing conventions, and their idioms. A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a straight forward mechanical process having a word-for-word translation, however, it cannot take into account context, grammar, conventions and idiom.

Theories:

Translation can either be oral or written. Oral translation is also called interpretation. It must have preceded written translation just as the spoken language precedes the written one. In the history of any language in the modern world, the volume of translation has multiplied. Globalization has intensified the translation activity too. Increased contacts at the level of trade, commerce, banking, travel, diplomacy, international relations, media, laws, science, technology, education, religion, humanitarian assistance etc have necessitated translation among the various languages of the world.

Philological theories of translation are normally concerned with all kinds of stylistic features and rhetorical devices. Philological analysis must deal with the deep structures like that of symbolic levels. In Linguistic Theory, if a text is nonliterary and the source and target languages are relatively same and represent the same, the approach is Linguistic. A comparison of the linguistic structures of the source and target texts rather than on a comparison of literary genres and stylistic features are based on Linguistic theories of translation. In Sociolinguistic Theory, if a translation involves languages that are widely separated in the time and represent quite different cultures, and if the text is rather complex, the approach is essentially sociolinguistic. Sociolinguistic Theories of translation do not actually neglect linguistic structure. Instead, they lift the linguistic structure to a higher level of significance.

Different translation theories thus enlighten on different periods and different authors. Each theory has its soundness. Like the theories of criticism, which can never be absolute, no theory of translation can be total and absolute. No translation of literature can be final, for literature, itself is indefinable. Even then, attempts to define translation studies are succeeded, for they ease our understanding of the translation process. Apart from the theories of translation, it is extensively accepted the translation is fundamentally a process of being 'carried over' and its success depends on how far an SL text is sufficiently 'carried over' to the TL text semantically, ethnically and linguistically.

Issues:

'Lexeme' or lexical unity is a term derived from the Greek 'Lexis' which means a 'word'. A word is not simply a lexical entity. Once poet has properly incarnate, his most fleeting motion in the most appropriate words, then this emotion will continue to live on through these words for millennia and prosper in every sensitive reader. "The word is essentially a cultural memory in which the entire society participates" (Talger 29).

In ancient Roman stories, 'fauna' is a god of the woods. Fauna, is a term adopted by Carlous Linnaeus, which means that the animals of specific area in a particular period of history.

Animals lived in many kinds of places. The place where an animal lives is called a habitat and the major animals can be grouped according to seven types of habitat – mountain, grassland, temperature forests, tropical forests, deserts, polar region and oceans. Therefore, with the exception of some animals most animals are much known for people of various parts of the world. Example of the animals that live in a particular part of the world like the elephants living in India, Malaysia, Thailand, Srilanka, Indonesia, Kola Bear and Emu living mostly in Australia and African giant Panda living in the forest only in central China and Camels living in Arabian deserts.

கன்றுக் குட்டி - Calf

Usually words indicate the objects common to ecosystem like the sun, the moon, the earth, the sea, etc, parts of the body and the common human activities have linguistic or semantic universals, which are otherwise called Isomorphous units, that is lexical items that have more or less the same application in almost all languages. In this short story, there are many references to the organs of the body and they do not pose much problem for they have their own equivalents in the TL.

1. புறங்கை

- Back of Palm

2. தாடை

- Outer Jaw

3. காலின் இடுக்கு

- Ankle of the Foot

We have lot of references to utensils. They are listed below.

- Vehicle

2. துப்பாக்கி

- Gun

The more specific a word, the less accurate its translation is, since it comprises more of semantic features. In places where the native term and a translated term could not enable the TL reader to make out the meaning, the translator may use a generic name to help the reader in understanding the meaning.

1. "பளீர் என்று அறை விழுந்தது."......

"A forceful slap was given"

The term 'syntax' is derived from an antique Greek word 'syntaxis' a verbal noun which literally means 'arrangement' or 'setting out together'. By tradition it refers to the branch of grammar dealing with the ways in which words, with or without suitable intonations are arranged to show the connection between a sequence of sounds and meaning and this relationship mediated by grammar is a central component of syntax.

Double words are **Q**可止面上 **あ**面創 in Tamil it is, formed mostly by imitation of a sound, one's feeling towards an objects. They always happen in pairs and convey no meaning, if it is split. If the word **C * * * * C * *** is split, the single word **C *** does not give any meaning. This form is very new to the TL. However, in the SL they bid themselves unawares.

1. СвёСв - No Chance

2. ありあり - Stranded

Repetitive words are அடுக்குத் தொடர் in Tamil. If the word 'வாழ்க from the pair 'வாழ்க வாழ்க' is split, the single word itself stands alone and gives meaning. The pair is called Repetitive Word.

Therefore, the pronoun 'he' and the possessive pronoun 'him' respectively are used throughout this short story *Pencil*, the translator also carried out the gender in the TL.

1. "அதாவது அவங்க கிட்ட வசமா மாட்டனும்." "I mean, I have to catch hold of him red-handed."

A word or expression that has the same or nearly the same meaning as another in the same language is called a synonym.

- 1. நிகர லாபம் Net Profit
- 2. வாடகை கொலை Hired Killing
- 3. தீர பிரதாபங்கள் Coastal Glories

The proper names in the Short story are listed below.

வண்டி - Vehicle
 துப்பாக்கி - Gun
 மணி - Bell

Here the SL terms adopted are transliterated as they are without any phonic change. Still in amendment to sounds, there are several grades of correspondence, for another adaption may be quite acceptable within the phonological structure of the receptor language.

 1. பென்சில்
 - Pencil

 2. போலீஸ்
 - Police

 3. ப்ளான்
 - Plan

I have faced many difficulties while translating this text from Source Language to Target Language. Such as Fauna, Isomorphus units, Utensils, Generic name, Double words, Repetitive words, Pronoun's and Possessive Pronoun's gender, Synonym, Similes, Proper names and Target Language words in Source Language. I have discuss about the issues and difficulties in translating text from Source Language to Target Language and I have come to a conclusion that while translating the work we do not give the exact meaning of the words because it will change the meaning of the story completely. Therefore, we have to see the contextual meaning of that word and complete the work.

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THEMATIC ANALYSIS OF MAGICAL REALISM, SURREALSIM AND GROTESQUE IN THE SHORT STORY COLLECTION THE GIRL IN THE FLAMMABLE SKIRT BY AIMEE BENDER

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ABSTRACT

Short story, in brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. A short story is a piece of prose fiction that can typically be read in one sitting and focuses on a self-contained incident or a series of linked incidents, with the intent of evoking a single effect or mood. The short story is one of the oldest types of literature and has existed in the form of legends, mythic tales, folk tales, fairy tales, fables and anecdotes in various ancient communities across the world. The modern short story was developed from the early 19th century. This paper is on the study of the Thematic Analysis of Magical Realism, Surrealism and Grotesque in the short story collection *The Girl in the Flammable Skirt* by Aimee Bender. The main objective of the study is an attempt to highlight the narrative techniques and creative writings of Aimee Bender. To show that human emotions and struggles are largely analogized and formed through fairy-tale representations.

Keywords: Magical Realism, Surrealism and Grotesque

Aimee Bender was born on June 28, 1969. She is an American novelist and short story writer, known for her surreal stories and characters. She is a 2011 recipient of the Alex Awards. Her genre was fiction and short story. Aimee Bender's first book was *The Girl in the Flammable Skirt*, a collection of short stories, published in 1998. The book was chosen for a The New York Times Notable Book of 1998 and she spent seven weeks at Los Angeles Times bestseller list.

Aimee Bender's writing style is usually categorized as magical realism. The term has a suitable oxymoron, combining two contradictory ideas because that is what happens in this

style. Magical realism refers to the practice of placing bizarre, surreal events in a realistic context, and treating the unrealistic events as real.

In the short story collection *The Girl in the Flammable Skirt* by Aimee Bender, the first story, *The Rememberer* portrays a world twisted on its axis and magical realism exists when a man in this story undergoes a reverse evolution. He transforms from man to ape to salamander, here Bender through her use of fantastical characters and magical circumstances, quietly, delivers her determined prose and humanity and it is most sensitive to create stories. In the story *The Rememberer*, the narrator is a young woman who sees the collapse of human values. She sees her boyfriend slowly transmitting into an ape. This evolving process pursues till her boyfriend becomes a salamander. The young woman recollecting her final days with her boyfriend was distress and would not let him go. She recalls her husband's words while he was on his last human day.

"What did I wish for? I wished for good. That's all. Just good. My wishes became generalized long ago, in childhood; I learned quick the consequence of wishing specific". (The Rememberer, 5)

The husband has begun to devolve, turning him into different creatures in less than a month. Throughout the story his wife does not worry or panic about her husband's changing, instead she comforts him and accepts the situation. Throughout his transactions, he still shows some of his personality traits. She tries to help him remember everyday how to act human being in hope to get him to return into his old self. The narrator's grace and her grief moved the story. Through narrator's disposition Bender handles both tragedy and the inherent humour.

Aimee Bender uses the metaphor of devolving to show the character has a mental illness. The husband slowly starts to forget how to act human. The wife realizes that her husband no longer has any connection to her and will never come back. She sets him free into the ocean, hoping he will return and never forget about him.

The term "grotesque" was used in a way that overlapped more with "the uncanny," referring to works that blurred the line between the real and the fantastic, such as Kafka's *The Metamorphosis*, in which the human protagonist is transformed into an insect. Here in this short story *The Rememberer* the character Ben was transformed into an ape, sea turtle, and salamander. Bender through this story tells about the bonding and human emotions, in addition to that of absurdity. The fact Bender uses this quality to provoke as a platform to convey human emotions are interesting. To illustrate the irony of a common day life of the

human beings, Bender uses these absurd characters and infuses actions, morals and physical characteristics.

Bender, a writer's writer, drives the reader to feel the intensity of such ordinary sentiments; meanwhile she also gives feel the ordinariness of the most striking occurrences. Strange things happen in these stories and also unimaginable things. This story is bizarre, it is fixed in a realistic setting and the juxtaposition of the ordinary with the bizarre is the trademark of magical realism. Also, through her grotesqueness, she conveys human emotions in depth.

The next short story, What You Left in the Ditch, Mary is devastated on seeing her husband Steven, who just came back home from war without lips. She is angry with her thoughts, she is confused and she is also offended by his wartime experiences. She tries very hard to overcome these concerns, in case her motions terrifies her husband, she expresses her feelings solemnly. Her frustration is delivered with a bitter sarcasm, in rage by the image of the devoted wife avoiding suitors while her husband is away at war. His missing lips are the only remark for the whole story which was a great disfiguring injury. Mary is left obsessed with Steven's missing lips and no other injury is specified. She still feels embarrassed of her selfishness and blames Steven.

Mary continues her shopping at the grocery shop and started falling into a flirting relationship with the young boy who looked at her "in a certain way." To recover from this harsh reality she even thinks of sleeping with another man. However, at the end of the story, Mary tries to reestablish an emotional relationship with her husband Steven;

"She wanted to know him again, to enter the nightmare and be in there with him, to fight the demons with her own good weapons. She wanted to join him, but the chair was too small and his brain was his only and all she saw in the ditch were sweaters and a too light sky." (What You Left in the Ditch, 30)

By trying to establish the lost love with her husband, Mary was willing to accept him the way he was. Bender through this story tells that the human mind is full of complication. Bender through her narrative techniques like magical realism, surrealism and grotesque, focuses on her characters' faltering quests rather than facile resolutions. Bender wanted her characters to speak about life and its challenges faced by men.

Surrealism can also stipulate an opportunity to the darker than in realistic fiction. Aimee Bender exposes surrealism in her last short story *The Girl in the Flammable Skirt*; it is about a young teenage girl who comes back home from school, finds that her dad is carrying a backpack which seems like a bag made up of stones, that is fascinating.

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"When I came home from school for lunch my father was wearing a backpack made of stone. Take that off, I told him, that's far too heavy for you. So he gave it to me. It was solid rock". (The Girl in the Flammable Skirt, 173)

In this story, the exciting girl who came back from school asks her dad, why he was carrying it and not keeping that down. But he replies in a pessimistic way and provides her the responsibility of carrying it on her back. Meantime he watched television with an air of contentment. The unexpected poor girl carries that backpack which makes her sensitive to suffering.

The young girl carries the backpack to school while her friends are busy studying, but she weeps in a corner and she was comforted by her teacher who gives her a tissue paper, says that she wanted to help her by giving her something lighter than backpack she was carrying on her back. She then finds that her boyfriend is in her closet. Her sensitivity, however, becomes so overwhelming that she envies a girl whose flammable skirt caught on fire, because, however briefly, her passion had arrived and unlike the narrator, she could feel free.

This shows the symbolic representation of the backpack made up of stones as her father's responsibility towards his family. Here Aimee Bender demonstrates that the father did not ignore at no point by putting it aside. The father replies negative when the young daughter asks her father if she can keep that aside. At first the young girl is unaware of the responsibility she was carrying but later on when she was asked to carry it with her; she recognize the obstacle of it in life. She was made to take the responsibility of her house also she carried the backpack to school, while all her friends were busy with their work in school.

Aimee Bender is the magic maker extraordinaire. She has treasured a reputation for being an accomplished linguist as well as her indefatigable imagination. She has a fun writing style, but it seems under developed in this collection. Her abrupt and unexpected endings were surprising. Bender's story demonstrates the struggle to find a balance between emotion and thought. Throughout Bender stories, her sentences sparkle with an emotional off-handedness that can sneak up on and break reader's heart.

The collection of short stories *The Girl in the Flammable Skirt* stresses the importance of human emotions and struggles through their life. Bender in this story exposed an explosion of imagination that hovers around common human experiences. She explores through her narrative techniques and fairy tale representations. This short story collection dealt with physical abnormalities and strange characters. Bender short stories are so beautiful and filled with emotion. Her stories are completely absurd. But she does not let the limits of reality or

restrict her narrative structure interfere with her storytelling. Bender's stories find humanity in each character. She discloses human struggles and emotions through her wild imagination and grotesque characters.

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A COMPARATIVE STUDY OF TEACHING GRAMMAR IN ONLINE AND OFFLINE CLASSES

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ABSTRACT

English is an universal language and the lingua franca of the world. The number of people learning English language is significantly increasing. To gain the proficiency in a language, one must have acquired the four basic skills of that language, namely listening, speaking, reading and writing. To prove themselves as masters in that particular language everyone should write and speak efficiently without grammar mistakes. Instead, it is mandatory for every student to learn English grammar. Learning the grammar items and its rules seems very difficult for the foreign students. The researcher strongly believes that the online education system will not be fulfilling the demands of education. Therefore, the researcher has conducted a study on the title *Comparative Study of Teaching English Grammar in Online and Offline Classes*. The main objective of the study is to find the merits and demerits of online and offline classes.

Keywords: Teaching grammar, online class, offline class

A language is the medium of expressing one's own thought and ideas to another person through written or spoken format and it would be originated when the human race started, there was a need for a tool to express their thoughts and feelings. The language English evolved during 600 A.D by Angles and Saxon. The development of English can be divided into three eras, such as Old English (600 – 1100 A.D), Middle English (1100-1500A.D), and Modern English (after 1500 A.D), English language

teaching came into India through the British colonization. They popularized English for various reasons. Few of them were propagating Christianity, regenerating the Hindu society and the introduction of arts and science of Europe in India.

In India each state has its own language so accepting a particular language as the national language cannot be possible among the people, so a common language to communicate between two states is mandatory, and English has become the Universal language and it becomes our link and second language.

Online teaching is nothing but a process of teaching and learning which takes place with the help of internet facility, it emerges in India because of the COVID-19 pandemic outbreak. It forced India to be on the online education track while all the European countries were already on the track. Inductive and deductive methods of teaching English grammar can be used to present the grammar structures to the students who learn English as their second language. There are two methods to test grammar. The one is mechanical test and the other is authentic assessment. Mechanical drills test their memory not their language whereas the authentic assessment tests their level of grammar proficiency by letting themselves involve in some real life tasks. Authentic assessment is much similar to the communicative drills.

Thorndike is an American psychologist his experiment is based on Trial-and-Error method. That means a learner learns a desirable response in the course of time by committing lots of errors. A trial is defined by the length of time in reaching the goal in the first attempt. This method takes up a vital role in modern day education system; because the students are forced to undergo lots of test still, they do their correct responses mechanically. This theory can be implemented in education as the students should be ready to involve themselves in the teaching learning process, if not preparatory exercises should be given. The teacher should explain the concept and rules repeatedly; it could help the students in fixing and retaining them in their mind. Rewards and punishments should be used by the teacher. Rewards and positive feedbacks help them to attain knowledge. Punishments, negative feedbacks help them to weaken bad practices.

Pavlov is a Russian psychologist. His Classical conditioning theory is based on the stimulus and response. It helps to develop punctuality among the students. It helps them to learn the grammatical

rules associating it with pictures. It helps to break bad habits or undesirable characters by deconditioning process.

Skinner is another psychologist belonging to America. He believed that organism emits all kinds of responses spontaneously. Whenever an organism emits a desired response, it could be made to occur frequently by suitably rewarding it by presenting a reinforcing stimulus. As the organism expresses a response or behavior pattern and through that it tries to fetch the reward, this type of learning is also known as "Instrumental Conditioning". The teacher should make sure that the positive reinforcement is given immediately so that it can easily be associated with the positive behavior. The teachers should identify the unique instructional needs of every student and individual periods and modify instructional material and methods regardingly. Provide feedback for students' work, not just after they have finished with a particular task. Ensure that students have mastered mandatory skills before moving on. To become mastery over the essential skills they get involved in the same class in the different tasks at a different period.

Bandura is a Canadian- American psychologist. His social learning theory is based on observing and imitating others' behavior. The general tendency to observe and imitate others is naturally found in children. This general tendency helps children to watch their parents, close relations, peers, neighbors, teachers, famous people etc. and learn language, skills, social and moral attitudes. The students whose behavior is observed and imitated by children are known as models. Observational learning could also be referred to as 'Modeling'. If this kind of learning is to be fruitful, the children, the parents, teachers and others should serve as good role models for children to imitate.

According to the researcher,

Merits of online teaching

- Students need not travel anywhere so their time for travel and expenses can be saved
- The students can easily respond to the teachers' questions in online mode but they may hesitate to answer in the offline classes

Demerits of Online teaching

- · Students face physical and mental illness.
- Students from the rural areas cannot get the strong network connectivity because of the network glitches the class disconnects often.
- Neither teachers nor students get very much accustomed to this technology so both of them face lots of troubles during the classes, and they even do not know to use many options given in both zoom and G-meet, for example in zoom app there is a option named as 'share white board' but being unaware of this option many of the teachers are not using the options properly.
- The teachers cannot monitor the students during and after the classes.
- The teacher cannot conduct tests to assess the students' understanding over the topics taught in the previous classes. Even though he/she conducts the tests through online mode, the tests results are not transparent.
- In online tests there is a opportunity to copy others' answers, so from the online test results, the students understandings cannot be judged
- Home is a highly informal place as there are more possibilities for students to get distracted. Their focus on class activity gets diluted since informal conditions are always unpredictable and open for interruptions.
- If the battery of the mobile phone or laptop drains the student cannot attend the class until the mobile gets recharged again.

Merits of Offline Teaching

- Teachers can have the face-to-face contact with the students so they can easily monitor the progress of the students
- Teachers can use the gestures to explain the concept it will be helpful for the students to understand and memories it easily.
- Teachers can easily conduct the tests
- Teachers can measure the understanding of the students and progression of the students.
- In offline classes the students can clarify their doubts easily with their teachers and with their friends.

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- In offline classes students should be attentive if not, they can be given counseling by the
 concerned teachers.
- Healthy interaction takes place between teacher and students
- Offline class leads the students to learn more life skills.

Demerits of Offline Teaching

- The students have to travel to reach the college, because of that they have to spend money and time on travel.
- The students cannot learn about the advanced technologies.

By comparing both online and offline classes, offline class has more number of advantages meanwhile online class has more number of disadvantages. We further look into the disadvantages of the online class the prime issue is the network glitches. If the government has established free and strong network connection even in the remote villages the online mode of education will be effective, at the same time the teachers should be engaged with orientation classes regarding online classes. So that they can be very much accustomed to the technology, with this they can handle the online classes comfortably as the offline classes. In the current situation offline teaching method is the most convenient and progressive mode for both the teachers and the students.

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THE ISSUES IN TRANSLATING PUTHUMAIPITHAN'S SELECT SHORT STORIES

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ABSTRACT

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The main purpose of this article, Issues in Translation on the chosen stories of Pudumaipithan is an attempt to find out the problems faced by the translator while translating from one language to another. Translation, a branch of study thus aims at bringing together the nuances of two different cultures and languages, encountering socio-cultural and linguistic codes. The process of translation was once viewed merely as a hit - or - miss affair accountable in terms of losses and gains; the translated text was once seen only as a poor imitation of source text. But in recent times translation has received insightful inputs from scholars working within different disciplines. Translation is now viewed as transformation and intercultural activity.

Key words: Issues, Target Language, Source Language, Research Language.

'Lexeme' or lexical unity is a term derived from the Greek 'Lexis' which means a 'word'. A word is not simply a lexical entity. Once poet has properly incarnate, his most fleeting motion in the most appropriate words, then this emotion will continue to live on through these words for millennia and prosper in every sensitive reader.

Plants grow in almost every part of the world. However, not all kinds of plants grow in all parts of the world. For example, cattails live in only in such wet places as swamps and marshes. Cactus on the other hand are found mainly in deserts. Trees found in such evergreen coniferous forests are firs, larches, spruces and pines. The pointed triangular shape of these trees helps them shed heavy snow.

Many elements make up a plants environment - the location, climate and physical nature of a region. One of the most important features is weather - sunlight, temperature and precipitation (rain, melted snow other moisture). The environment of a plant also includes the

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soil and the other plants and animals that live in the same area. All these elements are forming a natural community. No two natural communities are exactly alike, but many resemble one another more than they differ.

The translator has used the classifier to facilitate the reader in understanding the Target Language text. Classifiers are used along with the transliteration of a term to intimate the TL readers of the classification category, variety and group to which the given name or term belongs. The classifiers supplied by the translators at least place the Target Language readers in the right path of classifying them.

- 1. பூவரசமரம் Portia tree
- 2. шпиди Mango Tree

In ancient Roman stories, 'Fauna' is a God of the Woods. Fauna, a term adopted by Carlous Linnaeus, means the animals of specific area in a particular period of history.

Animals lived in many kinds of places. The place where an animal lives in called its habitat and the major animals can be grouped according to seven types of habitat – mountain, grassland, temperature forests, tropical forests, deserts, polar region and oceans. Each habitat has many kinds of animals. In most cases, the animals are of the same kinds that have lives in those surroundings for thousands of years. The animals have developed bodies and way of life that suit them to that particular habitat. The fur of the snow leopard is white in color with black eyes and grey spots on it so as it suits to the snowy background, whereas the leopard in tropical region has a yellow fur with black spots. Therefore, with the exception of some animals most animals are much known for people of various parts of the world. Example of the animals that live in particular parts of the world are elephants living in India, Malaysia, Thailand, Srilanka, Indonesia, Kola Bear and Emu living mostly in Australia and African giant Panda living in the forest only in central China and Camels living in Arabian deserts.

In places where a particular type of animals lives in large number and in several varieties, the language of the place has too many terms for those animals. In Arabic, Camel, which serves the people in so many ways, is referred to us by various terms such as *Jamal*, *Budn* and *Ibil*. In Tamil, an elephant is referred to us by a term, *Kaliru* 'a male elephant'.

- 1. ஒநாய் -Wolf
- 2. Fly

Usually words indicate the objects common to ecosystem like the sun, the moon, the earth, the sea, etc, parts of the body and the common human activities have

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linguistic or semantic universals, which are otherwise called Isomorphous units, i.e. lexical items that have more or less the same application in almost all languages. In this short story, there are many references to the organs of the body and they do not pose much problem for they have their own equivalents in the Target Language.

1. a.com -Eye

2. வகிற - Stomach

The proper name in this short are stories listed below

1. கட்டில் - Cot

2. கதவு - Door

The more specific a word, the less accurate its translation is, since it comprises more semantic features. In places where the native term and a translated term could not enable the TL reader to make out the meaning, the translator may use a generic name to help the reader in understanding the meaning.

1. "அம்பி! அம்பி! குச்சியைஎடுத்துண்டுவா.... ஸீமாஎடுத்துண்டுவா..." வீறிட்டுஅழுகை...

"Ambi! Ambi! Take the stick... Seema takes the stick..." Cries loudly...

2. "ஒவ்வொருசமயங்களில்சக்கரங்கள்தடம்புரண்டு திரடு எறி'டொடக்' என்றுஉள்ளே இருக்கிறவர்களுக்கு அதிர்ச்சிகொடுக்கிறதும் உண்டு;"

"Occasionally the wheels have stumbled off the rut and on to the raised ground, giving those inside the cart a sudden jolt,"

The term 'syntax' is derived from an antique Greek word 'syntaxis' a verbal noun which literally means 'arrangement' or 'setting out together'. By tradition it refers to the branch of grammar dealing with the ways in which words, with or without suitable intonations are arranged to show the connection between a sequence of sounds and meaning and this relationship mediated by grammar is a central component of syntax.

Double words are இரட்டைக்கினவிin Tamil it is, formed mostly by imitation of a sound, one's feeling towards an objects etc. they always happen in pairs and convey no meaning, if split. If the word சேச்சே is split, the single word சே does not give any meaning. This form is very new to the Target Language. However, in the Source Language. they bid themselves unawares.

- 1. ULUL Slamming sound of doors and windows
- 2. வெடவெட Trembled

Repetitive words are MG&G&Gam_fin Tamil. If the word 'annipafrom the pair 'annipamy's' is split, the single word itself stands alone and gives meaning. The pair is called Repetitive Word.

- 1. ஐய்யோஐய்யோ Oops
 - 2. *ыцыц* Study

Therefore, the pronoun 'he' and the possessive pronoun and 'him' respectively are used throughout these five short stories, the translator also carried out the gender in the Target Language.

- "பிறகுஎன்ன! அவனுக்குக்காதல், பெண், பஞ்சணை, இவனுக்குச்சோகம், விஷம், நான்! இவன்காதல்தெய்வீகமானது."
 - "What next! His friend has love, woman and cot; but he has sadness, poison and me! His love is divine."
 - "He also involving himself by opened eyes in the child's game."
- 2. "குழந்தைக்குஅவனைநன்றாகபார்க்கமுடிந்தது"

"Child can see him clearly"

In Imagery, thoughts and feelings can be worked in a variety of ways. Image is one amongst them. They provide emphasis and credibility to our arguments. They are regarded as 'the graces of language' and 'the dressing of thought' images in a language are closely connected to the actual experience of the people. Therefore, language pose problem for a translator. However, in *Approaches of Translation*, Peter NewMark formulates certain procedures for translating metaphors. They are:

- i. Reproducing the save image in the Target Language.
- ii. Translation of metaphor by simile.
- iii. Translation of metaphor, simile, or sense.
- iv. Conversion of metaphor to sense.
- v. Deletion.
- vi. Replacing the SourceLanguage images with a standard Target Language image.

The most common philosophical problems encountered by the translator involve translateration of proper names. Translateration of proper names can be of two types based on retaining or transforming the Source Language.

1. கட்டில்

Cot

2. மருந்து

Medicine

Here the Source Language terms are adopted are transliterated as they are without any phonic change. Still in amendment to sounds, there are several grades of correspondence, for another adaption may be quite acceptable within the phonological structure of the receptor language.

1. கவர்ன்மெண்டு

- Government

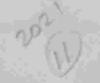
2. சார்ட்

- Chart

In this article I have discussed the issues and problems in translating the tamil short stories of pudumaipitan, when I am translating the short stories from the source language to the target language. I have faced several problems at the level of lexis, syntax stylistic and cultural features.

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FAMILY RELATIONSHIP IN MAHESH DATTANES DANCE LIKE A MAN

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ABSTRACT

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Drama is literature in which the plot and character are developed through dialogue and action; drama is literature in play form. The main objective of this study is an attempt to highlight the familial relationship in *Dance Like a Man*. It also highlights the conflict between the relationship and sufferings and depression faced by the characters in the play. It explores the difference in culture among three generation of people in the family. Here in this play arises conflict tradition verses modernity.

Key Words: Literature, conflict, tradition, modernity, sufferings and depression.

Mahesh Dattani is a playwright, stage director, screenwriter and filmmaker. In 1998 Mahesh Dattani won the prestigious central Sahitya Akademi Award for his book *Final Solutions and Other Plays*, the highest award for a literary in the country. Mahesh is the first playwright writing in English to receive this award. Today his plays are produced in all cities of India. His works have been produced in cities outside the country as well, including London, Leicester, New York, Washington DC, Sydney, Colombo & Dubai. Most of his plays have been translated and performed in Hindi, Gujarati and Kanada.

Family relationship can be defined as the way in which a person is related to somebody else in a family. How they behave towards each other, how they differ from each other, or how they are like each other, all this falls within the ambit of a family relationship. Dattani has presented a good set of family relationship in his play *Dance Like a Man*. It is the story of Jairaj and his wife, Ratna, two retired Bharatanatyam dancers; Jairaj's father, Amritlal Parekh; their

daughter, Lata and her fiancé, Viswas. Past and present move forward together in the play to bring into sharp focus the interpersonal relationship between these members of the Parekh family.

The play is largely built around the relationship between Amritlal and Jairaj, i.e. the father and the son. Throughout the play, the old man and his son appear to be living in two separate worlds without any interaction. Presenting the old image of patriarchy, Amritlal is an autocratic father who does not try to understand the emotions, the aspirations, and the problems of his son. He apparently tries to control and assess Jairaj according to certain absolute standards of masculine behavior. The son decides on a career as a dancer. Nevertheless, the father has a prejudiced view of life and looks at the art of dance with a jaundiced eye. He terms dance as 'the craft of a prostitute to show off he rwares,' and make it clear to Jairaj that he would not allow him to practice dance if he is under his guardianship.

JAIRAJ: You promised you allow me to continue with my hobbies.

AMRITLAL: That was when you were you were a boy and dance was just a hobby.

Grow up, Jairaj.

JAIRAJ: I don't want to grow up! You can't stop me from doing what I want.

AMRITLAL: As long as you are under my care...(45)

Now, the son's identity depends upon creating a boundary between himself and his father, on perceiving himself outside the axial lines, which have defined the father's world, while the father is hard bent to impress him with his ideals and wants him to perpetuate those ideals. What happens is that the son, taking an impulsive decision, at once makes up his mind to leave his father's house with his wife and resolves never to come back. But since he finds himself unable to support his family on his own and is interested in something better than just working for money alone, he comes back to his father's house just within two days of his leaving and makes a compromise with the situation knuckling under the power of his father who exploits the situation to curtail his individual freedom. From now on, Jairaj can practise dance only 'twice a week in the mornings' and cannot even 'grow his hair any longer'.

However, he continues to hate his father's guts until the end of the story. His contempt for father is obvious when he tells Viswas: I removed his memories. The gardens. He had plenty

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179

1

1

of spare time. He used to do a lot of gardening. A rose garden. Creepers elimbing the wall. When he died, I had everything removed. Thus, the relationship between the father and the son in Dance Like a Man is a crucial one as it focuses on the question of inherited values and assumptions, and becomes a microcosm of the debate between the generations. It highlights the contrasts between youthful aspirations and subsequent compromises and frustrations. Moreover, it is this debate between the father and the son that becomes the cause of the conflict between the husband and the wife in the play.

Through the depiction of the conflict between Amritlal and Jairaj and its disastrous effects on Jairaj's professional as well as marital life, the dramatist exposes the hollowness of the traditional patriarchal authority and thus expresses his protest such stubborn, narrow-minded male parents in Indian families. In this two-act stage play, Dattani also focuses on the most essential form of family relationship, i.e the relationship between husband and wife. When this relationship between Jairaj and Ratna is examined, one comes to know that both of them are aware of a profound sense of insufficiency in their lives, which they seek to remedy or at least to neutralize in the public world of consumerism and status. There is a wide gulf between the husband and the wife. They appear to be happy to the world but have fallen apart from each other having conspicuous differences between their stature, habits, views, intentions, and intelligence.

Like other familial relationships in the play, the relationship between Lata and Viswas has also been rendered deftly. The play opens with Lata's entry with a young man named Viswas, and, in the process, one comes to know that he is Lata's boyfriend and her parents have invited him to their house to meet him Lata is a South Indian girl who has fallen in love with this rich Marwari boy who has nothing to do with the world of art. Since her parents are not present at home, she has a long conversation with him. They talk uninhibitedly about their family background, their parents and their personal tastes and interests as well. And from their talk, it is evident that the relationship between Lata and her future husband is characterized by mutual understanding, respect, support and thus, love, which we do not find in Ratna-Jairaj relationship. For example, though Viswas has no knowledge of Lata's art of dance, he shows great respect for her passion and has no objection if she comes to her parents' house to practice dance even after their marriage.

Likewise, Lata does not have less respect for her francé. To take an example, when Viswas is not given due attention at her house, she feels embarrassed and apologizes to him without the slightest hesitation Further, in the second act of the play, though Viswas tells Lata that he did not like her rendering of the asthapath of Geeta Govindam as "it was too erotic" (59), he is overjoyed to read the rave reviews of Lata's dance performance. Here, the reaction of Lata's husband-to-be exhibits his deep love for his prospective spouse, and as far as his objection to her performance of the asthapadi is concerned, he is well con vinced by Jairaj and Lata. This sweet relationship based on tenderness, which has been presented as a contrast to that between Jairaj and Ratna, seems to meet a happy culmination when towards the end of the play, one comes to know that they have got married and have become the parents of a female child.

Another significant relationship depicted in the play is between that of Ratna and her father-in-law, Amritlal How vainglory, self-centeredness, and opportunism of the members of a family can turn out to be a menace to other members of the family and their interpersonal ties has been conveyed successfully through the relationship between these two. When one analyses this relationship, there seems to be no emotional attachment between the two and every time they are found talking to each other in a businesslike tone. Amritlal, being a traditional and opinionated old man has a go at controlling the behaviour of his daughter-in-law and stopping her from going to Chenni Amma's house, but in vain. She argues logically with her father-in-law and he finds her unyielding. Now he has no doubt about her shrewdness and brains. He waits for a right moment and it comes soon when, being economically dependent on him, Jairaj and Ratna return to his house Striking while the iron is hot, he uses Ratna as a weapon for having a control over his son and strikes a bargain with her.

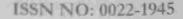
To conclude that *Dance Like a Man*is a fascinating study of the behvaiour of different individuals related to each other in familial bonds. Prejudice, guilt, dishonesty, selfishness, compromise this is what a family relationship in the play compromise a stuff of life itself. The play probes and delves into the psyche of the members of the Parekh family and enthralls us by presenting serious issues such as the generation gap and dark household secrets in a humorous light without losing focus.

The play also captures the tension arising in a family when the woman of the house is more successful than the man. Exposed to an environment alien to his own, Viswas in some way acts as a catalyst to the reveal the complexities of the relationships in the family and its conflicts.

How economy can play an important role in determining the future of different relationships in a family is evident when the relationship between the father and the son or that between the husband and the wife in *Dance Like a Man* is investigated.

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THE SOCIAL CLASS AND MANNERS OF 20TH CENTURY INGEORGE BERNARD SHAW'S PYGMALION

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ABSTRACT

Drama is a popular genre of literature. Drama depends heavily on spoken dialogue to keep the audience informed about the characters' feelings, personalities, motivations, and plans. The play *Pygmalion* is written by George Bernard Shaw. He has adopted this idea from the mythological story *Pygmalion*. But he has modified the story as not from a statue to a woman, but as a low creature, like a flower selling girl being adopted by a man and he trains her and teaches her and makes her like a Duchess. But the moral story line of both the stories is same. In the mythological story, the statue transforms into woman. Here a very lower-classwoman just transforms into an upper- class lady. Therefore the researcher has conducted a study on the title *The Social class and manners of 20th Century in George Bernard Shaw's Pygmalion*. The main objective of the study is to find the class distinction in the society in 20th century.

Keywords: Marxism, social class, education

The social class in 20th century contains three classes, the upper class, the middle class, and the lower class. George Bernard Shaw used to spread the message about social problems through his works. Likewise, he deals the class conflict in Victorian period in the play *Pygmalion*. This play sets in the early 20th century, at the end of the Victorian period. In this play Shaw portrays the social distinctions. He has divided the society into three parts, which are the wealth, education, and language. He shows the social class through the

flower selling girl, Eliza Doolittle, how she changes her language of speaking with the training of a language professor Henry Higgins, and how she assumes the role of a duchess. In this play there is a class distinction between the rich and the poor. The high-class characters maintain their class conscious throughout the play. In the play Prof. Higgins belongs to the high-class society, he shows the class conflict to Eliza and treats her like an object for his experiment.

Through this play Shaw describes the importance of education. He says that the education is the most essential for everybody to gain the social development. He says, since 19th century, there is no division in the society, and no one belongs to any social class. Shawbelieves that this discrimination in social class can be changed only through education.

The characters of the play are categorized into three classes, the upper class, the middle class, and the lower class. Their mannerisms change under these categories. Henry Higgins and Colonel Pickering belong to the upper classes, Clara Eynsford belongs to the middle class, and Eliza Doolittle belongs to the lower class. Higgins and Pickering decided tochange Eliza like a duchess. They both are polite and caring. But in some places Higgins shows his anger and higher-class attitude to Eliza. They both do not know that they are putting Eliza and themselves in a tough situation.

Higgins's character portrays as a voracious and manipulative in the play. He is themain character to fix the Marxist theory in the play. Lack of emotions is one of the behaviours of higher-class people. It is also characterizing Higgins's behaviours. For example, in Act-2, Higgins states that,

> Well, when I've done with her, we can throw her back into the gutter, and thenit will be her own business again; so that's all right. (1912, 27)

This statement shows that Higgins target only focuses on his working, not in the future of Eliza. He just used her to exploit his work and he does not have the least concern for the workers. His bourgeois attitude towards Eliza will be selfish and rude. He is the classic example for the bourgeois, as he uses Eliza as a material. Not even he respects her feeling. Mrs. Higgins also criticizes his rude behavior towards Eliza. Higgins seems much heartless inthe early acts of the play.

Higgins sees Eliza's marriage with Freddy as foolish thing because Freddy belongs to the middle-class family. Higgins wants Eliza to marry a wealthy man instead Freddy. Eliza transforms like Cinderella, and she grows to realize that she is also a human being, she too has potentials. So, she does not need Higgins. Higgins and Pickering have the ISSN NO: 0022-1945

language conscious; they are experts in language, which describes their upper-class status.

In the ball Eliza disguises like a duchess, but she does not talk to anyone. Mostly the judgments of the British society will be based on speech. Eliza's language is disrespectful in British society. So, she does not speak in the ball to anyone. She stands like a beautiful statue with no words; everyone admires her beauty and loves her beauty. Higgins treatment towards Eliza will be differing because they viewed the society in varying ways. According to Mrs. Higgins, Pickering and Higgins are playing with a live doll. They take over advantage to the poor little girl. But Higgins refuses this statement of Mrs. Higgins, he says that.

Playing! The hardest job I ever tackled: make no mistake about that, mother. But you have no idea how frightfully interesting it is to take a human being and change her into a quite different human being by creating a new speech for her. It's filling up the deepest gulf that separates class from class and soulfrom soul. (60)

When Higgins and Pickering make a challenge to change Eliza, from flower girl to duchess, they throw money to Eliza's basket. This action shows the power of wealth and the wealthy people. When Eliza knows that Mrs. Pearce is ordering new clothes for her, she saysto Higgins,

Mrs. Pearce says you're going to give me some to wear in bed at night different to what I wear in the daytime; but it do seem a waste of money when you could get something to shew. Besides, I never could fancy changing into cold things on a winter night. (44)

This quotation shows Eliza's disagreement of the replacement of her old clothes with new garments ordered by Mrs. Pearce. She is not familiar with the habit of wearing clothes different in the daytime and at night. For, Eliza this variety of clothes is new to her. She usually wears the clothes when she sells the flowers in the curb of Tottenham Court Road are also the same clothes she wears at night. So, her rejection of the new style of clothes is not accepted by the master, Higgins. He does not even ask her opinion to wear these types of clothes. This will be the main typical social conditions in capitalist society. In the society the laborers voices are ignored by the masters. They did not ready to hear the voice of subalterns, which means the lower-class people. The subalterns must follow what the masters decide.

The same situation happens for Alfred Doolittle, Eliza's father. He wears the

costume of his profession, including a hat. A dustman never wears a costume as that of Colonel Pickering. Instead, he can wear the long sleeve shirt, grimy trousers, and the boots on his feet which protect his body from heat, sun light, and from the dust that fly everywhere whenever he sweeps the road. These issues of the clothes bring the fact of class distinction.

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THE STRUGGLING FOR LIFE IN ANGIE THOMAS'S THE HATE U GIVE

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Abstract:

The Hate U Give was written by Angie Thomas. She is an American young adult writer best known for The Hate U Give. Her second novel is On The Come Up. Her novel had genre of young adult fiction and Middle Grade. Angie Thomas was born in Jackson Mississippi. She grows in the neighbourhood of assassinated civil rights. At the age of six, Thomas witnessed of shooting. Thomas described her in an interview recounted in interview "The Guardian" and her mother took Thomas to the library and show her that there was more to the world that what saw that day. This inspired her to take up writing. She had skill of rapper and her career in music was in short. She went to Belhaven University, a private Christian college in Mississippi. In creative writing she was the first black teenager. Angie Thomas wants to challenge the racism that is extended by those in power. Thomas had invented to write fantasy and middle grade novel. She worried about her first manuscripts which turn into her first novel, The Hate U Give. In college, one of her professors describes her own experiences, which is unique. So she gave voice and made her experience as a story stories. The major influences on the novels are death of the Trayron Martin, Tamar Rice, Michael Brown and Sandra Blade. Thomas inspired the cities Tupac Shakur for her writing. I want to make you think at times. I want to make you laugh at times; I want to make you cry at times. So she was in influence in that way. She described that the title The Hate U Give inspired by Tupac's THUG LIFE tattoo. Thomas describe her role as an activism.

KEY WORDS: Racial discrimation, double-consciousness, multi-cultural society, humiliation, prejudge, brutality.

The Hate U Give deals with the suffering of the black people in the multi-cultural society. They had to struggle for their life. They had no assurance of life. Those people are not even considered as humans who had feelings and emotions. The protagonist of the novel is Starr Cartner, sixteen-year old black girl. She saw shooting of her two childhood friend's at her young age. The black people do not have a self-identity. Their identity was crushed by the white optimacy. Those people never recognized by their society. African lives in unsafe society. They lose their self-identity in the society in order to protect their life; they want to hide their own identity in the society. Struggling for life is a similar to the struggling for existence used by Charles Darwin in the origin of species. The struggling for existence is survived of living things. According to Charles Darwin, struggling for life is happening for all the species. The black people are struggling for life in the present era.

Nothing is easier than to admit in words the truth of the universal struggle for life, or more difficult--at least I have found it so--than constantly to bear this conclusion in mind. (Darwin: 61, 62)

In the theory of struggling for existence, Charles Darwin describes it is the natural selection. Every organism is fight for their basic needs. Their survival of the fitness is to live. The organisms which are fit to fight are able to live. As same, the people are making fit to struggling for their survival. Even though black people are suppressed, they fight for their basic needs. They are seeking opportunity to show how they are. Starr and Khalil are struggling for their life in the novel. But Khalil was unable to struggle. So he lost his life because of less fitness. Starr is the bold and strong female girl who shows her fitness and shows her identity in the end of the novel. The Hate U Give novel describes the struggling of existence is their common problem which black people must have in their everyday life. It is an intraspecific struggle is fight between same species. In this novel, the intraspecific struggling is within the human being with the reason of racism. This racism makes black people to struggling for life. The white community stopped black people's rights and they used their opportunity.

Starr is a teenage girl who struggle with the racial discrimation, police brutality of police. She was an activist after witnessing her black childhood friend who shoots by the police. So she struggle for being witness and to know her identity, belonging. Starr hides her bad incident and identity in the multi-cultural society. Starr is in Garden Heights, which society belongs to the black people. When she became witness of her childhood friend, Natasha's murdered at the age of ten. In order of safeguard, her parents Maverick and Lisa

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send their three children to Williamson Prep, the school had the large amount of white students. So she had double-conscious among the multi-cultural society.

In the age of sixteen, Starr became other witness of her childhood friend Khalil's shoot out by the police' the police man had prejudice about the black people. That is the black people had involved in the drugs, robbery. They even had the guns. So Starr was with Khalil while shoot happen. The police officer Brian pointed the gun toward Starr for long-time. This show the police-brutality towards the African people. After these incidents, Starr suffered a lot by emotional. She lost her brave and identity. She describes to be in silent state. She had trauma of having nightmare about the shoot out of both Natasha and Khalil. Starr's father Maverick describes:

If being silent means I'm safe, he's all for it. This is bigger than me and Khalil though. This is about Us, with a capital U, everybody who looks like us, feels like us, and is experiencing this pain with us despite not know in me or Khalil. My silence is not helping Us. (170)

Maverick encourage Starr to be witness. He needs get the justice of the black people. He was the follower of the Black Panthers. So,he explains about the Black Panther and their commandment to his children. He made them too memorized to face their problem in any time.

"The panthers educated and empowered the people. That tactic of empowering the oppressed goes even further back than the Panthers though. Name one." (167)

In the police investment, Starr struggle to prove the Khalil innocence. They questioned about the Khalil's life. But Khalil is the teenage boy who joined in the gang of King Lord and to protect his mother from King Lord. But he never involved on the drug dealing.

They check whether he is drug dealer. Ms.Ofrah suggested Starr to give interview about the incident of Khalil. They named 'Justice for Khalil' to get the justice for every black people. In the Interview, Starr learned brave:

Bravery. Brave peoples' legs don't shake. Brave people don't feel like puking. Brave people sure don't have to remind themselves how to breathe if they think about that might too hard. If bravery is a medical condition, everybody's misdiagnosed me. (280)

In the William son prep, Starr had white boyfriend, Chris. He was the gentle man who stands for Starr in any critically situation. Maverick describes the struggle of the black people.

Right. Lack of opportunities," Daddy says. "Corporate America doesn't bring jobs to our communities, and they damn sure aren't quick to hire us. Then, shit, even if you do have a high school diploma, so many of the schools in our neighborhoods don't prepare us well enough. That's why when your momma talked about sending you and your brothers to Williamson, I agreed. Our schools don't get the resources to equip you like Williamson does. It's easier to find some crack than it is to find a good school around here. (168)

It is the voice of Angie Thomas. She wants to express the struggle through the novel. So she got many hate. It made herself to give the title *The Hate U Give*. In the protest, Starrstand up in the police car and declare her identity toward protestant. After the protest, the King Lord threatens Starr and her family. In the threating, Starr and her family struggle for their life. In the end of novel Angie Thomas describes the black people victim names by the racial discrimation and prejudice. The Black people faced many humiliation and prejudice.

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INTERDEPENDENCE OF CULTURE AND NATURE IN ALICE WALKER'S NOVEL THE COLOR PURPLE

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ABSTRACT

The present study displays how Alice Walker in The Color Purple reconciles the duality of culture and nature through the female protagonist Celia. It also shows how Walker represents a new vision of culture and nature from the Western patriarchal image of God. This article explores the culture and nature of the Olinka tribal life. Celie, the female protagonist in The Color Purple comes to understand the destructive nature of a male-defined deity. It also highlights the relationship between the local cultural preservation and the defence of biological diversity. It also shows how white man inspects and exploits the Olinka territory for its rubber plantation. This study also highlights how the author used cultural and natural symbols throughout the novel and images of trees and wood are used both as positive affirmation of the beauty of nature and negatively as symbol of suffering.

Keywords: Culture, Nature, Biological Diversity, Ecowomanism

Alice Walker was an active in the American Civil Rights Movement, a momentous effort, beginning around 1960, by blacks and others that sought to remake the nature of black and white interaction across the United States, and most specifically in the South. Although the Civil War had been over for nearly a century, many African Americans were made to experience humiliating and devastating discriminatory laws which made it impossible for black people to use the same water fountains, lunch counters, and bathrooms as white patrons. These laws also

made it difficult for African Americans to obtain educations at white-dominated state universities, and to vote for elected office.

Walker perceives the interconnectedness of culture and nature in the Olinka tribe. She identifies the relationship between the local cultural preservation and the fortification of biological diversity. Thus by projecting the Olinka tribal life, Walker shows the most ecologically responsible people. Nettie notices the exploitation of the Olinka's life as a result of the clearing the way of culture. For these people the roof leaf is not simply a thing but an incarnation of the very essence of life.

Walker recognizes the relationship between the local cultural preservation and the defence of biological diversity. The white man inspects and exploits the Olinka territory for its rubber plantation. Nettie first perceives Olinka as a natural and self-describing people but surprised to find them dangerous to invasion of the white emperor. The Olinka though happy to welcome the road but never thought it will be for the substandard. The road actually demolishes their fields and homes.

At first, they build roads for transporting their goods. Second, the trees are adulated by the tribes are dragged off to make ship and captain's furniture. Third, the land is sowed with something that cannot be eaten. And finally the tribes are forced to work as slaves in their own land. The tribes feel a dreadful sense of loss and eviction because they are intricately bound to their land and consider it as the consecrated mother. The destruction of the Olinka village is a perfect example of culturalization or the assumed pursuit of development which leads to the ecological and cultural rupture of the bonds that the tribes have established with nature. Walker interrogates women to stand against patriarchal power by disassemble the hierarchies established by organized religion and cultural practices that place women and mother earth below the interests of man and his monopoly.

The ecological womanism or ecowomanism employed in the novels gives equal importance to both inanimate aspects of nature. Nature is presented in two fashions throughout the novel. It ranges from one extreme, the powerless in the first half of the novel, to the other, more powerful force in second half. The obvious deliberate reference to nature is when the hard, battered and subsequently unfeeling Celia tells herself "you a tree." In this sense Celie shows emotionally deadened and helpless. In believing that "God is everything" Celie reasserts her alliance with nature and as a result is no longer isolated, but part of one ever-growing, fertile

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relationship. Celie compares herself to a tree, which is resilent and strong, as a means of insulating herself from the emotional and physical pain. She experiences as a victim of sexual and domestic abuse. She also states that this makes her understand that trees 'fear man', which is an interesting indication of her intelligence. Like a tree, she can be resilient, but the 'axe' is always a threat.

Celia also reveals that her psychological transformation, her 'woodenness', also prevents her from showing of feeling affection for Mr____'s children. Patting Harpo, when he has nightmares about seeing his mother murdered, feels to Celie as though she is patting a piece of wood. Celie explores her body, it is described as a 'wet rose' and later, as Shug sits back and tells Celie that God is 'everything', Shug is described as a 'big rose'. In both incidents, the rose is a symbol of growth and blossoming. For Celie, it is the beginning of a blossoming awareness of sexual pleasure.

Walker may also be playing with the iidea that Shug could be seen as a symbol of religious worship. The Virgin Mary is sometimes referred to as a rose, personifying the idea of the beauty and perfection of nature and God's creation. In a sense Celie worships Shug and although the singer is definitely not virgin, it is she who describes Celie as virginal. Thus Walker uses cultural and natural symbols throughout the novel and images of trees and wood are used both as positive affirmations of the beauty of nature and negatively as symbols of suffering.

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EXPLORING GREEN PHILOSOPHIES IN THE SELECT STORIES OF RUSKIN BOND

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ABSTRACT

Planet in today's world faces issues aplenty concerning the environment. It is no denying fact that there is an ecological imbalance across the world. The aforementioned is accepted by environmentalists, academicians and politicians. Despite the impact and effects of the ecological imbalance, the common man seems to have a lack of awareness about the issues of environment. In the decades to mention in particular, only a few writers bring to light about ecological concerns and its shortcomings. Among them Ruskin Bond is a prolific writer who recaptivates the beauty of flora and fauna, landscape and rare species in his works. This article looks at the ecological concern in the select stories of Ruskin Bond and how his works are notable for contemporary environmental issues. Further, this article highlights how Ruskin Bond motivates the reader to appreciate the nature and preserve their surroundings besides making an organization that works to preserve nature.

Keywords: Nature, Flora, Fauna, Ecological imbalance, Ecocriticism.

Urbanization and industrialization have led to numerous job opportunities. Urban people avail themselves of the advantages of modern technologies than that of the rural people. The rapid urbanization has resulted in an ecological imbalance through the means of population explosion, felling trees and prone to contagious diseases. In order to live a happy and healthier life, man has to preserve the environment.

Ecological crisis is one of the talks of the town in the modern era. The credit goes to social activists, NGOs, government policy makers and literary artists who play a vital role in giving awareness to people. Ruskin Bond, among the literary figures, is one such author, who, through his poems, short

stories and novels, examines the flora and fauna. His experience is vast Missouri, Dehra and Himalayan mountains which is reflected in his works.

Eco criticism or Green studies is the study of relationship between literature and environment. In literature, eco-critics perform a pivotal role fostering literary artists in transmitting values of profound ecological undertones. According to Richard Opine, "Ecocriticism is literary and cultural critic from an environmentalist viewpoint. Texts are evaluated in terms of their environmental implications. Ecocriticism analyses the history of concepts such 'nature', in an attempt to understand the cultural ecological crisis" (Waugh, Literary Theory 530).

"India is probably nowhere so rich in forests as in the Himalayas, where the hills and valleys provide so many contrasts in elevation, humidity and temperature that a great variety of vegetation is to be found all the year around" (My Tall Green Friends, 22). In "Trees of the Himalayas", Ruskin Bond observes vigorous Sal trees that grow rapidly in the outskirts of the Himalayan mountains. Sal tree grows to a height of 150 feet and girth of 200 feet. One of the most important trees in lower Himalayas is Sal. This is because it provides good resin to bulk of railway sleepers in India. Its sweet scented tiny flowers are considered as emblem of Motherhood. "The more vigorous Sal trees grow rapidly, the weaker bide their time until the death or destruction of their more powerful fellows" (My Tall Green Friends, 22).

Ruskin Bond never fails to describe the beautiful trees in and around the areas of the Himalayas. He mentions birch and poplar. "The Himalayan Birches growing singly, are more valued and the bark is cast off in wide, horizontal shreds and is exported far and wide for tanning, paper making and lining of Hookahs" (My Tall Green Friends, 23). These two trees are valued not only for its ornamental value but also for its barks and timbers. "Its close-grained timber is used for beans and rafters" (23). In the Eastern hills, due to humidity, there is an immigrant Japanese Cider which grows up to 4000-6000 feet.

As the coniferous forest covers most of the Himalayas,oaks chestnut grows above 5000 feet and its fruit has been loved much by Sikkim lepachas. The wood is used for crashing millets. Later, the big pestles and mortars are also converted into an intoxicating local beer. "On the more exposed hills grows the maples, trees of no great size or thickness, but of striking appearance in the spring and autumn by the variety of crimson and gold tints in their foliage"(23). Another important tree during the time of spring and autumn is maple tree. These trees are useful for making best drinking tea cups in Tibet.

One of the significant trees in native of the Eastern Himalayas is Walnut, which is in great demand for making furniture (My Tall Green Friends 23). The most admired tree of the Himalayas is the

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rhododendrons and magnolias. The rhododendron magnificent cluster of pink and crimson bells explains the meaning of its name rhododendron, rose tree! (My Tall Green Friends, 23).

The well-known conifers in the Himalayas are pine, deodar, yew and spruce. Bamboo tree is shortened and cut down for making bows, tiles and heavy logs as it has much durability and watertight. "Most beautiful Bamboos abound in the hills- one species is used by the Lepdas for making Bows" (23). The peach, apricot, plum, cherry, pine and white blossoms grow in large number and elevate the beauty of the Himalayas. Thus, through this story, Ruskin Bond sketches a vivid picture of trees in the Himalayan mountain ranges.

In "Wilderness in New Delhi", Ruskin Bond talks about his living on the outskirts of New Delhi in 1959. He shows a vivid picture of treeless colony in Haryana and Rajasthan. During the partition of Punjab, the areas were colonized; refugees built their home on the heart of Najafgarh Road. On the other side, the wheat and other crops are maintained by the inhabitants of the particular area. He gets irritated by the constantly oppressed city life. This resulted in that Bond moved to fields and visited irrigation channels, old wells, camels, buffaloes and sighing birds which led him to a greater interest and much respect to the natural world. "The notebook I kept at the time lies before me now, and my first entry describes the blue Jays or rollers that were much a feature of those remaining open spaces" (My Tall Green Friends, 49).

Ruskin Bond, subsequently, finds a large village pond down the Najafgarh road where he sees a magnificent banyan tree. Nowadays, one could not witness banyan trees in streets and houses. The pathetic story is that there is no space for banyan trees in the modern day. "Banyan trees need so much space in which to spread their limbs and lives comfortably" (50). Due to the urbanization, trees are replaced by massive buildings, shopping malls and even big apartments with modern furniture at the cost of forests. "It had about a hundred pillars supporting the boughs, and above them there was a great leafy crown like a pillared Hall" (My Tall Green Friends, 50).

Banyan trees with its green leaf crown looks like a pillared hall and it provides shelter to parakeets, mynas, rosy pastors, crested bulbuls, barbets and many other birds. These birds crowd on the trees in order to eat big scarlet figs. Bond explores a lot about a large jheel which is famous for fishing. People used to sit in the babul or keekar tree and watch kingfishers skim over the water when it dives. It makes a slight splashes on the water. "I wonder if any part of the jheel still exists or if I got filled in and become a part of greater Delhi" (My Tall Green Friends, 50)

The common Indian Kingfisher bird, then, with it brilliant blue black, white throat and orange under parts comes with its shrilling loud sound. "Romain Rolland recounts that its upper plumage takes

the sky colour and lower scorches a deep sunset by the rays of the setting sun "(My Tall Green Friends, 51). Bond, amidst dusty and traffic road, spends his time in afternoon by lying on the grass and eats his favourite fruit Jamun with a little pinch of salt.

Ruskin Bond, being an ardent lover of nature, notices each and every trees that surrounds him. He lives in accordance with nature. He knows the important of trees and also knows its medicinal value. His heart ponders over each and every trees in the foothills of Himalayas. Every city in India is choking under the looms of Pollution. According to a research from Harvard University, 8 million people die because of air pollution. The only way to control air pollution is planting of trees.

CONCLUSION

Trees absorb carbon-di-oxide and releases fresh oxygen to outer atmosphere. In a recent survey, due to air pollution, 5000 people die in India every day. India is home to 21 of the world's 30 most polluted cities. Air pollution is caused due to increasing amount of fossil fuels in the urban areas. Trees are replaced by industries in the metropolitan cities. Therefore planting of trees along the road sides and around industrial areas will reduce air pollution. India still faces serious air pollution, despite improvements and efforts taken by the government. Ruskin Bond is not against industrialization, but he knows the consequences behind felling of trees. Knowingly or unknowingly, by his keen observation, he tempts the mind of every readers to plant more trees in their surroundings.

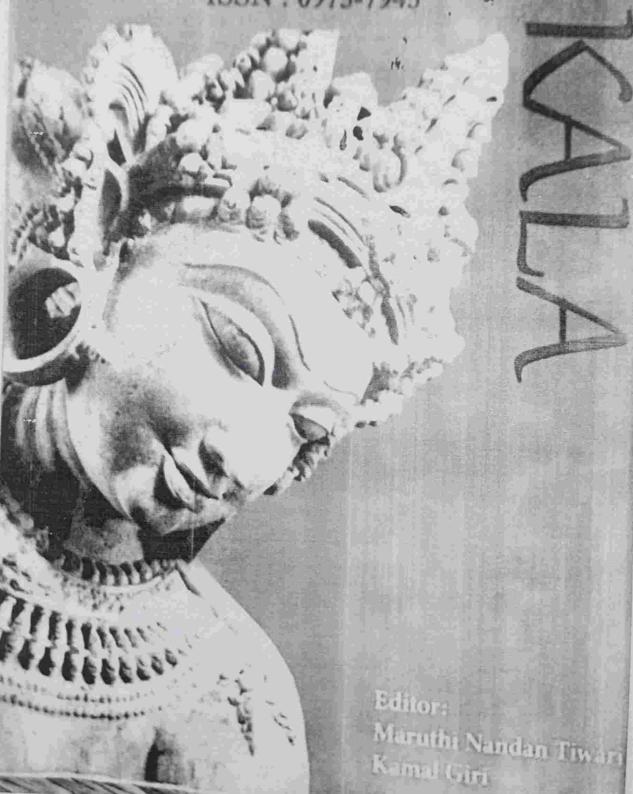
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Anees Salim's Tales from a Vending Machine Anees Salim's Tales from a Vending Machine

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ract:

Multicultural society is a general public where there is a consideration of numerous assorted ands it is a general public where opportunity of religion, language, dress, food, religion, language. s can be communicated without the anxiety of abuse. While communicating ones culture they are elearning the fundamental predominant language of the nation in addition to abiding by the rules and ons of the country. It is a general public wherein one can notice the diverse subcultures, which are d through language, religion, norms and qualities, positions and culture. A multicultural society x made out of individuals from various ethnic foundations and cultures living and cooperating. In a public when individuals from various foundations interwine with one another's way of life and on, Anees Salim's Tales from a Vending Machine is an account of a Muslim young lady, Hasina Ances Salim is an Indian writer known for his books like Vanity Bagh, The Small Town Sea and A ma Vending Machine. He is from the town of Varkala, presently lives in Kochi, Kerala. The story the heroine Hasina Mansoor. She is a committed sister, becoming flushed darling and eager young agically, a stretch at the airport lounge's tea Vending Machine does not appear to get her closer to her To take a break she fantasies, talks with air - hostesses and participate in fake enemy of fear based *drills. At home, she examined her English, battles with her twin sister and takes part in a mystery hip with her cousin and neighbor Eza. Yet, when outrage compromises her questionable joy, she steps on her overactive creative mind, and looks for an awful retribution.

[&]amp; Culture, Experience, Religion

he tradition of India refers collectively to the hundreds of distinct and precise cultures of all religions Present in India. India's languages, religions, varieties of dance forms, song, architecture, food

Kalyan Bharati



COMICS AS A GENRE OF MIGRATED LANGUAGE WITH REFERENCE TO CALVIN AND HOBBES BY BILL WATTERSON

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Abstract:

Comics gained popularity as a genre around the world in the late twentieth century. A genre must be socially accepted. When the world develops in a massive pace, new connections are created. The birth of Popular Literature is one such occasion. People started to adhere to eccentric genres. The normality of genres was broken. Literally, readers have no or little time to spend on reading books. Comics entered at the right time to suit the changes. Visual pleasure alongside Humor motivated its growth. Peculiar words gained importance. Slangs and Dialects occupied space. An easily understandable genre can definitely reach horizons. The subject of study chosen is Calvin and Hobbes by Bill Watterson. The adjustments made in language to suit the growing trends are casual. A major concern considered by all can be shockingly given in a compact space in Comics. This yields the arrival of Minimalism which holds the motto of "Less is More". It is high tradition to elaborate on a particular thought. But the Minimalist aspect of Comics encourages a migration in the belief that "More is More". The license in language to be arbitrary enthuses new genres to impart recency. This paper will focus on the migration and adjustments of language in Comics with the aid of Calvin and Hobbes by Bill Watterson.

Key Words: Minimalism, Migration, Genre, Comics, Variations.

Comics developed as a non-standard literary genre. Comics use a visual language through which the perception of the concept is far better. The language of Comics is generally associated with the use of speech balloons, thought balloons, narrative boxes and sound effects. Although Comics is visually effective, it involves a cognitive approach. The aesthetics of Comics lies in proper sequencing of comic strips. Language is generally a learned, complex system. Language in Comics is a departure from normal regulations in discourses. Comics include multiple meanings in it through which the intention of the comic strip is studied. Comics is a language of direct social interaction without any barriers of knowledge. A common mode of language is restricted through framed rules of usage. Comics is free to express both a serious message as well as an implied humor.

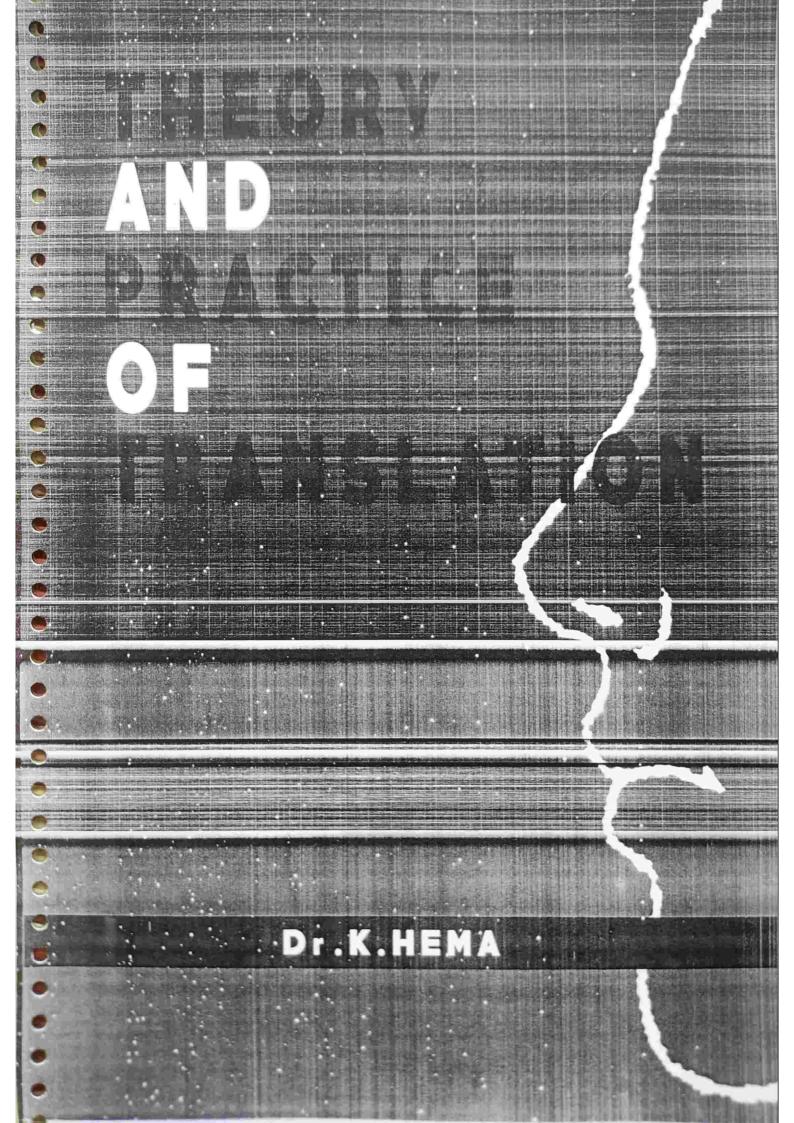
Calvin and Hobbes, a comic strip series which appeared from 1985 till 1995 employs a language distinctive to Comics. Comics uses spoken dialects as its language. Calvin and Hobbes too sticks to a slang language particular to Americans. Many of the expressions used to denote actions are influenced by everyday speech sounds. The migration is from a regular convention of linguistics to a

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THEORY AND PRACTICE OF TRANSLATION

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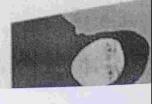
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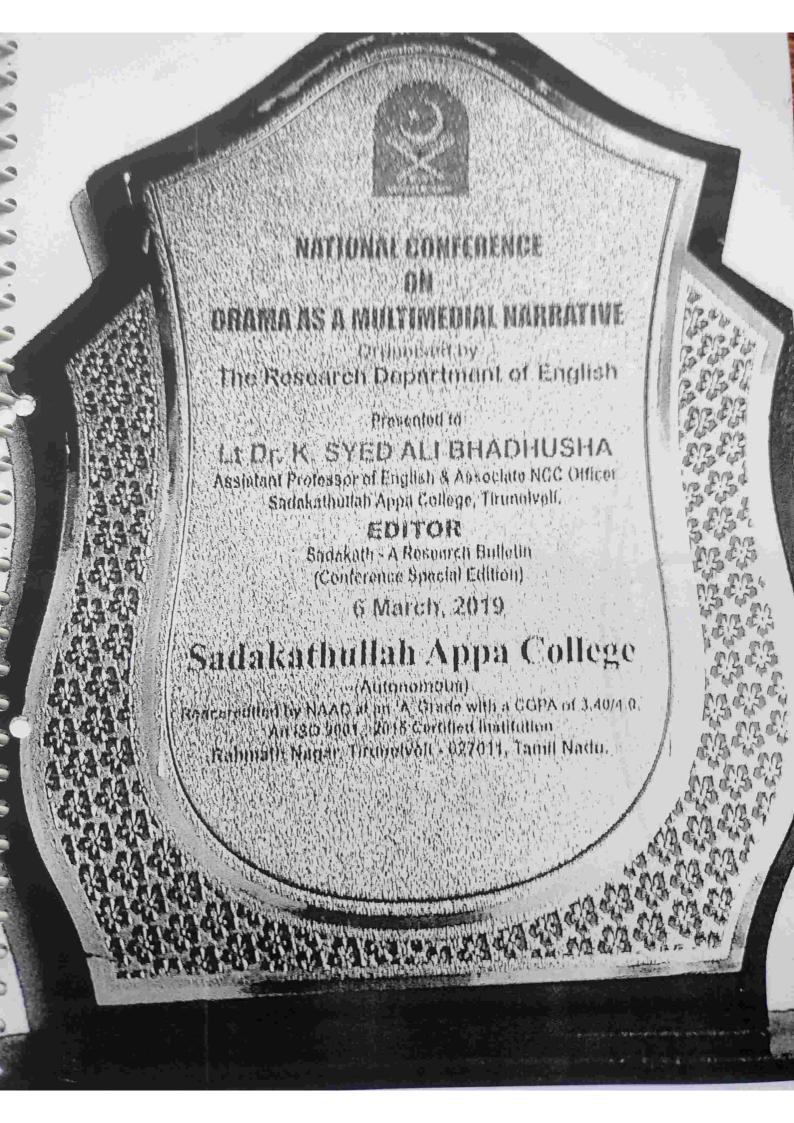
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Membership Committee Challenge

புவி வைப்படியாதனை நடுப்படிப்





BHARAT SHRESTHA BAYAR रकता और अनुसासन WITH BEST COMPLIMENTS FROM 32 BIHAR BN NCC MUZAFFARPUR BIHAR

CERTIFICATE OF APPRECIATION

Lt Dr. K. SYED ALI BHADHUSHA, Assistant Professor and Associate NCC Officer, Rahmath Nagar, Tirunelveli-627 011 and thanks for having offered the FELICITATION CREATIVITY IN LITERATURE organized by the Postgraduate Department of English on ADDRESS on the occasion of the One-Day State Level Workshop on INSPIRATION AND Research Department of English, Sadakathullah Appa College (Autonomous), (Autonomous), Rahmath Nagar, Tirunelveli-627 011, acknowledges the participation of Postgraduate Department of English, Sadakathullah Appa

Date: 11.02.2020

1th February 2020

Place: Tirunelveli

M. Pauslin Res Dr. L. FALISTINA LED

DEPARTMENT OF ENGLISH UNAIDED

Dr. A. ABDUL KADER

ronvener

NAIDED COURSES

Dr. M. MOMAMED SATHIK

DR. M. MOHAMED SATHIK, Principal

SADAKATHUM AN ARRA POLIFEGE SADA THUMAHAPIN COLINEO O O PRINTIPOL O O O PRINTIPOL O h., M.B.A., M.S., Ph.D.(CS), Ph.D.(CS & IT)











SWAYAM ARPIT ONLINE COURSE CERTIFICATION

This Certificate is awarded to

HEMA.K

Annual Refresher Programme In English Language Teaching Career Advancement Scheme(CAS) promotion For successfully completing the ARPIT course for

From 1st Dec 2020 to 31st March 2021

With a Grade "B" in the proctored examination held on 21/08/2021

Gujarat University Ahmedabad

Authorised Signatory Of Institution (Course Coordinator) Gujarat University Ahmedabad

Authorised Signatory Of AICT



OSMANIA UNIVERSITY, HYDERABAD

Opp. Law College, Osmania University, Hyderabad-500 007, Telangana

Phone No: 040-27098102, 27682346, Website: https://www.osmania.ac.in/hrdc/ E-Mail: hrdcou@gman.com

E - Certificate of Participation

29.06,2020 to 04.07.2020. Online Short Term Course on Research Methodology in Arts and Social Sciences organized from College, Tirunelveli, Tamil Nadu, has participated in the UGC-HRDC-RUSA Sponsored FIP This is to certify that Dr. K. HEMA, Assistant Professor of English, English, Sadakathullah Appa

PROF B SRINAGESH DIRECTOR



REGISTRAR/ VICECHANCELLOR





UGC-HUMAN RESOURCE DEVELOPMENT CENTRE OSMANIA UNIVERSITY (NAAC WITH A+)

HYDERABAD, TELANGANA STATE



Phone No: 040-27098102, 27682346, Website: https://www.osmania.ac.in/hrdc/ E-Mail: hrdcou@gmail.com



RCSSPD038

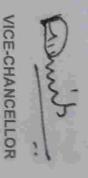
E-Certificate of Participation



PERSONALITY DEVELOPMENT (Multidisciplinary) organized by UGC-HRDC Osmania University, Hyderabad, Telangana from 17.07.2021 to 31.07.2021 and Obtained grade "A" This is to Certify that MS. Dr.K.HEMA, Asst Prof, English, Sadakathullah Appa College, Rahmathnagar, Tirunelveli, Tamil Nadu has Participated in online REFRESHER COURSE IN SOFT SKILLS AND

PROF. B SRINAGESH DIRECTOR





OSMANIA UNIVERSITY



Teaching Learning Centre, Ramanujan College University of Delhi

under the aegis of MINISTRY OF EDUCATION

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING

This is to certify that

Mrs. M. ZEENATH FACKIRAL BANU, ASSISTANT PROFESSOR

Department of English, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli

"Faculty in Universities/Colleges/Institutes of Higher Education"

from 19 June - 18 July, 2021 and obtained Grade <u>A.t.</u>



Blockchain Hash: 0x8bb7f6538742ce2de949e2b552b61afa5a18fcf36e0f6360a24b619ac4d70b18

Dr. Nikhil Kr. Rajput (Programme Director) Ramanujan College

Prof. S. P. Aggarwal (Principal & Director) TLC, Ramanujan College



LADY HAWK

Eminent Teacher Award

This award is given to

Mr. KHALEEL AHAMED. S

Assistant Professor of English M.A, M.Phil, B.Ed,

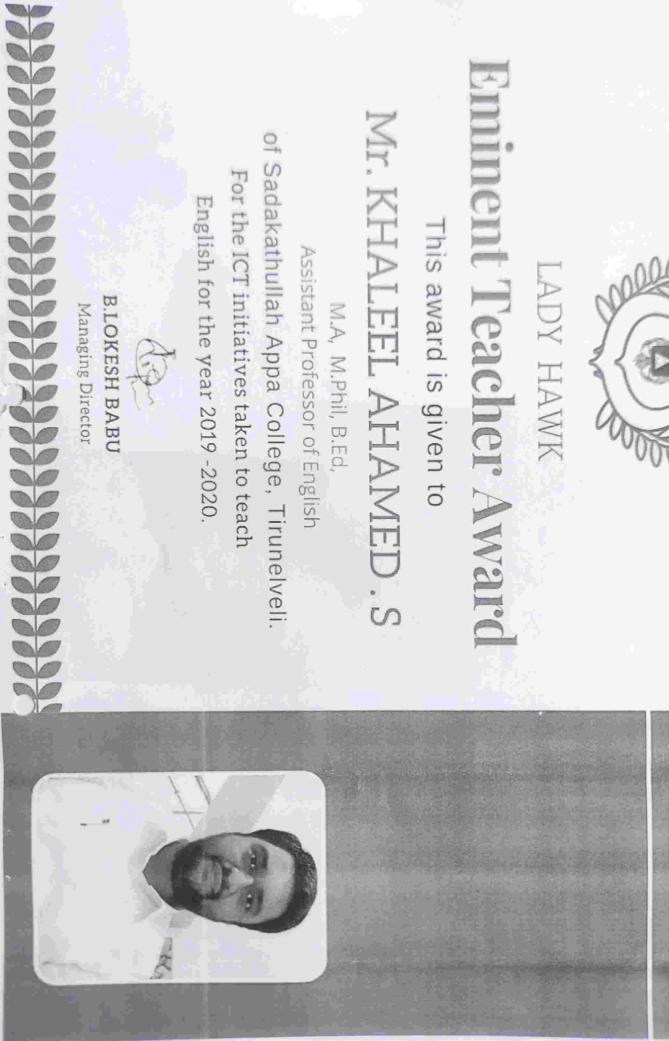
of Sadakathullah Appa College, Tirunelveli. For the ICT initiatives taken to teach English for the year 2019 -2020



B.LOKESH BABU



Language & Career Lab





EnglishScore

This is to certify that

S. Khaleel Ahamed

has achieved CEFR C1 in a test of English Proficiency



Grammar 460 Vocabulary 476 Listening 531 Reading 531

CEFR C1 · Advanced

Valid from 22 Dec 2020 to 22 Dec 2021

✓ Verified Use code 958fa9d2 at englishscore.com/verify

Joanna Pearson

English & Exams, Director of New Product Development **British Council**

Accredited and endorsed by









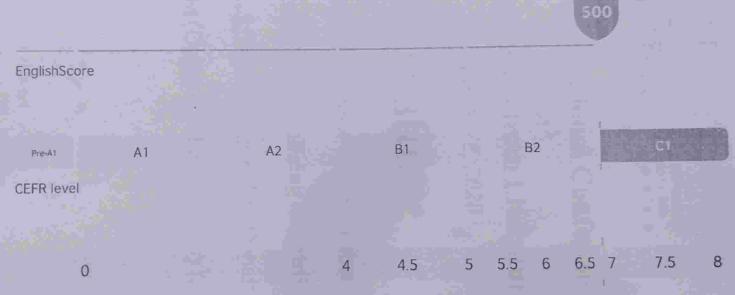
Verifying the certificate holder

These images were taken at random intervals during the test session.



For further verification of this certificate holder, please visit **englishscore.com/verify** and enter this certificate's **unique code 958fa9d2**

Understanding the EnglishScore



Compare CEFR to IELTS**

At this CEFR level you:

Can understand enough to follow extended speech on abstract and complex topics beyond your own field, though you may need to confirm occasional details, especially if the accent is unfamiliar.

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

Can understand in detail lengthy, complex texts, whether or not they relate to your own area of speciality, provided you can reread difficult sections.













Three Day National Conference

Contextualizing Migration: Perspectives from Literature, Culture and Translation January 6 - 8, 2020

Certificate

Humanities and Social Sciences, GITAM (Deemed to be University), Hyderabad. Culture and Translation on January 6 - 8, 2020, organized by Department of English, GITAM School of migration in the National Conference on Contextualizing Migration: Perspectives from Literature, This is to certify that Dr. Yunush Ahamed chaired a session titled Changing dimensions of

M. hemi

Dr. M. Gouri Convenor

Dr. Tariq Khan

Academic Secretary I/C, CIIL, Mysuru

Prof. N. Siva Prasad
Pro Vice-Chancellor, GITAM, Hyderabad

4

THE CANCELLA CANCELLA







(DEEMED TO BE UNIVERSITY)
(Esid wis 3 of the UGC Act, 1955)





Three Day National Conference

Contextualizing Migration: Perspectives from Literature, Culture and Translation January 6 - 8, 2020

Certificate

This is to certify that Dr. Yunush Ahamed chaired a session titled Partition and Memory in the

National Conference on Contextualizing Migration: Perspectives from Literature, Culture and

Translation on January 6 - 8, 2020, organized by Department of English, GITAM School of Humanities

and Social Sciences, GITAM (Deemed to be University), Hyderabad.

Dr. Sayantan Mondal
Convenor

Dr. Tariq Khan

Academic Secretary I/C, CIIL, Mysuru

Siva Siva

Prof. N. Siva Prasad

Pro Vice-Chancellor, GITAM, Hyderabad



NPTEL Online Certification

(Funded by the Ministry of HRD, Govt. of India)



This certificate is awarded to

P. ABUBAKKAR SITHIQUE

for successfully completing the course

History of English Language and Literature

with a consolidated score of 81 %

Online Assignments |24.06/25 | Proctored Exam |56.63/75

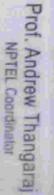
Total number of candidates certified in this course: 148

Prof. A. Ramesh

Center for Continuing Education, ITTM

(12 week course) Jul-Oct 2018

Indian Institute of Technology Madras



IIT Madray





TO M. FATHIMA SANJEETHA 8 THIRUVALLUVAR STREET, THIRUMARAI NAGAR PERUMALPURAM TIRUNELVELI TAMIL NADU 627007 PH. NO:8610378332



Score	Type of Certificate
>=90	Elite+Gold
75-89	Elite+Silver
>=60	Elite
40-59	Successfully completed the course
<40	No Certificate

No. of credits recommended by NPTEL:1





NPTEL Online Certification

(Funded by the Ministry of HRD, Govt. of India)

This certificate is awarded to

M. FATHIMA SANJEETHA

for successfully completing the course

Postcolonial Literature

with a consolidated score of

Online Assignments 23.25/25 Proctored Exam

49.5/75

Total number of candidates certified in this course: 131

ntra for Continuing Education, IITK

(4 week course)

Jan-Feb 2019



NPTEL Coordinate

Indian Institute of Technology Kanpur



NPTEL Online Certification



(Funded by the Ministry of HRD, Govt. of India)



This certificate is awarded to

I. BEATRICE DEVAPRIYA

for successfully completing the course



with a consolidated score of 90

Online Assignments | 25.00/25 | Proctored Exam | 64.5/75

and you have not had

Total number of candidates certified in this course: 141

Prof. Devendra Jalihal

(12 week course) Jul-Oct 2019



Indian Institute of Technology Madras

Prof. Andrew Thangara, Jeff Footon afor



Elite



NPTEL Online Certification



(Funded by the Ministry of HRD, Govt. of India)



This certificate is awarded to I. BEATRICE DEVAPRIYA

for successfully completing the course

Indian Fiction in English

with a consolidated score of 90

9 %

Online Assignments 25.00/25 Proctored Exam 64.5/75

Total number of candidates certified in this course: 141

Prof. Devendra Jalihal

Site and employment ...

Jul-Oct 2019

(12 week course)

Prof. Andrew Thangaray



Indian Institute of Technology Madras



Roll No:NPTEL21HS66S24490244

TO IMDHIYASASHRAF K S 30/3, POONGA NAGAR EB SUBSTATION BACKSIDE, MELAPALYAM TIRUNELVELI TAMILNADU - 627005 PH. NO :8144036305



No. of weeks of NPTEL Courses	Equivalence of NPTEL course with regular FDP		
4	1 FDP of one week		
8	Full FDP of one week		
12	$1\frac{1}{2}$ FDP		

Duration of NPTEL course: 12 Weeks



NPTEL-AICTE Faculty Development Programme



(Funded by the Ministry of HRD, Govt. of India)

This certificate is awarded to

IMDHIYASASHRAF K S

for successfully completing the course

Short Fiction in Indian Literature

with a consolidated score of 84 %

Prof. Andrew Thangaraj NPTEL Coordinator IIT Madras

(Jul-Oct 2021)

Prof. Dileep N. Malkhede

Advisor-I (Research, Institute & Faculty Development)

All India Council for Technical Education

No

taSU/2018-19/124

FORM 3

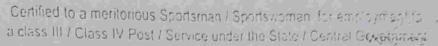
For representing a University in the Inter-University Competition in one of the recognised Games/Sports



MANONMANIAM SUNDARANAR UNIVERSITY

(Re-Accredited with A Grade by NAAC 313 Cycle)

TIRUNELVELI, TAMILNADU



Certified that Shri / Smt / Kuman ABTILLS . L. M. Son / daughter / wife of ShriMUTHLELMAR.T. L residence of .. \$/10411_1_1_NGAB, C.COLONY, REDDITY ARPATTI, TIRL NELVELL - 627007 Student of SADAKATHULLAHAPPA COLLEGE, RAHMATHNAGAR, TIRENELVELL-627011 represented the Manonmaniam Sundaranar University in the game I event I we antinises of SWIMMING in the M.I. INDIA Inter-University Tournament / Athletic Meet / Competition held at ... VISYESYARAYA LLCHONOLOGICAL UNIVERSITY, BELAGAVI, KARNATAKA The position obtained by the team / individual in the above said Tournament / Athletic Meet / Competition wasPARLICIPATED

The Certificate is being issued on the basis of records available in the office of Officer in overall charge of Sports in the MANONMANIAM SUNDARANAR UNIVERSITY.



Signature

Name

Dr.C. DURAL

Designation

DIRECTOR

Centre for Physical Education

Name of the

University

Manonmaniam Sundaranar University

Place: Tirunelveli-12

10.03.20191:

Address

Abishekapatti, Tirune ual - 637 012

Tamilnadu

Note: The conficate will be valid only when signed personally by Dean / Director or other Officer in overall charge of sports in the Manonmaniam Sundaran or Unit (1919)

10 G ALL INDIA NIEGA MARTIAL ARTS



CHAMPIONSHIP - 2019

From 28th to 31th December 2019 at Mysore

Will printing Soil

KARNATAKA SAHASAKALA ACADEMY

Ministry Of Culture, Government Of India Similarted To



This is to certify that Mr. M. MOHAMED ABDUL RAGUMAN, Tamilnadu has Participated in Group Silambam Competition

Under WUMAF Rule

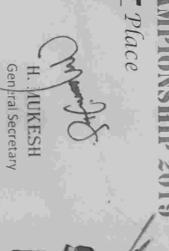
ALL INDIA MEGA MARTIAL ART CHAMPIONSHIP 20 As competitor and won FIRST Place

N. K. INBARA BINU M JOHN

WUMAF, Kerala

WUMAF, Tamilnadu.

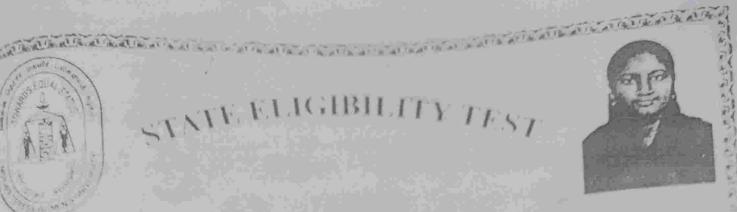
President







STATE ELIGIBILITY TEST



MOTHER TERESA WOMEN'S UNIVERSITY EKODAIKANA LAMILAADI

Accordited by University or note Commission, New Links UGG Letter No F7 / 2015(NFT/SEF) dt 07 91 2015 Government of Lamii Nadu G O (2D) No. 13 dt. 12-93-293

STATE ELIGIBILITY TEST FOR LECTURESHIP, (SET-2016)

Register No. 1704181

Date of issper 12 Jack with 2017

Country that ILENATE FACELRAL BANK

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THE SYED ALL PAT- MAIN

Three Nada STATE ELIGIBILITY TUST SETTEOR LICIL RESIDE : . .



Member Secretary SET-2016

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returned discussions of Schooling Control of School High Physics Atlantage

Charged and distribute the cause to before appropriate



STATE ELIGIBILITY TEST FOR ASSISTANT PROFESSOR (SET 2018)

Conducted By



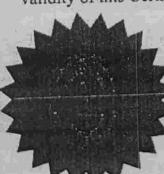
MOTHER TERESA WOMEN'S UNIVERSITY KODAIKANAL, TAMIL NADU

(Accredited by University Grants Commission, New Delhi)
UGC Letter No. F.7-7/2015(NET/SET) dt. 07.01.2016
Government of Tamil Nadu G.O (2D) No. 67 dt. 01.12.2016



Register No.: 16127247	Date of issue:	02 July 2018
Certified that ABUBAKKAR SITHIQUE P		
Son/Daughter of . M PEER SALEEM		*******************
and PKATHIJA BEEVI	.,	has qualified the
TAMIL NADU STATE ELIGIBILITY TEST (T	NSET) FOR ASSISTA	NT PROFESSOR
held on 4th March 2018 in the Subject .07 - English		

Validity of this Certificate is forever.



Member Secretary SET 2018 Chair Person SET 2018

Note:

Mother Teresa Women's University has issued the certificate based on the information provided by the candidate and his / her records / certificates have not been verified. The appointing authority should verify the original records / certificates of the candidates while considering him / her for appointment as the SET Agency is not responsible for the same. The candidate must complete UGC specified Master's Degree within Two years of date of SET, if not completed already.

Dr.KANNA MUTHIAIL N. A. M.Phil. Ph.O.
Assistant Professor & Research Head
Research Department of English

06-Tirunelveli (Ref. No.: 2018/SET/07/169 | Record No.: 1016)

Electronic Certificate No. 182002594





NATIONAL ELIGIBILITY TEST FOR ASSISTANT PROFESSOR

UGC Ref. No. 2594 (NET DEC 2018)

| Rolling | TN1501502708

Certified that IL ABUBAKKAR SITHIQUE



has mulified

SON DERIGITOR OF M. PERR SALEEM and P RATHBA BEEVI

the CRG. NET for climbility for Assistant Professor held in DECEMBER 2018 in the Subject ENGLISH

As per the information arresided by the combidate by I had not consulcted his her Master's degree or equivalent examination at the time of a physing for BHT. The Arte of eligibility has Assistant Publisher is the Arte of well-ration of SEPT would, i.e., 5th JANUARY 2019 . CHE the Rate of completion of Susser's degree in equipment examination with seaming percentage of Starks within two years from the Afterof Declaration of NET result, in by 4th JANUARY 2021 ubichierer is later. This is an electronic certificate only its authenticity and a copy in which the candidate

had answared should be revisited from UCK be the hostitut's a conscienting authority. This discrepile is religiate one also be weather by scanning to the side minuted on the LOCKNOTH CONTRACTOR

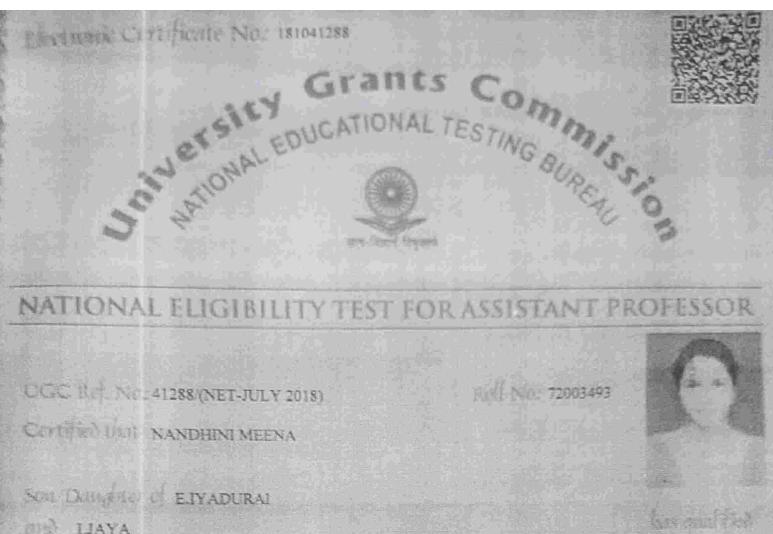
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Date of Evaler 15 04-2019

atant Professor & Research Hand

Research Deputer and of Emplish

Sadakathurlah Apple Delle Je Rohmatis Namon Tournay 1.11



the UGC-NET for eligibility for Assistant Professor held on 08-07-2018

in the Subject ENGLISH

At per the information provided by the candidate, he she had not committed by her Master's degree or equivalent examination at the time of applying for NEL The Acte of a knowledge for Assistant Professor is the date of Accession of NET might in

On the date of usephetics of Markon's degree of established 3 | st July, 2018 expensions with resumed recentage of Marks within the states from the Acre of BE STATE IN LINE Declaration of NET result, Leaves 30th July, 2020

this is an elegenmercetificate only, its audmedicity and extensive in which the complete had more and dentitle ever had from LIGO be the just duting a mentioned and some Title electronic de talicite com inter de pendiet des seminari QR 300 Code princet in the

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Date of 1 are 31-10-2018





NATIONAL TESTING AGENCY Excellence in Assessment

E-certificate No.: DEC19U48649

Structure Grants Commission वान-विवान विवासके

NATIONAL ELIGIBILITY TEST FOR ASSISTANT PROFESSOR

NTA Ref. No: 190520031037

Roll No.: TN1505202828

Costified that A USWATHUN HASANA

Sanf Daughter of A. SALILIA

and A. ABDUL KADER

has qualified

the UGC-NET for eligibility for Assistant Professor held on 60 Devember, 2019 in the subject ENGLISH

As per information provided by the condidate, he/she had completed/appeared or was pursuing his/hor Master's degree or equivalent examination in the related subject at the time of applying for UGC-NET

The date of eligibility for Assistant Professor is the date of declaration of UGC-NET result. i.e., 31st December, 2019 , or the date of completion of Moster's degree or equivalent exensination with required percentage of marks within two years from the date of declaration of UGC-NET wealt, i.e. by 30th December, 2021 . whichever is later.

This is on electronic contribute only, its authenticity and category in which the candidate had appeared should be verified from National Testing Agency (NTA) by the institution appointing authority. This electronic certificate can also be verified by seaming the WAY Pash

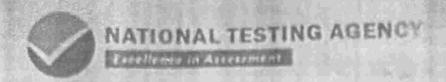
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Exame of People 08:01,2020

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E-certificate Nat JUNIOUPING

Strate Commission Strates Commission



NATIONAL ELIGIBILITY TEST FOR ASSISTANT PROFESSOR

NTB 30d No. 190510784674

W. M. N. TN15500721

Confedition GANDHILAKSHMIB

Some Shoughter of B KASIVISHALATCHI

S BALAKRISHNAN

has qualities

the THE NITTON when halding free Assessment & Sufferning South and 20th June, 2019 and the said a

the second considered and the conditions being had completed appeared in war presnection Waster's degree in equivalent examination at the time of anything for USC-N27

The date of Anglishing for Alexander Professor is the date of declaration of U(100 NLT was a 12th July 2019 and the date of completion of Mantee's degree on equivalent exemples and marks incline two years from the date of declaration of UGC NA 200 result in by 11th July 2021 whichever is later

Then were choseness restricted with its authenticity and entegony in which the conducte with appropriate action of the conducte with appropriate character for an interesting authentia. They observed every conducted by remained and they wanted an also be verified by remained as the North Control of the conducted and also be wrifted by remained as the North Control.

The outliday of this electronic contificate in forener.

Dame of Saver 29,11 2019

Vattantlandeler senson Director, NT ,

NAME AND ADDRESS OF A PROPERTY OF THE PROPERTY

E-certificate No.: DEC19U48048

Sciversity Grants Commission



the signal there

NATIONAL ELIGIBILITY TEST FOR ASSISTANT PROFESSOR

NTA Ref. No. 190520705964

Auf No. TN1505202553

Cestified that SIVASHREE

Jan Sanghter of PITCHAMMAL

and PONNAMBALAM

the UGC-NET for eligibility his Assistant Professor halo in 6th December, 2019 in the subject

ENGLISH

As per information involved by the candidate, he she had enamined hipperivel or reserved was provided.

Inscher Waster's degree or equivalent exonomition in the related subject of the line of applying for UGC-NII

The date of virgibility for Assistant I rote sor in the sine of declaration of USC-NET remit.

31st December, 2019 or the date of course flow of Hinster's degree or equivalent examination with required percentage of marks within the appears from the date of declaration of USC-NET result, i.e. by 30th December, 2021 considered is later.

This is an electronic exclusive and as such awity and entequity in which the combilate has surveyed than the condition the condition has surveyed from Retirent Certine Agency (N. 1.4) The tipe assistance according to a surveyed the condition according to the condition of the surveyed the conditions according to the conditions according to the conditions and the conditions are consistent to the conditions and the conditions are conditions as the conditions are conditions are conditions as the conditions are conditi

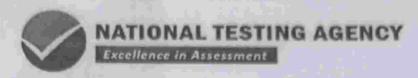
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Jularaphan

SCHOOL DIVISION NAMED

08.01.2020





E-certificate No.: JUN20U33512



NATIONAL ELIGIBILITY TEST FOR ASSISTANT PRO

NTA Ref. No: 200510438646

Roll No.: TN1551000244

Certified that RISANA.S

Son/ Daughter of PEER PATHU.S

and SHEIK SINTHA MATHAR.P

the UGC-NET for eligibility for Assistant Professor held on 01st October, 2020

ENGLISH

As per information provided by the candidate, he/she had completed/appeared or his/her Master's degree or equivalent examination in the related subject at the tin for UGC-NET.

The date of eligibility for Assistant Professor is the date of declaration of UGC i.e., 30th November, 2020, or the date of completion of Master's degree examination with required percentage of marks within two years from the date of UGC-NET result, i.e. by 29th November, 2022, whichever is later.

This is an electronic certificate only, its authenticity and category in which the appeared should be verified from National Testing Agency (N institution/appointing authority. This electronic certificate can also be verified to CR Code.

The validity of this electronic certificate is forever.

Date of issue: 10.12.2020

Senior

Note: NTA has issued the electronic certificate on the basis of information provided by the candidate in his/i
Form. The appointing authority should verify the original records/certificates of the candidate while co
appointment, as the NTA will not be liable for any false information provided by the candidate. The N
for the result which can be verified from the repository available in the website of NTA (ugcnet.nta.)
must fulfil the minimum eligibility conditions as fald down in the notification for UGC-NET.





NATIONAL TESTING AGENCY

Excellence in Assessment

E-certificate No.: JUN20U32849

U32849 Grants Commission





NATIONAL ELIGIBILITY TEST FOR ASSISTANT PROFESSOR

NTA Ref. No.: 200510738727

Roll No.: TN1550900282



Certified that NABISHA BEEVI M

Soul Daughter of NAZEERA FATHIMA M

and MOHIDEEN SALEEM A

has qualified

the UGC-NET for eligibility for Assistant Professor held on Olst October, 2020 in the subject

ENGLISH

As per information provided by the candidate, he/she had completed/appeared or was pursuing his/her Master's degree or equivalent examination in the related subject at the time of applying for UGC-NET.

The date of eligibility for Assistant Professor is the date of declaration of UGC-NET result. i.e., 30th November, 2020 . or the date of campletian of Master's degree or equivalent examination with required percentage of marks within two years from the date of declaration of UGCNET result, i.e. by 29th November, 2022 . whichever is later.

This is an electronic certificate only, its authenticity and category in which the candidate had appeared should be verified from National Testing Agency (NTA) by the institution/oppointing authority. This electronic certificate can also be verified by scanning the DR Code.

The velidity of this electronic certificate is furever

A TRANSPORT OF THE PROPERTY OF THE SALE OF

Sport The appropriate authorizable in

AND THE R. P. LEWIS CO., LANSING, MICH.

Senior Director, NTA

Existe of issue 10.12.2020

o til the condidate in his/her online Application. . . and date while comidering him/flor for candidate. The NSS is only required to NTA rugemen may elected. Yitis conditions

GOVERNMENT OF TAMIL NADU

SPECIAL TAHSILDAR (ADW), THIRUVAIYARU

PAYSLIP FOR MONTH OF JUNE 2020

E.Code: 7000281003/MISC Name: MARIAPPAN M DOB: 28/05/1989 Aadhar No: 566457136685

PAN No: CZJPM4621H Designation: Secondary Grade Teacher DOJ: 10/07/2015 Mobile No: 8098025310

PF Type: CPS Scale: Level --10--index--3 DORet: 31/05/2048 PAO/TO: TIRUVAIYARU

Dues	Amount Deduction	Amount	Inst No	NSD	Amount
Duty Pay(Basic Pay)	22500 CPS REGULAR	2633		1 3 L 3	
Dearness Allowance	3825 Family Benefit Fund	60			
House Rent Allowance	1000 Festival Advance	1000	8/10		
Personal Pay	2000 New Health Insurance So	cheme 180			
Medical Allowance	300 Special Provident Fund 2	2000 70			
Total Dues	29625 Total Deduction	3943	100		

Net Amount: ₹25682 (Twenty Five Thousand Six Hundred Eighty Two Rupees only)

Reference No:20201908 Settlement Date: 22/06/2020 Bill Gross: 4477598 Bill Net: 2558741

0011088

MICR Code: 627002009 Bank Name: STATE BANK OF INDIA Branch Name: TENKASI A/C No: 20282140184

Printed On :05/12/2020 2:53:08 PM

Details owned and updated by concerned DDO

ஆகிராவிடர் நடிடுயக்கும் அவர்களின் செயல்முறைகள், சென்னை 600 005, முன்னியை: மிரு சுசிவாண்முகராஜா, இ.ஆ.ப.,

B-0 armin n 3/28688/2014 - 129

parkir. 09.07.2015.

பொருள்: ஆறிதிராவிடர் நகம் – சல்லி – மக்னிகள் - 2015–16 ம் கல்லி ஆன்டு காலியாக உள்ள இடைபெடி ஆசிரியர் பணியிருக்கர் - ஆசிரியர் தேச்வுகளியத்தால் தேச்வு செய்யப்பட்டவர்களுக்கு பணிதியமணம் ஆண்ணமுக்குகள் - சார்ந்து

Limitional:

1. அச்சாக்கள் (டுகை) என் 59 ஆத்திராவிடர் மற்றும் பழங்குடியினர் (ஆதிந்7) நலத்துறை, நாள்,13.09.13

2. பிசன்னை உயர்நீழியன்ற மதுரை கிளை வழக்குW.P.(M.D.) என்

16547/14 இடைக்கால தீர்ப்பு நாள். 16.04.2015

3. சென்னை-6, தமிழ்நாடு ஆசிரியர் தேர்வுளாரிய கடிதம் ந.க.என் 8626/ஆ4/2012 நாள்.16.6.2015

அன்ன:-

பார்வை 1ல் காணும் அரசாணையில் 31.05.13 அன்றையநிலையில் காலியாக இருந்த 669 இடைநிலைஆசிரியர் பணியிடங்களை நேரடி நியமனம் மூலம் தமிழ்நாடு ஆதித்ராவிடர் நல சார்நிலைப்பணி சிறப்புவிதிகளில் விதி 9(A) ல் தெரிவிக்கப்பட்ட முன்னுரிமை வரிசைப்படி ஆசிரியர் தேர்வு வளியத்தின் மூலம் நிரப்பிட அனுமதி அளித்து அரசு ஆணையிட்டுள்ளது.

பார்வை 2ல் காணும் சென்னை உயர்நீதிமன்ற மதுரைக் கிளையில் உள்ள வழக்குW.P (MD) எஸ். 16547/2014 இடைக்கால தீர்ப்பு நாள்:16.04.15.ன்படி மேலே குறிப்பிட்டுள்ள 669 காலிப்பணியிடங்களில் 70% அதாவது 468 பணியிடங்களை பார்வை 1ல் காணும் அரசாணையில் தெரிவிக்கப்பட்டுள்ள படி நிரப்பிட தீர்ப்பு வழங்கப்பட்டுள்ளது.

மேற்காணும் தீர்ப்பின் அடிப்படையில் பார்வை 3ல் காணும் ஆசிரியர் தேர்வு வாரிய கடிதத்துடன் தமிழ்நாடு ஆதிதிராவிடர் நல சார்நிலைப்பணி சிறப்பு விதிகளின் விதி 9(b) ல் தெரிவிக்கப்பட்ட முன்னுரிமை வரிசைப்படி இத்துறைக்கு 468 பணிநாடுநர்கள் பட்டியலில் 14 மாற்றுத் திறனாளிக்குரிய பணிநாடுநர்கள் இல்லாத காரணத்தினால் 454 பணிநாடுநர் ஒதுக்கீடு செய்யப்பட்டுள்ள பட்டியல் பெறப்பட்டுள்ளது.

ஆசிரியர் தேர்வுவாரியம் மூலம் இடைநிலை ஆசிரியர் பணிக்கு தெரிவு செய்யப்பட்டு, இத்துறைக்கு ஒதுக்கீடு செய்யப்பட்டுள்ள கீழ்க்கண்ட பணிநாடுநருக்கு, அவரது பெயருக்கு எதிரே குறிப்பிட்டுள்ள பணியிடத்தில் பணிநியமனம் வழங்கி ஆணையிடப்படுகிறது.

ஆசிரியர் தேர்வு வாரிய பட்டியல்	ஆசிரியர் தேர்வு வாரிய தரவரிசை எண்	பெயர் மற்றும் முகவரி	பணிநியமனம் வழங்கப்படும் பள்ளி
129	13TE05102918	MARIAPPAN M S/O T/MUTHUNAYAGAM 6/53, NORTH STREET, KALANGATHA KANDY SHENCOTTAI TK NELLAI-627813	Govt ADW Primary School Mullaikudi TANJAVUR District.

- 1. இந்நியமனம் முற்றிலம் தற்காலிகளைது.
- 2. இந்நியகளம் பார்வை 2ல் சாணல் நிலுகையிலுள்ள சென்னை உயர்நீதியன்ற மதுரை கிளை வழக்கின் இறுதி தீர்ப்புக்கு உட்பட்டதாகும்.
- 3. சம்மந்தப்பட்ட மாவட்ட ஆதிதிராவிடர் மற்றும் பழங்குடியினர் நல அலுவலர் மேல்நிலை / உயர்நிலை பள்ளித் தலைமை ஆசிரியர் மற்றும் தனிவட்டாசியர் (ஆதிந) ஆதியோர் சம்பந்தப்பட்டவர்களின் கல்வி சான்றிதழ் (10ம் வகுப்பு மற்றும் 12 ஆம் வகுப்பு, D.T.Ed..) சாதிச்சான்றிதழ் மற்றும் ஆசிரியர் தோர்வாணையத்தால் சம்பந்தப்பட்டவருக்கு சான்றிதழ் சரிபார்ப்புக்கு அனுப்பிய கடித அசல் ஆகியவற்றை சரிபார்த்த பின்னரே பணியில் சேர அனுமதிக்கப்பட வேண்டும். இதில் ஏதேனும் தவறு ஏற்படின் மேற்கண்ட அலுவர்களே பொறுப்பாவார்கள். சான்றிதழ் சரிபார்ப்பின் டோது கல்வி தகுதிச்சான்றிதழ்களில் மாறுபட்ட தகுதியிருப்பினும், மெய்த்தன்மை இல்லை என கண்டுறியப்பட்டாலும், நியமன ஆணை வழங்காமல் நிறுத்தி வைத்து அவ்விவரத்தை உடன் ஆதிதிராவிடர் நல இயக்குநரசுத்திற்கு தெரியப்படுத்த வேண்டும். தனியரை பணியில் சேர அனுமதிக்கக் கூடாது.
- 4. தெரிவு செய்யப்பட்டவர்களின் சான்றிதழ்களின் உண்மை தண்மை கண்டறிதல் மற்றும் மறு மதிப்பீடு செய்தல் ஆகியவற்றை விதிமுறைகளுக்கு உட்பட்டு மேற்கொள்ளும்படியும் அதன் பின்னரே இவர்களது பணியினை வரன்முறை செய்யவேண்டும் எனவும் சம்பந்தப்பட்ட மாவட்ட ஆதிதிராவிடர் மற்றும் பழங்குடியினர் நல அலுவலர்களுக்கு தெரிவிக்கப்படுகிறது.
- 5. இத்தெரிவர் பணி நியமன ஆணை கிடைக்கப்பெற்றவுடன் நியமனம் வழங்கப்பட்டுள்ள பள்ளியில் உடன் பணியில் சேர வேண்டும்.
- 6. நியமனம் வழங்கப்பட்டுள்ள ஆசிரியர் ஊதியம் ரூ.5200–20200+ GP 2800 /-என்ற ஊதிய கட்டில் அமைகிறது. விதிகளின்படி அனுமதிக்கப்பட்டுள்ள இதரபடிகள் பெறத் தகுதியுடையவர் ஆவார்.
- 7. சிவில் சர்ஜன் தகுதிக்குக் குறையாத தகுதியுடைய மருத்துவ அலுவலர்களிடம் உடல் நலத் தகுதிச் சான்றினை உரிய படிவத்தில் பணியில் சேரும்போது சம்பந்தப்பட்ட பள்ளித் கலைமையாசிரியரிடம் அளிக்க வேண்டும்.
- 8. உடல் ஊனமுற்ற தேர்வர் எனில் அவர்களுக்கென அமைக்கப்பட்ட தனி வேலைவாய்ப்பு அலுவலகத்துடன் இணைக்கப்பட்ட மருத்துவக் குழுவிடமிருந்து உடல் நலத் தகுதிச் சான்று பெற்று பணியில் சேரும்போது அளிக்க வேண்டும்.
- 9. பணி நியமனம் வழங்கப்பட்டுள்ளவர் பணியேற்கும் முன்னர் பள்ளியில் ஒப்பளிக்கப்பட்ட பணியிடம் காலியாகவுள்ளதா என்பதை உறுதி செய்த பின்புதான் பணியேற்க தலைமை ஆசிரியர் / தனி வட்டாட்சியரால் (ஆதிதிராவிடர் நலம்) அனுமதிக்கப்படல் வேண்டும்.
- 10. இத்தேர்வர் உயர்நிலைப்பள்ளிப் படிப்பில் தமிழ் மொழியினை பாட மொழியாகப் பயிலாதவராகவோ, பிற மொழிகளைப் பட்டயப்படிப்பில் மொழிப் பாடமாகப் பயின்றவராகவோ இருந்து தமிழ்வழி பாடத்திற்கென ஆசிரியர் தேர்வு வாரியத்தால் தெரிவு செய்யப்பட்டிருப்பின், தமிழ்நாடு அரசுப் பணியாளர் தேர்வாணைய குழுமத்தால் நடத்தப்படும் தமிழ் இரண்டாம் நிலைத் தேர்வில் பணியில் சேர்ந்த இரண்டாண்டுக்குள் தேர்ச்சி பெற வேண்டும்.

- 11. இத்தோவா், தற்போது வேறு துறையில் பணிபுரிபவராயின் உரிய அலுவலரிடமிருந்து பணி விடுவிப்புச் சான்று பெற்று அதனை பள்ளி தலைமையாசிரியர் / தனி வட்டாட்சியர் (ஆதிந) ரிடம் அளித்த பின்னரே பணியில் சேர அனுமதிக்கப்பட வேண்டும்.
- மூப்பு ஆசிரியர் தேர்வு வாரிய வரிசையின் அடிப்படையிலேயே 12. இவர்களது பணி நிர்ணயிக்கப்படும்.
- 13. இத்தோவா் பணிநியமன ஆணை கிடைக்கப்பெற்ற 30 நாட்களுக்குள் பணியில் சேரவில்லை எனில் அவர்களின் பெயர் தேர்வுப் பட்டியலிருந்து எவ்வித முன்னறிவிப்புமின்றி நீக்கம் பின்னர் எவ்வித உரிமை செய்து ஆசிரியர் தேர்வு வாரியத்திற்கு தெரிவிக்கப்படும். கோரலுக்கும் தகுதியற்றவர் என இதன் மூலம் அறிவிக்கப்படுகிறது.
- 14. மாணவர் நலன் கருதி இத்தேர்வர் பணியேற்று தகுதிகாண் பருவம் (இரண்டு ஆண்டுகள்) முடிக்கும் வரை பணியிடமாறுதல் வழங்கப்படமாட்டாது.
- 15. இத்தேர்வர் பணியேற்ற நாள், பற்றிய அறிக்கையினை தொகுத்து உடன் இயக்குநர் அலுவலகத்திற்கு அனுப்பப்பட வேண்டும்.
- 16. முப்பது நாட்களுக்குள் பணியில் சேராத நபர்களின் விவரத்தை தொகுத்து உடன் இயக்குநர் அலுவலகத்திற்கு அனுப்பப்படவேண்டும்.

ஒம்/- க.சிவசண்முகராஜா, ஆதிதிராவிடர் நல இயக்குநர்.

ஆதிதிராவிடர் நல இயக்குநருக்காக

QUIMIET

1. சம்பந்தப்பட்ட நபர்

2. சம்பந்தப்பட்ட பள்ளி தலைமை ஆசிரியர் / தனி வட்டாட்சியர்(ஆதிதிராவிடர் நலம்)

நகல்

சம்பந்தப்பட்ட மாவட்ட ஆதிதிராவிடர் மற்றும் பழங்குடியினர் நல அலுவலர்

REGISTERED/ SPEED POST केन्द्रीय विदयालय संगठन

BACTO FRENEN MINEN

KENDRIYA VIDYALAYA SANGATHAN

क्षेत्रीयकार्यालय-हैदराबाद/ Regional Office - Hyderabad पिकेट, सिकंदराबाद/ Picket, SECUNDERABAD - 500 009 TEL. NOS. 040-27845649 [DC] 27847249 [AC] 27840122 [AC] e.mail: admnhyderabad@gmail.com Website: https://rohyderabad.kvs.gov.in/

No.F.21029/2018-19/KVS(HR)/59 3081-82

Dated:20-08-2019

MEMORANDUM

SUB: -OFFER OF APPOINTMENT TO THE POST OF TRAINED GRADUATE TEACHER (ENGLISH)

With reference to his/her application, Mr/Mrs/Ms. VIGNESH R is hereby informed that he/she has been selected for appointment against a temporary post of TRAINED GRADUATE TEACHER (ENGUSH) in the Kendriya Vidyalaya Sangathan in the pay matrix level 7; Cell No:1; Pay Rs.44,900/- (7th CPC) and posted at the KENDRIYA VIDYALAYA: VENKATAGIRI BOPPAPURAM ROAD ,BANGARUPETA,VENKATAGIRI,NELLORE(DIST) ANDHRA PRADESH, PIN-524404 in HYDERABAD REGION under SOUTH ZONE. He/she will draw allowances and other benefits as admissible to the employees of Kendriya Vidyalaya Sangathan. This offer of appointment is subject to the candidate producing Medical certificate of fitness issued by a District Medical officer or a medical officer of equivalent status.

- 2. If the candidate is a woman, she should certify that she is not in the family way at the time of acceptance of the appointment. If, however, she is pregnant of twelve weeks standing or more as a result of medical test at the time of acceptance of appointment, it will be opened to candidate herself to seek exemption from joining the appointed post for the duration till her confinement is over, if she desires so. Furthermore, the affected woman candidate, in such a situation, who expresses her willingness to join, may be asked to produce a certificate of fitness from Chief Medical Officer (CMO) of Govt. Hospital that she is fit to carry out the assigned work in her present state.
- 3. No TA/DA will be admissible for first joining the Sangathan as TRAINED GRADUATE TEACHER (ENGISH).
- 4. He/she will be on probation for a period of 02 years which may be extended. Upon successful completion of probation, he/she will be confirmed as per the rules of Kendriya Vidyalaya Sangathan.
- 5. During the probation and thereafter, until he/she is confirmed, the services of appointee are terminable. The appointing authority reserves the right to terminate the services of the appointee at any point of time during the probation period without assigning any reason thereof.
- 6. Other terms and conditions of service governing the appointment are as laid down in the Education Code for Kendriya Vidyalayas amended from time to time. A Welfare Scheme namely Kendriya Vidyalaya Sangathan Employees Welfare Scheme has been introduced from 01.4.2002. Joining the above scheme is compulsory.
- 7. He/she will be eligible for the new Restructured Defined Contribution Pension Scheme only as circulated by KVS (HQ) vide circular No.2-17/2003-04/KVS(Budget) dated 08/12.03.2004 and F. 2-17/2003-04/KVS(Budget) dated 24.12.2004.

- 8. The appointment is provisional and is subject to the certificate(s) of Scheduled Caste/Scheduled Tribe etc. Other Backward Classes/Physically Handicapped/ Blind being verified through the proper channel. If the verification reveals that the claim to SC/ST/OBC/PH/Blind as the case may be, is false, the services will be terminated forthwith without assigning any further reasons and without prejudice to such further action as may be taken under the provisions of the Indian Penal Code for production of false certificates.
- 9. He/ she will fill up the character and antecedents verification form along with recent photograph and will hand over the same to the Principal concerned.
- 10. In case of any dispute or claim against the Kendriya Vidyalaya Sangathan, in respect of service or any contract arising out of or flowing from this offer of appointment, the Courts of Delhi alone shall have jurisdiction.
- 11. As per the modified eligibility criteria laid down by the NCTE for those teachers who have been appointed to teach classes from I to V on the basis of B.Ed degree shall mandatorily undergo a six months Bridge Course in elementary education recognized by the NCTE within two years of such appointment as Primary Teacher.
- 12. If he/she accepts the offer on the terms and conditions as mentioned in this offer letter, he/she should join the Kendriya Vidyalaya mentioned overleaf on or before <u>09.09.2019</u> Necessary proforma for the purpose are enclosed which should be submitted to the Principal concerned, after getting the same duly completed at the time of joining. If the offer is not accepted or the appointee does not report for duty at the above named Vidyalaya by <u>09.09.2019</u> this offer of appointment will automatically stand cancelled and no further correspondence will be entertained from him/ her in this regard.
- 13. Suppression of any information will be considered a major offence for which the punishment may extend to dismissal from the services.
- 14. He/she will not request for transfer within three years of initial appointment or as per the transfer guidelines of Kendriya Vidyalaya Sangathan.
- 15. He/she has been allotted South zone.
- 16. For subsequent promotion, the incumbent will have to acquire academic and professional degree from recognized University, as per application rules and regulations.
- 17. If he/she accepts the offer of appointment then he/she has to execute a Service Agreement cum Surety Bond in favour of Kendriya Vidyalaya Sangathan on the non-judicial stamp paper of the value as per State Rules to this effect that he/she has agreed to serve the KVS for a period of minimum <u>02 (Two)</u> years from the date of joining which includes the period of probation including extended period if any. He/she is agreed to pay Rs. 2,00,000 (Rupees Two lac only) to the Kendriya Vidyalaya Sangathan if he/she commits breach of this agreement. This bond shall be executed at the time of joining of services of KVS and shall be submitted to the KVS in the standard format (Standard Bond format is enclosed).

18. The following documents are to be submitted mandatorily to the KVS at the time of joining. The formats are enclosed along with this letter.

I. Service Agreement cum guarantee bond on non-judicial stamp paper of the value as per State rules in original.

II. Character and Antecedents verification form along with 03 recent

photographs.

III. Medical fitness certificate issued by the District Medical Officer or a medical officer of equivalent status.

IV. Acceptance of appointment offer.

V. Oath of allegiance.

VI. Statement of movable and immovable properties and liabilities.

DEPUTY COMMISSIONER

Encl. As above.

Mr/Mrs/Ms. VIGNESH R
2-333, SOUTH STREET, NALUVASANKOTTAI
ALAGUNERI PO,,SANKARNKOVIL, TK,
TIRUNELVELI DIST. TAMIL NADU - 627754
9092250466
vigneshrmy50@gmail.com
Copy forwarded to:-

1. THE PRINCIPAL, KENDRIYA VIDYALAYA, In ease Sh/Smt/Ms. accepts the offer of appointment, he/she should be relieved immediately with the instructions to join his/her new post under intimation to the concerned Principal/RO. If the appointee is not working at present in this Vidyalaya, this memorandum may be sent to the concerned Vidyalaya forthwith under intimation to RO and Sangathan (HQ).

VIDYALAYA, VENKATAGIRI PRINCIPAL, KENDRIYA 2 THE BOPPAPURAM ROAD ,BANGARUPETA,VENKATAGIRI,NELLORE(DIST) ANDHRA PRADESH, PIN-524404. The date of joining of the candidate may be intimated to the Regional Office concerned immediately after the candidate reports for duty. In case he/she does not join by the stipulated date, this office should be informed accordingly on e-mail. This appointment is further subject to production of certificates etc., as per Article 46 of Education Code for Kendriya Vidyalayas. The candidate be allowed to join his/ her duties only after verification of the eligibility and educational qualification etc from their original certificates, and on submission of requisite forms/ statements duly completed in all respects. Those appointed under SC/ST/OBC/PH/Blind quota may be allowed to join duties only on production of original certificate mentioned in Para 8 of the order. Principals are also requested to check the original certificates in respect of the qualifications of the appointee appointee possesses requisite employees and satisfy themselves that the qualification for the post he/ she is appointed to.

DEPUTY COMMISSIONER

உள்ளாட்சி நிதித் தணிக்கை இயக்ககம்

Chappins

அனும்புகர் திரு.பொ.வேள்சாகி, எம்.காம்., இயக்குநர், உள்ளாட்சி நிதித் தணிக்கை, ஒருங்கிணைந்த நிதித்துறைக் கட்டிடம், (கால்நடை மருத்துவமனை பின்புறம்) 4வது தளம், அம்மா வளாகம், நந்தனம், சென்னை – 35

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ந.க. என். ப & நி. 11 (5) / 6191 / 2020 நாள்:- 15.07.2020

ஐயா / அம்மைக்ர்,

பொருள்:-	பணி – உள்ளாட்சி நிதித் தணிக்கை துறை மற்றும் மாநில அரசுத் தணிக்கைத் துறை – தமிழ்நாடு அரசுப் பணியாளர்கள் தேர்வாணையம் வாயிலாக உதவி ஆய்வர்களாக தேர்ந்தெடுக்கப்பட்டவர்கள் – பயிற்சிக்கு உட்படுத்துவது – தொடர்பாக.
பார்கைவ:-	ர தமிழ்நாடு அரகப் பணியாளர்கள் தேர்வாணைய செயலரின் கடிதம் ந.க.எண்.2400/OTD-D2 / 2018, நாள்.27.02.2020 2) அரசு கடித எண்.16961/நிதி (உள்ளாட்சி நிதி)த் துறை 2020–1, நாள்.11.06.2020

பார்வை (1) இல் காணும் தமிழ்நாடு அரசுப் பணியாளர்கள் தேர்வாணையக் கடிதத்தின்படி தாங்கள் உள்ளாட்சி நிதித் தணிக்கைத் துறை மற்றும் மாநில அரசுத் தணிக்கைத் துறையில் நோடி நியமன உதவி ஆய்வராக பணி நியமனம் செய்திட ஒதுக்கீடு செய்யப்பட்டுள்ளீர்கள்.

- (2) தமிழ்நாடு உள்ளாட்சி நிதித் தணிக்கை சார்நிலை பணி விதிகளின் விதி 8-இன்படி, உள்ளாட்சி நிதித் தணிக்கை மற்றும் மாநில அரசுத் தணிக்கைத் துறைகளில் உதவி ஆய்வராக பணி சேருபவர்கள் மூன்று மாத காலப் பயிற்சிக்கு உட்படுத்தப்பட வேண்டும் (Pre-Service Training). பார்வை (2) இல் கண்ட அரசு கடிதத்தில் தமிழ்நாடு அரசு பணியாளர் தேர்வாணையம் வாயிலாக தெரிவு செய்யப்பட்ட தெரிவாளர்களுக்கு உள்ளாட்சி நிதித் தணிக்கை மற்றும் மாநில அரசுத் தணிக்கைத் துறைகளில் முறையான உதவி ஆய்வர் பணியமர்த்தல் ஆணைவழங்குவதற்கு முன்பாக மூன்று மாத கால பயிற்சியினை தெரிவாளர்களின் சொந்த மாவட்டத்தில் அமைந்துள்ள சார்நிலை அலுவலகங்களில் உதவி ஆய்வர் பயிற்சி வழங்க அனுமதி அளிக்கப்பட்டுள்ளது.
 - 3) தனியரின் விண்ணப்ப கடிதம் பரிசீலிக்கப்பட்டது. எனவே உதவி ஆய்வர் பணியிடத்திற்குத் தெரிவு செய்யப்பட்டு, பயிற்சிக்கு உட்படுத்தப்பட உள்ள தாங்கள் 03.08.2020 அன்று காலை 9.00–க்கு பயிற்சியில் கலந்து கொள்வதற்காகப் பின்வரும் அலுவலர் முன் ஆஜராக வேண்டும்.

உதவி இயக்குநர், உள்ளாட்சி நிதித் தணிக்கை B- பிளாக் முதல் தளம், மாநகராட்சி வணிக வளாகம் மாடி, சுவாமி நெல்லை அப்பர் நெடுஞ்சாலை, திருநெல்வேலி பதிவு ஆஞ்சல் ஓப்புகையுடன் நக எண் அ2/4722/2021 காவல் துறை துணைத் தலைவர் அலுவலகம் திருதெல்லேலி சரகம்

Bach 2 b .07.2021

பணியமர்த்தல் ஆணை

பொருள் : காவல் - 2019-ம் ஆன்டு நேரடி உதவி ஆய்வாளர் ஆண்டுபண் மூன்றாம் பாலினத்தவர் உதவி ஆய்வாளாராக தாலுகா பிரிவில் பணியமர்த்தல் செய்தல் - பணியமர்த்தல் ஆணை வழங்கப்படுகிறது.

திரு/திருமதி/செல்வி A. முகிலா, தபெ/க.பெவே அருள்ராஜ் ஆகிய நீங்கள் தமிழ்நாடு சீருடைப்பணியாளர் தேர்வுக் குழுமத்தால் நடத்தப்பட்ட 2019-ம் ஆண்டில் தேர்ந்தெடுக்கப்பட்டவர் தமிழ்நாடு காவல் துறை விதிகளின் கீழ் தற்காலிகமாக நேரடி உதவி ஆய்வாளராக தாலுகா பிரிவில் பணியமர்த்தம் செய்யப்படுகிறீர்.

- 2. ஆண்/பென்/மூன்றாம் பாலிளத்தவர் பயிற்சி முடித்த நாளிலிருந்து ஐந்து வகுடங்களுக்கு குறையாத காலத்திற்கு காவல் துறையில் பணியாற்றுவதற்காக நீர் இத்துடன் இணைக்கப்பட்டிருக்கும் ஒப்புதல் படிவத்தில் கையெழுத்து இட வேண்டும். பயிற்சி தொடங்கப்படும் நாளில் இருந்து பணிக்காலம் கணக்கிடப்படும்.
- 3. உமக்கு 1 வருட அடிப்படை பயிற்சி கொரோனா நோயின் தாக்கத்தை பொறுத்து தொடங்கப்பட உள்ளது. பயிற்சி தொடங்கும் காலம் மற்றும் இடம் பின்னர் அறிவிக்கப்படும் நீவீர். மேற்படி பதவிக்குரிய அடிப்படை பயிற்சிக்கு அறிக்கை செய்யும் போது கல்வி. வயது, சாதி ஆகியவற்றின் மூலச் சான்றிதழ்கள் மற்றும் பத்திரம் முறையாக திரப்பப்பட வேண்டும். நீவீர் அரசுபோதுத்துறை/தனியார் நிறுவனத்தில் பணியாற்றிக் கொண்டிருந்தால் அப்பணியிலிருந்து விடுவிக்கப்பட்டதற்கான ஆணை அல்லது பணிவிலகல் ஏற்பு ஆணையினைப் பயிற்சிக்கு முன்னிலையாகும் போது அளிக்க வேண்டும்.

் மேலும் தீவீர் காவம் பணி சார்பகை தமிழ்நாட்டின் எந்த மாவட த்திலும் காவு நுறைப்பின் எந்த உணி மற்றும் பிரிவிலும் தேவை ஏற்படின் பிற மாதியங்களிலும் பணி செயர் கோலை சென்ற வரையறைபுடன் தேர்வு செய்யப்பட்டுள்ளீர் என்பது தெரிவிக்கப்படுகிறது இதற்கான இளக்வுக் கடிதம் பயிற்சியில் சேர்ந்தவுடன் உம்மாவ் திறைவு செய்து பயிற்சி பள்ளி முதவவரிடம் கொடுக்கட்பட வேண்டும்

5 தீவீர், ஓர் ஆண்டு அடிப்படை பயிற்சியும் ஆறு மாதங்கள் செயலமுறை பயிர்சியம் மற்றம் ஓராண்டு காவல் நிலைய தனிப்பொறுப்பிலும் பணியமர்த்தப்படுவீர் ஆக மொத்தம் மூன்றனர் ஆண்டுகளில் இரண்டரை ஆண்டுகள் தொடர்பணி முடித்தவுடன் தங்களது தகுதிகாண் பருவம் முடிக்கப்படும்.

5 தீவிர், குறிப்பிட்ட தேதியில் பயிற்சிக்காக அறிக்கை செய்ய தவறினால் தேர்த்தெடுக்கப்பட்ட தேர்வு பட்டியலில் தங்களது பெயரை நீக்க தக்க நடவடிக்கை எடுக்கப்படும் மேலும் தங்களது தியமனம் ரத்து செய்யப்படும்

த்விர் பயிற்சிக்கு முன்னிமையாகும் போது இத்துடன் இணைக்கப்பட்டுள்ள பட்டியவில குறிக்கப்பட்டுள்ள பொருள்கள் மற்றும் முன்பணத் தொகை ஆகியவற்றை உடன் எடுத்து வருமாறு அறிவுறுத்தப்படுகிறீர் பயிற்சியில் சேருவதற்கான பயணப்படி மற்றும் நாள்படி எதுவும் வழங்கப்படாது

இனைப்பு பயிற்சியில் சேரும் போது கொண்டு வரவேண்டியலற்றின் விபரப்பட்டியல்

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3

காவல் துறை துள்ளத் தலைவர். திருநெல்வேலி சரகம்

如何

பெறுநர் திருமதி, A முகிலா, பதிவு என்.8011115 தபெயேஅருள்ராஜ், 616 தெற்கு தெரு அடைக்காலாபுரம் வன்னிகோனந்தல், திருதேவ்வேனி மாவட்டம்,

Que - 7397540446.











This certificate is awarded to

BEATRICE DEVAPRIYA

for successfully completing the course



Short Fiction in Indian Literature

with a consolidated score of 90

Online Assignments | 25.00/25 | Proctored Exam 64.5/75

Total number of candidates certified in this course: 227

Prof. Devendra Jalihal

Sep-Dec 2020

12 week course)

Prof. Andrew Thangara,

Mendingon 19 Lary III Magras



Indian Institute of Technology Madras



To validate the check scores hites inple ac in noc



MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI-627 012, TAMIL NADU, INDIA

(ACCREDITED WITH B++ GRADE BY NAAC)

Dr. T.TAMIZH CHELVAM, REGISTRAR -IN -CHARGE.

Ref. No.MSU/RES/INT/GUIDE/R5/2013

17.06.2013

To

Dr. Kanna Muthiah Assistant Professor Department of English Sadakathullah Appa College Tirunelyeli – 11.

Sir,

Sub: Guide Approval - intimation - reg.

Ref: Vice-Chancellor's Orders dated 04.06.2013.

I am, by direction, to inform you that the request given by you through your College to recognize as an approved Guide in the Subject of **ENGLISH** is accepted in accordance with the regulations for Ph.D. programme of this University.

The maximum number of Ph.D scholars, under your guidance is 8.

Kindly acknowledge the receipt of this communication.

Yours faithfully,

REGISTRARIC. 2/36

Copy to:

The Principal Sadakathullah Appa College Tirunelveli – 11.

> Phone: EPABX: 0462-2333741, 2338721 Fax: 0462-2322973 website: www. msuniv.ac.in



MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI-827 012 YAM L H-DU INDIA TREACCREDITED WITH B GRADE BY NAACY

Dr. A. JOHN DE BRITTO REGISTRAR

Ref. No.MSU/RES/INT/GUIDESHIP/R5/2017.

13.02.2017

To

Dr. S. Mohamed Haneef Assistant Professor & Head, Department of English Sadakathullah Appa College Rahmath Nagar, Tirunelveli

Sir / Madam

Sub: Recognition as an approved Guide - intimation - reg.

Ref: 1. Revised Ph.D Guidelines w.e.f. 01.07.2016

2. V.C's Order dated 08.02.2017.

With reference to the above, I am by direction, to inform that Guideship has been granted in the Subject of ENGLISH and it is tenable only for the period of your service within the Manonmaniam Sundaranar University jurisdiction.

As per the revised Ph.D. Guidelines w.e.f. 1.7.2016, the maximum number of Ph.D. Scholars under guidance / co-guidance is Assistant Professor – 4, Associate Professor – 6 and Professor – 8.

This is for information and adherence.

Kindly acknowledge the receipt of this communication.

Copy to:
The Principal
Sadakathullah Appa College
Rahmath Nagar, Tirunelveli

Yours faithfully,
REGISTRAR AMAY

REGISTRAR AMAY

REGISTRAR AMAY

Phone: 0462-2333741, 2338721 Fax: 0462-2334363 website: www. msuniv.ac.in



MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI-627 012, TAMIL NADU, INDIA (REACCREDITED WITH B GRADE BY NAAC)

Dr. A. JOHN DE BRITTO REGISTRAR

Ref. No.MSU/RES/INT/GUIDESHIP/R5/2016.

05.05.2016.

To

Dr. K. Hema
Assistant Professor
Department of English
Sadakathullah Appa College
Rahmath Nagar, Tirunelveli

Madam,

Sub: Recognition as an approved Guide - intimation - reg.

Ref. 1. University Ph.D. Regulations (w.e.f.1.7.2013)

2. V.C's Order dated 22.04.2016

With reference to the above, I am by direction, to inform that the request given by you through your College to recognize as an approved Guide (Internal) in the Subject of ENGLISH is approved and it is tenable only for the period of your service within the Manonmaniam Sundaranar University jurisdiction.

As per the Ph.D. Regulations (w.e.f. 1.7.2013), the maximum number of Ph.D. Scholars under your guidance is 8.

This is for information and adherence.

Kindly acknowledge the receipt of this communication.

Copy to: The Principal Sadakathullah Appa College Rahmath Nagar, Tirunelveli Yours faithfully,
REGISTRAR 3

Phone: EPABX: 0462-2333741, 2338721 Fax: 0462-2322973 website: www. msuniv.ac.in Tirunelveli – 627 012, Tamilnadu, India
Cell:94879 01000, Phone : 0462 2338632, Fax: 0462 – 2334363
Email: registrar@msuniv.ac,in , Website: www.msuniv.ac.in
REGISTRAR
Ref. MSU/RES. Ph.D./Guideship/R1/2019.
To
Dr. Yunush Ahamed Mohamed Sherif,
Assistant Professor.

Dr. Yunush Ahamed Mohamed Sherif,
Assistant Professor,
Department of English,
Sadakathullah Appa College,
Palayamkottai,
Mobile: 9985085910.

Sir Madam.

Sub.: Recognition as an approved Guide – intimation – reg. Ref.: Orders of the Vice-Chancellor dated 09-02-2019

With reference to the above, I am by direction, to inform that Guideship has been granted in the subject of ENGLISH and it is tenable only for the period of your service within the Manonmaniam Sundaranar University jurisdiction.

As per the revised Ph.D. Guidelines w.e.f. 01.07.2016, the maximum number of Ph.D. Scholars under guidance / co-guidance is Assistant Professor – 04, Associate Professor – 06 and Professor – 08.

Accordingly, at present the maximum number of Ph.D. Scholars under your guidance is 4 (Four) only.

This is for information and adherence

Kindly acknowledge the receipt of this communication.

Yours faithfully,

REGISTRAR 24

Copy to

The Principal.
Sadakathullah Appa College,

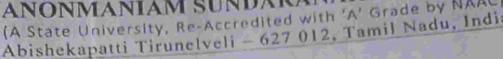
Palavamkottai.

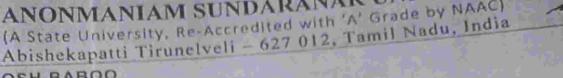
DI KASHA MATHIAH, MA M.PM Ph B. ASSISTAN Protessor & Research nead

Research Department of English

Sadakathullah Appa College Ranmath Nagar, Tirunelvei-11

(A State University, Re-Accredited with 'A' Grade by NAAC)





. SANTHOSH BABOO STRAR

Ref. MSU/RES/Ph.D./Guideship/R1/2019.

01.10.2019

To

1120

Dr. K. Syedali Bhadhusha, Assistant Professor, Department of English, Sadhakathullah Appa College, Rahumath Nager, Tirunelveli Dt. Mobile: 9842679604

Sir / Madam.

Sub.: Recognition as an approved Guide - intimation - reg.

Ref.: Orders of the Vice-Chancellor dated 30-07-2019.

With reference to the above, I am by direction, to inform that Guideship has been granted in the subject of English and it is tenable only for the period of your service within the Manonmaniam Sundaranar University jurisdiction and until your retirement.

As per the revised Ph.D. Guidelines w.e.f. 01.07.2016, the maximum number of Ph.D. Scholars under guidance / co-guidance is Assistant Professor - 04, Associate Professor - 06 and Professor - 08.

Accordingly, at present the maximum number of Ph.D. Scholars under your guidance is 4 (Four) only.

This is for information and adherence

Kindly acknowledge the receipt of this communication.

Yours faithfully,

REGISTRAR

Copy to :

The Principal, Sadhakathullah Appa College, Rahumath Nager, Tirunelveli Dt.

DR. A. SURULIANDI CO-ORDINATOR (RESEARCH) REF: MSU/RES/R1/REG NO. 11138



ABISHEKAPATTI TIRUNELVELI 627 012 Date: 20.02.2014

The Professor & Head, Department of English, Manonmenium Sundaranar University, Tirunelyei, 627 012.

Sir / Madam,

Manonmaniam Sundaranar University - Registration for doing Ph.D Programme - Date Sub:

of commencement of Research work - intimation - Reg.

Vice Chancellor orders dated 22.09.2013. Ref:

I am, by direction, to inform that the application for doing Ph. D programme of Ms. A. Subashini Deen provisionally accepted for Ph.D programme in the subject of English - Part.

Time Internal under Your guidance of Ph.D programme in the Subject of English - Part. Time Internal under your guidance of Dr. D. Kanna Muthiah. His/Her Registration Number is

The candidate should do the research work in the concerned Department/Research Centre mentioned in the application under the Guide. After one year, the Guide shall conduct the candidate's (non M.Phil/equivalent degree holder) attainment on the Part -I examination and advanced paper in the related field of research. The candidates for (Full time/Part time Internal/External) should pay

The Candidate should pay research fee of Rs. 5,000/- per annum till the submission of the thesis. Research fees for every year should be remitted during the month of registration. The fees should be paid through demand draft, drawn in favour of the Registrar Manonmaniam Sundaranar University, payable at Tirunelveli. Failure to remit the research fee within the prescribed time may lead to cancellation of the registration of the candidate. The service certificate and no objection certificate should be submitted by the candidates annually, without fail till the submission of the

The Guide should forward all correspondences to the University pertaining to the Research Scholar working under his/her guidance. The candidate is directed to follow all the rules and regulations (including Course work & Ph.D Presentation) of the Ph.D programme of the Manonmaniam Sundaranar University, uploaded in the University website: www.msuniv.ac.in. The candidate will be governed by the rules (as revised & approved) by the Manonmaniam Sundaranar University, from time to time.

Date of Commencement: 02.12.2013

Title: "Transition in Post Colonial Perspectives: A Comparative Study of the Selected Novels of Kamala Markandaya and Anita Nair."

Yours faithfully,

CO-ORDINATOR (RESEARCH)

Copy to:

1. Dr. D. Kanna Muthiah, Assistant Professor, Dept. of English, Sadakathullah Appa College, Tirunelveli.11.

- Candidate 2. Ms. A. Subashini, No: 10, Xavier's Colony West - B, Near Don Bosco School, Melapalayam, Tirunelveli 627 005. (M) 9698996943.

- Co Guide Dr. P. K. Kalyani, Professor & Head, Dept. of English, M.S. University, Tirunelveli 627 012.

1. The candidate is hereby informed that he/she is exempted from appearing the Pre-Ph.D Part I Note:

2. The candidate should submit a copy of one publication published or paper accepted for publication in a research journal along with submission form while submitting the Ph.D thesis.



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BLACEREMENT WITH "A" WHATE COME TO EXAMINE TO BE A COME T

Or. G. Annadurai
Director (Centre for Research)

Date: 04 17 7071

CHANGE OF RESEARCH CENTRE

Change of Research Centre from Manonmaniam Sundaranar University,
Tirunelveli to Sadakathulla Appa College, Tirunelveli has been granted to
Ms. Subashini A, Reg. No.11138.

mounta

Copy to:

- 1 Dr. D. Kanna Muthiah
 Assistant Professor,
 Department of English,
 Sadakathulla Appa College,
 Tirunelveli 11.
- Ms. A. Subashini
 No. 10, Xavier's Colony West B.
 Near Don Basco School, Melapalalyam Tirunelyeli – 627 005.
- 3 Dr. P. K. Kalyani
 Professor
 Department of English
 M.S. University
 Triunelyeli 827 012
- 4 The Principal
 Sacakathula Appa College
 Truneive + 11
- E Tre read Verstmer em Sursaterer University Thusalle - 627 512

- Guide

« Candidate

- Co - Suide

- For Information

- For information

as a stee for doing Ph.D Programme Ter Prib pre remine in the subject of English- part Kanna Muthiah, His Her Registration Number is enterning Department/Research Centre mentioned Ma. J. Sharpley by and the shan conduct the candidate's (non-Tome Ext mal ! 11369. Stime (rate Internal/External) should pay 5,000/8 per sanum till the submission of the thesis. an ouring the month of registration. The fees should be of the Registrar Manonmaniam Sundaranar remit the research fee within the prescribed time The Candid July 1 the candidate. The service certificate and no objection Research fo s firm ates annually, without fail till the submission of the University, Taring to the University pertaining to the Research Scholar huate is directed to follow all the rules and regulations of the Ph.D programme of the Manonmaniam Sundaranar The Guide to Jid te: www.msuniv.ac.in. The candidate will be governed by nonmentam Sundaranar University, from time to time. 07.12,2013 ti 0.1. Lity, 6 inder-Nation and Community with Special Reference Date of Commune Subject: English -Time Title: "Feminist I lies-Ide Yours faithfully, CO-ORDINATOR RESEARCH to Muslim Narratio opy to: . Dr. D. Kanna Mu Assistant Professi Dr. Edward David Sundararaj, - Co - Guid Sadakathullah Apr lege, Candidate Associate Professor of English, Ms. J. Shahin, St. Johns College, Palayamkottai. 30, Galam Murthu. Ellis Road, Mount (M)9842793720. : I e/she is exempted from appearing the Pre-Ph.D Part I the candidate is he examinations is no publication published or paper accepted for publication he candidate show pomission form while submitting the Ph.D thesis. a research journ e: 9487907000, Fax: 0462-2322973, www. msuniv.ac.in Phone: EPABX Dr.KANNA MUTHIAH Assistant Professor Research Departm Sadakathullah A Rahmath Nagar,

ABISHEKAPATTI TIRUNELVELI 627 012 FEF: M Date: 15.09.2014 Sir / 2 The University - Registration for doing Ph.D Programme - Date of : - k = Intimation - Reg. · - 2 03 2013. at an for-doing Ph. D programme of Mr. D. Srinivasan has been Lam. at the subject of English - Part Time Internal under your provi her pleastration Number is 11575. guida a. rd m the concerned Department / Research Centre mentioned in the The . THEE, the Guide shall conduct the candidate's (non M. Phil/equivalent appl. inination and advanced paper in the related field of research. degr EN/External) should pay Rs.800/- for the said examination. The 1000/- per annum till the submission of the thesis. Research The Land the month of registration. The fees should be paid through fee: The Negistrar Manonmaniam Sundaranar University, payable at lich fee within the prescribed time may lead to cancellation of the dem ad dire - di Tirunelve . F. h. e certificate and no objection certificate should be submitted by the registration, 1 .kg the thesis. candibates a level spondences to the University pertaining to the Research The candidate is directed to follow all the rules and regulations The Suid a of esem tion) of the Ph.D programme of the Manonmaniam Sundaranar Scholar w website: www.msuniv.ac.in. The candidate will be governed by the (including (anonmaniam Sundaranar University, from time to time. Ur-Versity, - Bu runes (as no est but : f : 1. Day of Command Prect: Em lish -" Select Plays." .le: "Politics III kours faithfully, CO-ORDINATOR (RESEARC opy to: - Guide Or. Kannan Hul Assistant Profess S.A. Colle iru - Co Guid Dr. S. Prabahar, Candidate Professor of English, Mr. D. Sring Isla M.S. University, Tirunelveli 627 738/2, Chic. Inba gyag an \ Thenvadal treet T.N. Pudhu wol, (M) 860883332 that he/she is exempted from appearing the Pre-Ph.D Part I Inform The candidate s is in of one publication published or paper accepted for publication Examinations the condidate shu ang with abmission form while submitting the Ph.D thesis. in a research journ 9487999692, 9487907000, Fax: 0462-2322973, www. msuniv Phone: EPAR G

M SUNDARAMAR UNIVERSITY

DR. A. GURU CO-CRUINAT REF: MSU/RE

52-15:3

ABISHEKAPATTI TIRLINELVELI 627 012 Date: 24.07.2014

To

The Principal St. John's Colle Tironepasii

Sir / Mayami.

I Williamsty . Thegistration for doing Ph.D Programme - Date of the late of the section of the secti

lam, by proces

The canciouste st application under degree holder) : The candidates I

The Candidate's Research fees to through demand payable at Tiru of the registratio by the candidates

The Gulde should under his / her g work & Ph.D. Pres the University wa approved) by the

Date of Commer Subject: English Title: "Chetan Bi Society in and Mother

since. The introduce is directed to follow all the rules and regulations (including Course

ment: 07. 7.2014 Part Time Laternal

elect Narraives."

and a large hardway for doing Ph. O programme of Mr. S. Sugumar has been and the subject of linglish - Part Time External under your ** Countration Chamber is 11453.

and the search Centre mentioned in the builde . . The me year, the Guide shall conduct the candidate's (non M.Phil/equivalent ment on a art -I examination and advanced paper in the related field of research. "Lime/F the Internal/External) should pay Rs.800/- for the said examination.

Day rely to lee of Rs.5,000/- per annum till the submission of the thesis. -y year a local agreemitted during the month of registration. The fees should be paid draw, in layour of the Registrar Manonmaniam Sundaranar University, all. Failur to remit the research fee within the prescribed time may lead to cancellation the cand ite. The service certificate and no objection certificate should be submitted qually, where the submission of the thesis. rward all core pondences to the University pertaining to the Research Scholar working

wion) of the Philiprogramme of the Manonmaniam Sundaranar University, uploaded in ter www.i han vincin. The candidate will be governed by the rules (as revised & nonmanian Surdaranar University, from time to time.

07.07.2014

nat as Mas or Weaver of Characters: reflections of Contemporary Indian

Yours faithfully,

731-17 CO-ORDINATOR (RESEARCH

Copy to:

1. Dr. Kanna Mutlah, Assistant Profess - of English S. A. College, Tirl lelveli - 11

- Candidate 2. Mr. S. Sugumar S/o. Mr. P.G. Ser melu, North Alagu Natch apuram (P.L.) Sankarankovil (T.F.), Tirunelve 627 754. (M) 944233089 ...

- Co Guide Dr. E. Edward David Sundararaj, Associate Professor of English, St. John's College, Tirunelveli.

Note:

1. The candidate is the by informed that he/she is exempted from appearing the Pre-Ph.D Part 1

2. The candidate should submit a copy of one publication published or paper accepted for publication in a research journal along with submission form while submitting the Ith It theels.



Dr. K. SENTHAMARAI KANNAN Director, Centre for Research

Ref.MSU/RES/CRC/CRG/Co-Guide In 1/5464

To

Ms S Rajarajeswari , D-6,27th Cross Street, Maharajanagar, Tirunelveli-627 011, Sir/Madam

Sub. Change of Guide Change of Line in Internation Heg. Ref. 1) Your letter dated 15 08 24 17

With reference to the above, I am to inform that

1. Change of Research Guide from (Rtd), of English St. Xavier's College Assistant Professor, Dept of English

2. Change of Research Centre from Mangers.

Tirunelyeli to Sadakathulla Appa College College.

3. Inclusion of Co-Guide Dr.S. Mahame ()-100 or 2000 English, Sadakethulla Appa College, 100 or 2000

Copy to

- Dr.K.Shanmuga Sundararaj.
 Assistant Professor, Dept of English.
 Govt. Arts & Science College.Key Hatti
- Dr. S. John Peter Joseph, Associate Projection
 St. Xavier's College, Palayamkottar
- 3. Dr.S Mohamed Haneef, Asst Professor & Dept. of English, Sadakathulla Appa Co
- 4 Professor & Head I/c , Dept. of English, 5. Principal, Sadakathulla Appa College,

HE YUNIANIAM BUNDARANAR UNIVERSITE CENTRE FOR RESEARCH

TENT HARATTI. TTRIMELVELT - 627.012, TAMBRIADII, INDIA

CHITHAMARAT KANNAN

Ray sed Ph.D., Programme Commencement Order

G. T. Defrarel Magar, Thirtagelluver Street Fernmalouram
Famil Nativ. Thirtagelres, Pincode - 627007 :
Moose No. : 8610378372, Email 10 : sanifath-shines-Gyahoo-com

Subs Kegli tration for doing Ph.D., programme - Date of Commencement of Re Intimation - Reg

Ref: Counseling attended by the condidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Name of the Scholar

: FATHIMA SANJEETHA M

Registration No.

: 17211194012004

Discipline

: English

Gender

: Female

Social Category (Community) -

BCM

Nationality

: INDIAN

PWD Status

: Not Applicable

Admission Based On 8.

: M.Phil

Name of the Supervisor

: DR S MOHAMED HANEEF

10. Name of the Co-Supervisor

1 NIL

11. Mode

: FULL TIME

12. Research Centre

: Sadakathullah Appa College, Tirunelvell.

13. Date of Commencement

: 10.08.2017

14. Proposed Title

: FORMATION OF IDENTTY THROUGH DREAMS AND CULINARY SKILLS - A COMPARATIVE STUDY OF THE SELECT NOVELS OF CHITRA BANERJEE DIVAKARUNI AND PREETHI NAIR

15. Doctoral Committee

Members Details

1. DR K HEMA

Asst Prof of Eglish, S A College, Tirunelvell.

Mobile No.: 9486379448, Email ID:

hemaselvan11@gmail.com

2. DR P KOLAPPADHAS

Asso Prof of English, S T Hindu College, Nagercoll.

Mobile No. : 9443104725; Email ID :

p.kolappadhas@gmail.com

SUPOT

K. az DIRECTOR

Figure 2 0462 + 2333741, 2338721, 9457999692, 9487907000, FAX: 2322973, Website : msuniv.ac.in Date of Communicament order abready issued Shall be howlest as concelled.

Issignatini sas sho?RaeiRegispotionNov202226



MANONMARIAM SUNDANAR CONTYREST

ABISHEKAPATTI, TIRUMBLVELI - 127 012, TAPITLMADU, INDIA



DR. R. SENTHAMARAS KANNAN DIMICTOR

A S MOHAPEO HANEER indictorionali Appa College Informati Aspar

ber) Nedar Microsteid, Pincoda - 827011 Mali No.) Sedas17314 Mali ID : mhanesactigmalkoso

DC Member 1 : DR K HENA Alst Prof of Eglish, S.A College, Tirunelves.

Co-Quide

DE Member 3 1 DR P KOLAPADHAS Asso Prof of English, 5 7 Hindu College, Regeroni-

The Principal, Sadakathullah Appa College, Tirunelvell.

Instructions

- * All communication (letter) to this traversity should be forwarded by Supervisor / Co-Supervisor (Wherever applicable)
- * Candidates with M.Phil., qualification should earn 5 checks in the following options: 7 course works of 4 credits each (or) one county work of 4 credits and 1 mini project of 4 credits:
- Research Centre Fee of Rai 2400/+ (per annum) to be paid to the Research Centre
- Fee of Rs. 5000/- for every sitting of Doctores Committee meeting should be paid to the University before the conduct of every meeting
- TA / DA payable to the Dectoral Committee member by the Scholar/Supervisor/Co-Supervisor is to add for II AC Reliway fare and altitud fee of Rs. 500/- and refreshment / contingency cost of Rs. 500/- (Bills to be submitted) which will be reimbersed on submission of tills.
- You should pay the Research fee of Rs. \$000 /- per annum on or before June 30th of every year till the submission of thesis to the University through Demend Oraft drawn in favour of "The Registrar Handmanians Sundaraner University", payable at Tirunelvell issued by any nationalised bank or through chellan in Indian Bank, M.S. University branch or through challan in state bank of India, Power Jothi account to MSU A/c 32/73806944.
- For full-time scholars with M. Thil. qualification minimum period of the programme is 2 years and for PG helders 3 years.
 - for part time strates with M.Phil. qualification minimum period is 3 years and for PG holders 4 years. The snacemum period for all scholars to 5 years.
- It is also informed that the entire duration of the Ph.D., Rosearch work is governed by the Ph.D., Regulations of 01.07,7016.
- in of functions of Doctoral Committee refer revised Ph.D., Research Guidelines or a f Dr. 679. 2016 under the Head Doctoral committee(1.7)



CENTRE FOR RESEARCH





DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/R1/JUNE2017

Ph.D., Programme Commencement Order

Date: August 10, 2017

To.

KRISHNAVENI V

64, Salai street, Vannarapettai

Tamil Nadu, Thirunelveli, Pincode - 627001

Mobile No.: 9994870758, Email ID: krishnaveniganesh6@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Name of the Scholar

: KRISHNAVENI V

Registration No. 2.

: 17211194012009

Discipline 3.

: English

Gender 4.

: Female

Social Category (Community)

: SC

: Indian

Nationality 6.

: Not Applicable

PWD Status 7. Admission Based On

: M.Phil

8. Name of the Supervisor

: Dr S Mohamed Haneef

10. Name of the Co-Supervisor

: Nil

11. Mode

9.

: FULL TIME

12. Research Centre

: Sadakathullah Appa College, Tirunelveli.

13. Date of Commencement

: 10.08.2017

14. Proposed Title

: FROM ISOLATION TO ASSIMILATION : A STUDY OF THE SELECT NOVELS OF MANJU KAPUR

15. Doctoral Commmittee Members Details

: 1. DR K HEMA

Assistant Professor, English, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli - 11.

Mobile No.: 9486379448, Email ID:

hemaselvan11@gmail.com

2. DR S ALEXANDER

Associate Professor and Head, English, Government Arts College, Karur - 639 005.

Mobile No.: 9944356228, Email ID: alexjense01@gmail.com



CENTRE FOR RESEARCH



ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

DR. K. SENTHAMARAI KANNAN DIRECTOR

Copy to:

Guide: Co-Guide : Dr S Mohamed Haneef Department of English NIL Sadakathullah Appa College NIL Tamil Nadu NIL Thirunelveli, Pincode - 627011 Tamil Nadu, Thirunelveli Mobile No.: 9488917318 Pincode - 627011 Email ID: mhaneesac@gmail.com Mobile No. : Email ID: DC Member 1: DC Member 2: DR K HEMA DR S ALEXANDER Assistant Professor, English, Sadakathullah Appa Associate Professor and Head, English, Government College, Rahmath Nagar, Tirunelveli - 11. Arts College, Karur - 639 005. The Principal, Sadakathullah Appa College, Tirunelveli.

Instructions

- All communication (letter) to this University should be forwarded by Supervisor / Co-Supervisor (wherever applicable)
- Candidates with M.Phil., qualification should earn 8 credits in the following options: 2 course works of 4 credits each (or) one course work of 4 credits and 1 mini project of 4 credits
- Research Centre Fee of Rs. 2400/- (per annum) to be paid to the Research Centre
- Fee of Rs. 5000/- for every sitting of Doctoral Committee meeting should be paid to the University before the conduct of every meeting
- TA / DA payable to the Doctoral Committee member by the Scholar/Supervisor/Co-Supervisor is to and fro II AC Railway fare and sitting fee of Rs. 500/- and refreshment / contingency cost of Rs.500/- (Bills to be submitted) which will be reimbursed on submission of bills.
- You should pay the Research fee of Rs. 9000 /- per annum on or before June 30th of every year till the submission of thesis to the University through Demand Draft drawn in favour of "The Registrar Manonmaniam Sundaranar University", payable at Tirunelveli issued by any nationalised bank or through challan in Indian Bank. M.S University branch or through challan in state bank of India, Power Jothi account to MSU A/c 32723606944.
- For full-time scholars with M.Phil. qualification minimum period of the programme is 2 years and for PG holders 3 years.
- For part-time scholars with M.Phil. qualification minimum period is 3 years and for PG holders 4 years. The maximum period for all scholars is 6 years.
- It is also informed that the entire duration of the Ph.D., Research work is governed by the Ph.D., Regulations of 01.07.2016.
- For Details of functions of Doctoral Committee refer revised Ph.D., Research Guidelines w.e.f 01.07.2016 under the Head Doctoral committee(1.7)

Phone: 0462 - 2333741, 2338721, 9487999692, 9487907000, FAX: 2322973, Website: msuniv.ac.in



CENTRE FOR RESEARCH



ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/R1/JUNE2017

Date: August 10, 2017

Ph.D., Programme Commencement Order

BENAZIR NUZRATH M

48C, 7TH Street, Rahamath Nagar

Tamil Nadu, Thirunelveli, Pincode - 627011

Mobile No.: 9791597251, Email ID: nuzrath2012@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

: BENAZIR NUZRATH M Name of the Scholar

: 17221194012003 Registration No. 2.

: English Discipline

: Female Gender 4.

: BC Social Category (Community) 5.

: INDIAN Nationality 6.

: Not Applicable **PWD Status** 7.

: M.Phil Admission Based On 8.

: MOHAMED HANEEF S 9. Name of the Supervisor

: Nil 10. Name of the Co-Supervisor

: PART TIME INTERNAL

11. Mode

: Sadakathullah Appa College, Tirunelveli. 12. Research Centre

: 10.08.2017 13. Date of Commencement

: EFFECTIVE USE OF NEWSPAPERS IN AN ESL CLASSROOM OF 14. Proposed Title

MIXED ABILITY STUDENTS

: 1. DR KANNA MUTHIAH 15. Doctoral Commmittee Assistant Professor of English, Sadakthaullah Appa College, Members Details Tirunelveli.

Mobile No.: 9629245342, Email ID: NIL

2. DR M SHAJAHAN SAIT

Assistant Professor of English , Jamal Mohamed College, Trichy

Mobile No.: 9894140583, Email ID: NIL

SUPDT



CENTRE FOR RESEARCH



ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

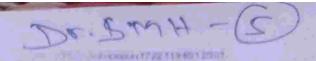
DR. K. SENTHAMARAI KANNAN DIRECTOR

Copy to:

Guide :	Co-Guide :			
MOHAMED HANEEF S	NIL			
Department of English				
Sadakthaullah Appa College				
Tamil Nadu	1 2 2 2 2 1 2 2 3 2 3 3 3 3 3 3 3 3 3 3			
Thirunelveli, Pincode - 627011				
Mobile No.: 9488917318	Pincode -			
Email ID: mhaneessac@gamil.com	Mobile No. :			
	Email ID :			
DC Member 1 :	DC Member 2:			
DR KANNA MUTHIAH	DR M SHAJAHAN SAIT			
Assistant Professor of English, Sadakthaullah Appa	Assistant Professor of English , Jamal Mohamed			
College, Tirunelveli.	College, Trichy			
The Principal, Sadakathullah Appa College, Tirunelveli.				

Instructions

- All communication (letter) to this University should be forwarded by Supervisor / Co-Supervisor (wherever applicable)
- Candidates with M.Phil., qualification should earn 8 credits in the following options: 2 course works of 4 credits each (or) one course work of 4 credits and 1 mini project of 4 credits
- Research Centre Fee of Rs. 3000/- (per annum) to be paid to the Research Centre
- Fee of Rs. 5000/- for every sitting of Doctoral Committee meeting should be paid to the University before the conduct of every meeting
- TA / DA payable to the Doctoral Committee member by the Scholar/Supervisor/Co-Supervisor is to and fro II AC Railway fare and sitting fee of Rs. 500/- and refreshment / contingency cost of Rs.500/- (Bills to be submitted) which will be reimbursed on submission of bills.
- You should pay the Research fee of Rs. 11000 /- per annum on or before June 30th of every year till the submission of thesis to the University through Demand Draft drawn in favour of "The Registrar Manonmaniam Sundaranar University", payable at Tirunelveli issued by any nationalised bank or through challan in Indian Bank. M.S University branch or through challan in state bank of India, Power Jothi account to MSU A/c 32723606944.
- For full-time scholars with M.Phil. qualification minimum period of the programme is 2 years and for PG holders 3 years.
- For part-time scholars with M.Phil. qualification minimum period is 3 years and for PG holders 4 years. The maximum period for all scholars is 6 years.
- It is also informed that the entire duration of the Ph.D., Research work is governed by the Ph.D., Regulations of 01.07.2016.
- For Details of functions of Doctoral Committee refer revised Ph.D., Research Guidelines w.e.f 01.07.2016 under the Head Doctoral committee(1.7)



E OR RESEARCH



Ditter Time

Date : August 10, 2017 - In the Present ime Commencement Order #100 gmail.com 1. D. Distriction - Date of Commencement of Research work are provided wegistered for Ph.D., Programme as detailed below: A THE PROPERTY OF THE PROPERTY JAIMINE 119 012001 Ar rippli abje I LUM HANEEFS 10 ' '0'' THE THE INTERNAL : att tab Appa College, Tirunelveli. 10,08,2019 IL AFER MENTAL STUDY OF TEACHING LANGUAGE SKILLS 14. 1 205 THE THE BIOGRAPHIES LINE EYA SUNDARA RAJ 15. L Kore-Professor, English, St. John's College, Palayamkottal, 7 mbbs run- eli. obile 126. : 9994192448, Email ID :

mile: sundar@gmail.com

and Professor, English, Sn Meenakshi Govt College for

Fig. 1: 9994574190, Empil ID : soumla1970@gmail.com

I R SI MIA

. um. Madoral.



CENTRE FOR RESEARCH





Date: August 10, 2017

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/R1/JUNE2017

Ph.D., Programme Commencement Order

To

BALAMURUGAN.R Door No 5-302, Main road Maviliyouthu

Tamil Nadu, Thirunelveli, Pincode - 627953

Mobile No.: 9095911407, Email ID: bala0332@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

: BALAMURUGAN.R Name of the Scholar

: 17221194011002 2. Registration No.

: English 3. Discipline

: Male Gender 4.

Social Category (Community) : SC

: INDIAN Nationality 6.

: Not Applicable **PWD Status** 7.

: M.Phil Admission Based On 8.

: Dr K Shanmuga Sundara Raj Name of the Supervisor 9.

10. Name of the Co-Supervisor

: PART TIME INTERNAL 11. Mode

: Sadakathullah Appa College, Tirunelveli. 12. Research Centre

: 10.08.2017 13. Date of Commencement

: THE SUBJUGATION OF SELF A COMPARATIVE STUDY ON 14. Proposed Title

SELECTED NOVELS OF TONI MORRISON AND BAMA

: Dr S Mohamed Haneef

: 1. DR KANNA MUTHIAH 15. Doctoral Commmittee Members Details

ASSISTANT PROFESSOR, ENGLISH, SADAKATHULLAH APPA COLLEGE, TIRUNELVELI

Mobile No.: 9629245342, Email ID: kanna25naga@yahoo.com

2. DR ABDUL MOHAMMEDALI JINNAH

ASSOCIATE PROFESSOR, ENGLISH, JAMAL MOHAMED

COLLEGE, THIRUCHIRAPPALI Mobile No.: 7708438450, Email ID: abdul.m.jinnah@gmail.com

DIRECTOR

Phone: 0462 - 2333741, 2338721, 9487999692, 9487907000, FAX: 2322973, Website: msuniv.ac.in



CENTRE FOR RESEARCH





DR. K. SENTHAMARAI KANNAN DIRECTOR

Copy to:

Guide: Dr K Shanmuga Sundara Rai Department of English

Govt Arts and Science College Kovilpatti

Tamil Nadu

Thoothukudi, Pincode - 628503 Mobile No.: 8903426664

Email ID: drckssraj@gmail.com

DC Member 1:

DR KANNA MUTHIAH

ASSISTANT PROFESSOR, ENGLISH, SADAKATHULLAH ASSOCIATE PROFESSOR, ENGLISH, JAMAL

APPA COLLEGE, TIRUNELVELI

Co-Guide:

Dr S Mohamed Haneef Department of English

Sadakathullah Appa College, Tirunelveli

Tamil Nadu, Thirunelveli Pincode - 627011

Mobile No.: 9488917318

Email ID: mhaneesac@gmail.com

DC Member 2:

DR ABDUL MOHAMMEDALI JINNAH

MOHAMED COLLEGE, THIRUCHIRAPPALI

The Principal, Sadakathullah Appa College, Tirunelveli.

Instructions

- All communication (letter) to this University should be forwarded by Supervisor / Co-Supervisor (wherever applicable)
- Candidates with M.Phil., qualification should earn 8 credits in the following options: 2 course works of 4 credits each (or) one course work of 4 credits and 1 mini project of 4 credits
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- Fee of Rs. 5000/- for every sitting of Doctoral Committee meeting should be paid to the University before the conduct of every meeting
- TA / DA payable to the Doctoral Committee member by the Scholar/Supervisor/Co-Supervisor is to and fro II AC Railway fare and sitting fee of Rs. 500/- and refreshment / contingency cost of Rs.500/- (Bills to be submitted) which will be reimbursed on submission of bills.
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- For part-time scholars with M.Phil. qualification minimum period is 3 years and for PG holders 4 years. The maximum period for all scholars is 6 years.
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- For Details of functions of Doctoral Committee refer revised Ph.D., Research Guidelines w.e.f 01.07.2016 under the Head Doctoral committee(1.7)



மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம் MANONMANIAM SUNDARANAR UNIVERSITY (ACCREDITED WITH B GRADE BY NAAC)

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF:MSU/RES/R1/REG NO. 12538

ABISHEKAPATTI TIRUNELVELI 627 012

DATED: 12.04.2017

Ph.D Programme Commencement Order

To The Principal, Sadakathullah Appa College, Rahmath Nagar, Tirunelveli.

Sir / Madam

Manonmaniam Sundaranar University - Registration for doing Ph.D. Programme - Date Sub: of Commencement of Research Work - Intimation - Reg.

1. Vice-Chancellor's order dated 08.02.2017. Ref:

2. This office Memo No. MSU/RES/REGN/R1/2017/M.Phil dated 22.02.2017

3. Candidate lefter dated 21.03.2017

In continuation of this office Memo cited under ref.2, Ms. R. Kiruba Arputha Jebamary has been provisionally registered for Ph.D. programme as detailed below:

: 12538 1. Registration No.

: English 2. Discipline

: Dr. K. Hema 3. Name of the Guide

4. Name of the Co-Guide

: PART TIME INTERNAL 5. Mode

: Sadakathullah Appa College, Tirunelveli. 6. Research Centre

: 04.03.2017 7. Date of Commencement

: GYNOCENTRISM IN THE CHRONOLOGICAL 8. Proposed Title

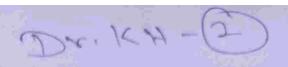
AUTOBIOGRAPHIES OF MAYA ANGELOU

The candidate should pay the Research fee of Rs.5,000/- (Rupees Five Thousand only) per annum on or before 31.03 of every year till the submission of thesis to the University through Demand Draft drawn in favour of "The Registrar, Manonmaniam Sundaranar University", payable at Tirunelveli issued by any Nationalised Bank or through Challan in Indian Bank, M.S. University Branch or through Challan in State Bank of India, Power Jothi Account to MSU A/c. No.32723606944.

It is also informed that the entire duration of the Ph.D. Research work of the candidate is governed by the Ph.D regulations of 1.7.2016.

Yours faithfully

DIRECTOR DIESE





MANONMANIAM SUNDARANAR UNIVERSITY (ACCREDITED WITH 8 GRADE BY NAAC)

DR. K. SENTHAMARAI KANNAN DIRECTOR

ABISHEKAPATTI TIRUNELVELI 627 012 DATED: 12.04,2017

REF:MSU/RES/R1/REG NO. 12544

Ph.D Programme Commencement Order

The Principal. Sadakathullah Appa College, Rahmath Nagar, TiruneNeü.

Sir / Madam

Manonmaniam Sundaranar University - Registration for doing Ph.D. Programme - Date Sub: of Commencement of Research Work - Infirmation - Reg.

1. Vice-Chancellor's order dated 08.02.2017. Ref

2. This office Mgmo No. MSU/RES/REGN/R1/2017/M.Phil dated 22.02.2017

3. Candidate letter dated 15.03.2017

In continuation of this office Memo cited under ref.2, Ms. M. Jebamatar Fraeda has been provisionally registered for Ph.D. programme as detailed below:

: 12544 1. Registration No. : English 2. Discipline : Dr. K. Homa 3. Name of the Guide

4. Name of the Co-Guide

: PART TIME INTERNAL

5. Mode : Sadakathullah Appa Colloge, Tirunelvell.

6. Research Centre : 07.03.2017

7. Date of Commencement : GJUPOPE AS A TRANSLATOR WITH SPECIAL 8. Proposed Title

REFERENCE TO HIS SELECT WORKS FROM TAMIL INTO

ENGLISH

The candidate should pay the Research fee of Rs.5,000/- (Rupees Five Thousand only) per annum on or before 31.03 of every year till the submission of thesis to the University through Demand Draft drawn in favour of "The Registrar, Manonmaniam Sundaranar University", payable at Tirunelveli issued by any Nationalised Bank or through Challan in Indian Bank, M.S. University Branch or through Challan in State Bank of India, Power Jothi Account to MSU A/c. No.32723606944.

It is also informed that the entire duration of the Ph.D. Research work of the candidate is governed by the Ph.D regulations of 1,7,2016.

Yours faithfully

Dr. KH-(3)



MANONMANIAM SUNDARANAR UNIVERSITY (ACCREDITED WITH B GRADE BY NAAC)

DR. K. SEMTHAMARAI KANNAN DIRECTOR ABISHEKAPATTI TIRUNELVELI 627 012

REF: MSU/RES/R1/REG NO. 12542

DATED: 12.04,2017

Ph.D Programme Commencement Order

To The Principal, Sadakathuliah Appa College, Rahmath Nagar, Tirunelveli,

Sir / Madam

Sub: Manonmaniam Sundaranar University – Registration for doing Ph.D. Programme – Date of Commencement of Research Work – Intimation – Reg.

Ref. 1. Vice-Chancellor's order dated 08.02.2017.

2. This office Memo No. MSU/RES/REGN/R1/2017/M. Phil (DD&CE) dated 22.02.2017

3. Candidate letter dated 15.03.2017

In continuation of this office Memo cited under ref.2, Ms. S. Viji has been provisionally registered for Ph.D. programme as detailed below:

1. Registration No.

: 12542

2. Discipline

: English

3. Name of the Guide

: Dr. K. Hema

4. Name of the Co-Guide

- :----

5. Mode

: PART TIME INTERNAL

6. Rosearch Centre

: Sadakathullah Appa College, Tirunelveli.

7. Date of Commencement

: 14.03.2017

8. Proposed Title

: ESTRANGEMANT: A CONSTANT MALADY AFFLICTING
THE LIFE TRAJECTORY OF AFRICAN AMERICAN WOMEN
WITH SPECIAL REFERENCE TO THE SELECT NOVELS OF

TERRY MCMILLAN

The candidate should pay the Research fee of Rs.5,000/- (Rupees Five Thousand only) per annum on or before 31.03 of every year till the submission of thesis to the University through Demand Draft drawn in favour of "The Registrar, Manonmaniam Sundaranar University", payable at Tirunelveli issued by any Nationalised Bank or through Challan in Indian Bank, M.S. University Branch or through Challan in State Bank of India, Power Jothi Account to MSU A/c. No.32723606944.

It is also informed that the entire duration of the Ph.D. Research work of the candidate is governed by the Ph.D regulations of 1,7,2016.

Yours faithfully

DIRECTOR

8729/2017

MID I PHO Adminion 12211154512005



MANONMANIAM SUNDARANAR UNIVERSITY CENTRE FOR RESEARCH ABISHEKAPATTI, TIRUNELVELI = 627 012, TAMILNADU, INDIA



DR. K. SENTHAMARAI KANNAN DIRECTOR

REF : MSU/RES/R1/JUNE2017

Date : August 10, 2017

Ph.D., Programme Commencement Order

SUMATHY M 48A, Sudalalmedan Koll Street, Turnelveli Town Ternil Nadu, Thirunelvelt, Pincade - 627006 Mobile No. : 9952485854, Emoli ID : msg2sume@gmail.com

Sit/Hadam,

Subt Registration for doing Ph.D., programme - Date of Commencement of Research work -Intimation - Reg

Ref: Counseling attended by the candidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Stame of the Scholar

: SUMATHY N

Registration No.

: 17211194012000

3. Descipline

: English

Centler

: Female

Social Category (Community)

Nationality

* Indian

PWD Status

: Not Applicable

8. Admission Based On

* M.Phil

9. Name of the Supervisor

: DR K SHANMUGA SUMDARA RAJ

10. Name of the Co-Supervisor

: DY K HEMA

11. Mode

: FUTE TIME

12. Research Centre

: Sadakothullah Appn College, Tirunelveli.

13. Date of Commencement

: ID.08.2017 U

14. Proposed Title

: SLAVERY, CRUELLY, AND THE RISE OF HUMANITARIANTSM IN SLAVE WARRATTYES

15. Doctoral Constantitee Hombers Dotails

: 1. DR KANNA HUTI IIAH

Assistant Professor & Research Head, Department of English, Sadakathulish Appa College, Tirunelvell

Hobile No.: 9629245342, Email ID: kanna25naga@yahoo.co.in

Z. DR R JEYASUNDARAJ

Associate Professor, Department of English, St. John's College, Tirunelveli

Mobile No.: 9994192448, Email ID; rajjayusundar@ganail.com

DIRECTOR



REF : NE

LUNDARANAR UNIVERSI

Livide by SIANT, (sed Cycle)

IL LOR RESEARCH -

TOTAL - 62 / 012, PAMILNADO, INDIA

DR. K. DIRECT

Date : August 30, 2019

minig Communicement Order

THAT PALAYAMKOTTAL

To

51, Thu

Sir/Macu

or doin

Ref: Cour ttended pro an auto a Date of Commencement of Research work

Land of the for July 2019 session.

province they registered for Ph.D., Programme as detailed below: With refer liove, ye

Name of Registra

Disciplin

Gender / Comm

Nationality PWD Status

Admission Base Dn / Mod Research Centi

Name of the Summissor with Address

CHAIS BY MIVETHA 19211194012018

Eng is

Female / BC

INC!AN

Not Applicable

PG / FULL TIME

Sacakathullah Appa College, Tirunelveli.

Dr. K. Huma,

NIL

Department of English, Sadakathullah Appa College (Autonomous),

Palayamkottai, Tirunelveli, 627011

Mobile No.: 9486379448, Email ID: hemaselvan11@gmail.com

Name of the Co-Lubervisor with Address

Doctoral Committee Mem.

1. DR S MOHAMED HANEEF, Assistant Professor, Department of English,

Sadakathullah Appa College, Tirunelveli - 627011 Mabila No. : 9488917318, Email ID : mhaneesac@gmail.com

2. DR R JEYA SUNDARARAJ, Associate Professor, Department of English, St. John's College, Tirunelveli - 627011

Mobile No.: 9994192448, Email ID: rajjayasundar@gmail.com

Proposed Title

The Colonial Discourse and The Imperial Gaze: Herman Melville's 'Typee' and loser h Conrad's 'Heart of Darkness'

30.08.2019

Date of Commo

ASSISTANT

HOP, IT ENDENT

STEAT LEGISTRAN

Copy To : Supervis

Co-Super

(II applicable) / Research Centre / Doctoral Committee Members



MANONMANIAM SUNDARANAR UT

Reaccredited with 'A' Grade by NAAC (3rd Cycle)

CENTRE FOR RESEARCH ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILHADU,

Phone: 0462 - 2333741, 9487907000, Intercom: 2563073, Mail: climas Similarity at



DR. C. KANNAN DIRECTOR

REF: MSU/RES/Admn/January 2021 Session

October 97, 202

Ph.D., Programme Commencement Ordet

M ZEENATH FACKIRAL BANU Plot No 60, MKM BANU NAGAR, PALAYAM CHETTIKULAM, TIRUNELVELI Thirunelveli, Tamil Nadu, Pincode - 627353

Mobile No.: 7601085392, Email ID: banuilliyas@gmail.com



Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research

Ref: Counselling attended by the candidate for January 2021 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as details a velow a

Name of the Scholar	M ZEENATH FACKIRAL BANU
Registration No.	21121194012005
Discipline	English
Inter Disciplinary Detail	Translation Studies
Gender & Community	Female & BCM
Nationality	INDIAN
PWD Status	Not Applicable
Admission Based On & Mode	M.Phil & PART TIME
Research Centre	Sadakathullah Appa College (Autonomous), Tirunelvek
Name of the Supervisor with Address	Dr. K. Hema, Assistant Professor Department of English, Sadakathullah Appa College (Astonomous), Polayamkottai,
	Tirunelveli, 627011 Mobile No.: 9486379448, Email ID: hemaselvan11 mail.com
Name of the Co-Supervisor with Address	NIL
Doctoral Committee Members	1. DR S MOHAMED HANEEF, Assistant Professor Paparlment of Laglish, Sadakathullah Appa College, Rahmath Nagura Budiyeli- 627017 Mobile No.: 9488917318, Email ID: mhanuesa Budiyeli- 627017
	2. DR LIZIE WILLIAMS, Assistant Professor, Department of English 11 Xaviors College, Palayamkottai- 627002. Mobile No.: 9444192024, Email ID : lizie williams - 2 go tol.com
Proposed Title	Feasibility of Translating Poetry from Land to Co. Let 12 etc., see to Works Belonging to Three Different Periods
Date of Commencement	12.10.2021



Instructions

All communication to this University should be forwarded by Supervisor ? Ca

ever applicable.

Candidates with M.Phil., qualification should earn10 credits in the foreign each (or) 1 course work of 4 credits and 1 mini project of 4 credits 1 1 cor Publication Ethics) of 2 credits

-91 2 read works of 4 credits ry cours work (Research and

If the Scholar selects University Departments as the Research Court, should be the Indian on completion of every year from date of registration till submission of thesis the penalty will be levied after one month.

handan to be University. If not,

Mode	Discipline	Research Control ferr
Full-Time	Arts	
Scie	Science	13
Part-Time	Arts	
	Science	2 4 4 4

foll fee her annum on If the Scholar selects Affiliated Colleges as the Research Central annual I completion of every year from date of registration till submission of the sus-

Mode	Discipline	Annual Research Fee to the University through online not paid, penalty will be levied after one minus	, if fee	angal Fesearch Fee to the Culleges
	Arts	9000		
Full-Time	Science	12000		2000
	Arts	11000	-	500
Part-Time	Science	14000		7000

- 3 Doctoral Committee meetings should be conducted.
- First Doctoral Committee meeting should be convened within two weeks free and at a strate of the strate of
- The Fee for each Doctoral Committee Meeting is Rs. 5,000/-.
- On completion of every meeting, upload the minutes in the website along we see of Rs. 200/-. The remaining fee of Rs. 2,000/- should be paid to the respective colleges towards removed from the Dectard Committee members.
- For offline Doctoral Committee Meeting, T.A. (to and fro II AC Railway farm has to be paid to the Doctoral Committee members by the College.
- For online Doctoral Committee Meeting only sitting fee of Rs.500/- has to anid to pack Doctoral Committee Members by the College.
- For Full-Time scholars with M.Phil. Qualification, minimum period of the Plant pranting 2 years and for P.G. holders 3 years..
- For Part-Time scholars with M.Phil. Qualification, minimum period of the Physical Physical Physics and For P.G. holders 4 years.
- The maximum period of 2 years will be permitted apart from the minimum to
- For Details of functions of Doctoral Committee refer Research Control of the Cont Committee(1.6) - Regulations dated 01.07.2016.
 - The entire duration of the Ph.D., Research work is governed by the Pl. 7., I ns da ... 11, 11 1016.



MANONMANIAM SUNDARANAR UN

Rescuredized with 'A' Grade by NAAC (3rd Cycle)

CENTRE FOR RESEARCH

ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

Priorie: 0462 - 2333741, 9487907000, Intercorn: 2563073, Mail: chrosultimosaiv.ac.in, sets: no



DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/Admn/July 2019

Date: July 17, 2019

Ph.D., Programme Commencement Order

To

LALITHA M 59, Perumai Sannathi St, Thimmarajapuram , Palayamkottai Thirunelveli, Tamil Nadu, Pincode - 627353 Mobile No.: 9786970658, Email ID: lalitha23179@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below :

Name of the Scholar	LALITHA M
Registration No.	19221194012010
Discipline /	English
Gender / Community /	Female / OC
Nationality	Indian
PWD Status	Not Applicable
Admission Based On / Mode	M.Phil / PARTTIME
Research Centre	Sadakathullah Appa College, Tirunelveli.
Name of the Supervisor with Address	Dr. Yunush Ahamed Mohamed Sherif, Assistant Professor Department of English, Sadakathullah Appa College (Autonomous), Palayamkottai, Tirunelveli, 627011 Mobile No.: 9985085910, Email ID: yams.s.p@gmail.com
Name of the Co-Supervisor with Address	NIL
Doctoral Committee Members	1. DR S MOHAMED HANEEF, ASST. PROF. IN ENGLISH, SADAKATHULLAH APPA COLLEGE, TIRUNELVELI Mobile No.: 9488917318, Email ID: mhaneesac@gmail.com
	2. DR R SELVI, ASSO. PROF. IN ENGLISH, SARAH TUCKER COLLEGE, TIRUNELVELI Mobile No.: 9842172094, Email ID: selvi_arul09@yahoo.com
Proposed Vitle	Life in a Decentered Universe A Study of Select Indian Novels from a Postmodern Perspective
Date of Commencement	17.07.2019



ASSISTANT SUPERINTENDENT

ASSISTANT REGISTRAR

Co-Supervisor (if applicable) / Research Centre / Doctoral Committee Members



MANONMANIAM SUNDARANAR UNIVERSITY

Reaccredited with 'A' Grade by NAAC (3rd Cycle)

CENTRE FOR RESEARCH

ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

Phone: 0462 - 2333741, 9487907000, Intercom: 2563073, Mail: cfrmsu@msuniv.ac.in, web: msuriv.ac.in



DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/Admn/July 2019

Date : July 16, 2019

Ph.D., Programme Commencement Order

To

P MOHAIDEEN FATHIMA DOOR NO 533, 28TH STREET, SHANTHI NAGAR Thirunelveli, Tamil Nadu, Pincode - 627002

Mobile No.: 9842679604, Email ID: hasham26.ss@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below :

Name of the Scholar	P MOHAIDEEN FATHIMA
Registration No.	19211194012009
Discipline	English
Inter Disciplinary Detail	Nil
Gender / Community	Female / BCM
Nationality	Indian
PWD Status	Not Applicable
Admission Based On / Mode	M.Phil / FULL TIME
Research Centre	Sadakathullah Appa College, Tirunelveli.
Name of the Supervisor with Address	Dr. Yunush Ahamed Mohamed Sherif, Assistant Professor Department of English, Sadakathullah Appa College (Autonomous), Palayamkottai, Tirunelveli, 627011 Mobile No.: 9985085910, Email ID: yams.s.p@gmail.com
Name of the Co-Supervisor with Address	NIL
Doctoral Commmittee Members	DR S MOHAMED HANEEF, Assistant Professor and Head, Dept of English, Sadakathullah Appa college, Rahmath Nagar, Tirunelveli Mobile No.: 9488917318, Email ID: mhaneesac@gmail.com
	2. DR R SELVI, Associate professor, Dept of English, Sarah Tucker College, Tirunelveli Mobile No.: 9842172094, Email ID:: selvi-arul09@yahoo.com
Proposed Title	ISSUES IN TRANSLATING SELECT CONTEMPORARY TAMIL NOVELS INTO ENGLISH
Date of Commencement	16.07.2019



15

DIRECTOR

ASSISTANT SUPERINTENDENT ASSISTANT REGISTRAR



MANONMANIAM SUNDARANAR UNIVERSITY

Reaccredited with 'A' Grade by NAAC (3rd Cycle)

CENTRE FOR RESEARCH

ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA
Phone: 0462 - 2333741, 9487907000, Intercom: 2563073, Mail: cfrmsu 8msuhlv.ac.ln; web: msuniv.ac.in



Date : August 28, 2019

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/Admn/July 2019

Ph.D., Programme Commencement Order

To

P ABUBAKKAR SITHIQUE 225D 57, Abdul Kalam Nagar, Second Cross Street, Kalakodi Street, Tenkasi Thirunelveli, Tamil Nadu, Pincode - 627811

Mobile No.: 9677919499, Email ID: abubakkar33@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Name of the Scholar	P ABUBAKKAR SITHIQUE
Registration No.	19211194011017
Discipline	English
Gender / Community	Male / BCM
Nationality	INDIAN
PWD Status	Not Applicable
Admission Based On / Mode	PG / FULL TIME
Research Centre	Sadakathullah Appa College, Tirunelveli.
Name of the Supervisor with Address	Dr. Yunush Ahamed Mohamed Sherif, Department of English, Sadakathullah Appa College (Autonomous), Palayamkottai, Tirunelveli, 627011 Mobile No.: 9985085910, Email ID: yams.s.p@gmail.com
Name of the Co-Supervisor with Address	NIL
Doctoral Commmittee Members	1. DR S MOHAMED HANEEF, Assistant Professor, Department of English, Sadakathullah Appa College, Tirunelveli-11 Mobile No.: 9488917318, Email ID: mhaneesac@gmail.com
	2. DR R VASUHI, Assistant Professor, Department of English, Manonmaniam Sundaranar University, Tirunelveli 627012 Mobile No.: 8870019491, Email ID: rvasuhi@gmail.com
Proposed Title	Minimalism and Maximalism in the comic strips of 'Calvin and Hobbes' by Bill Watterson
Date of Commencement	28.08.2019
Date of Confinencement	

ASSISTANT

SUPERINTENDENT

ASSISTANT REGISTRAR

K- SE-DIRECTOR 8/2019



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Ph.D., Programme Commencement Order

ABISHEKAPATTI, TIRUNELVELI - 627 012 TAMILNADU, INDIA Physics 0462 PXYSTS sign 790 7000 Extension 256 8517 Mar. In young neglect at the



DR. K. SENTHAMARAI KANNAN DIRECTOR

REF : MSU/RES/Admn/July 2019

Date: July 16, 2019

To

S O KATHEEJA FAZIELA NEW NO 102, OLD NO-12, CROSS STREET, KAYALPATNAM Thootriskudi, Tam i Nedu, Pincode - 628204 Mobile No. 8754604878, Email ID katheejafazeela21@gmail.com

Sir Madam.

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work intimation Reg

Ref. Counseling attended by the candidate for July 2019 session.

It is bireference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

S O KATHEEJA FAZEELA Name of the Scholar 19221194012011 Registration No. English Disciplina Female / BCM Gender / Community INDIAN Nationality Not Applicable PWD Status PG / PART TIME Admission Based On / Mode Sadakathullah Appa College Tirunelva Research Centre Dr. Yunush Ahamed Mohamed Sherif, Assistant Professor Department of English, Sadakathullah Appa College (Autonomous). Name of the Supervisor with Address Palayamkottai Tiruneiveli 627011 Mobile No. 9985085910 Email ID yams s.p.g.gmail.con Name of the Co-Supervisor NIL with Address 1. DR S MOHAMED HANEEF, ASST PROF. IN ENGLISH, Doctoral Commmittee Members SADAKATHULLAH APPA COLLEGE, TIRUNELVELI Mobile No. 9488917318, Email ID mhaneesac@gmail.com 2. DR R SELVI, ASSO. PROF. IN ENGLISH, SARAH TUCKER COLLEGE, Mobile No. 9842172094, Email ID selvi_aril09@yahoo.com TIRUNELVELI ORIENTAL OUTLOOK IN THE OCCIDENTAL NOVELS OF PICKTHALL Proposed Title 16.07.2019 Date of Commencement

ASSISTANT REGISTRAR

ASSISTANT SUPERINTENDENT Copy To : Supervisor, Co Supervisor (it applicable) / Research Centre / Doctoral Committee Members

פחק מקב וה

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF : MSU/RES/Admn/July 2019

Ph.D. Programme

LAUTHA M

59, Perumai Sannathi St. Thimmarajapuram , Palayamkot Thirunetveli, Tamil Nadu, Pincode - 627353 Mobile No. 3 9786970658, Email ID : Iaitha23179@gmail

Sir/Madam,

Sub: Registration for doing Ph.D., programme -

Intimation - Reg

Ref: Counseling attended by the candidate for July

With reference to the above, you are provisionally regi

Name of the Scholar	LALITHA M
Registration No.	192211940
Discipline	English
Gender / Community	Female / OC
Nationality	Indian
PWD Status	Not Applicable
Admission Based On / Mode	M.Phil / PART
Research Centre	Sadakathulla
Name of the Supervisor	Dr. Yenosh Ah
with Address	Department of
	Palayamkottal, T Mobile No.: 998500
Name of the Co-Supervisor with Address	NIL TE
Doctoral Commmittee Members	1. DR S MOHAL
	SADAKATH
	Mo-He Ho. 11
	2. OR B SELL
	Me Mo No. : 984
Proposed Title	Life in a Decenter Perspective
Date of Commencement	17,07,2015

SUPERINTENDENT

Copy To : Supervisor, Co-Supervisor (if appl table) / Fa

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MANONMANIAM SUNDARANAR UNIVERSIT

Resccredited with 'A' Grade by NAAC (3rd Cycle) CENTRE FOR RESEARCH

ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

Phone: 0462 - 2333741, 9487907000, freercom: 2563073, Mail of mounty ac in, well-mounty ac in



Date : August 28, 2019

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/Admn/July 2019

Ph.D., Programme Commencement Order

To

RAMA SUNDARI 1030 CRESCENT NAGAR, KTC NAGAR, MAHARAJA NAGAR POST Thirunelveli, Tamil Nadu, Pincode - 627011 Mobile No.: 9384262205, Email ID: ganga91m@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work - Intimation - Reg

Ref: Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Name of the Scholar	RAMA SUNDARI
Registration No.	19211194012022
Discipline	English
Gender / Community	Female / OC
Nationality	INDIAN
PWD Status	Not Applicable
Admission Based On / Mode	M.Phil / FULL TIME
Research Centre	Sadakathullah Appa College, Tirunelveli.
Name of the Supervisor with Address	Dr. K. Syed Ali Bhadhusha, Department of English, Sadakathullah Appa College (Autonomous), Palayamkottai, Tirunelveli, 627011 Mobile No.: 9842679604, Email ID: sajisyed08@gmail.com
Name of the Co-Supervisor with Address	NIL
Doctoral Commmittee Members	DR KANNA MUTHAIAH, Assistant Professor, Department of English, Sadakathullah Appa College, Tirunelveli- 627011 Mobile No.: 9629245342, Email ID: kanna25naga@yahoo.co.in
	2. DR S FELICIA GLADYS, Associate Professor, Department of English, Sarh Tucker College, Tirunelveli Mobile No.: 9843441516, Email ID: feliciamanoah@gmail.com
Proposed Title	A STUDY OF MULTIPLE ENGLISH TRANSLATIONS OF KALKIS SIVAGAMIYIN SABHATHAM WITH PARTICULAR FOCUS ON STYLE SYNTAX SEMANTICS AND CULTURE
Date of Commencement	28.08.2019

ASSISTANT REGISTRAR

Copy To : Supervisor, Co-Supervisor (if applicable) / Research Centre / Doctoral Committee Members

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CENTRE FOR RESEARCH

ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

Phone (0462 - 2333741 - 5487907005 Innerown 3563073, Mail: g/mail@mountrac.in, web: massiv.ac.in



Date: August 28, 2019

DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/Admn/July 2019

Ph.D., Programme Commencement Order

To

SABITHA K

1-81 Pillaiyar kovil Street, Sivalarkulam, Alangulam Taluk

Thirunelveli, Tamil Nadu, Pincode - 627853

Mobile No.: 9600611197, Email ID: valliprabakaran@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work - Intimation - Reg

Ref: Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Name of the Scholar	SABITHA K
Registration No.	19211194012023
Discipline	English
Gender / Community	Female / BC
Nationality	INDIAN
PWD Status	Not Applicable
Admission Based On / Mode	M.Phil / FULL TIME
Research Centre	Sadakathullah Appa College, Tirunelveli.
Name of the Supervisor with Address	Dr. K. Syed Ali Bhadhusha, Department of English, Sadakathullah Appa College (Autonomous), Palayamkottai, Tirunelveli, 627011 Mobile No.: 9842679604, Email ID: sajisyed08@gmail.com
Name of the Co-Supervisor with Address	NIL STATE OF THE S
Doctoral Commmittee Members	DR KANNA MUTHAIAH, Assistant Professor, Department of English, Sadakathulla Appa College, Tirunelveli - 627011 Mobile No.: 9629245342, Email ID: kanna25naga@yahoo.co.in
	DR S FELICIA GLADYS, Associate Professor, Department of English, Sarah tucker College, Tirunelveli - 7 Mobile No. : 9843441516, Email ID : feliciamanoah@gmail.com
Proposed Title	Nativism, Provincialism and Fatalism in the select Novels of Anees Salim
2 to of Commoncement	28.08.2019
Date of Commencement	

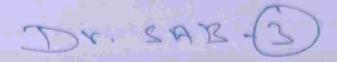
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K-de-DIRECTOR

Copy To: Supervisor, Co-Supervisor (if applicable) / Research Centre / Doctoral Committee Members





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ARCHENAPATTI THERMINELY - 627 CTZ TANDENADA THEAD



DR. R. SETTHAMMAN KANNAN

PREF MELLINES/Admin/July 2019

Sub-Registration for doing Ph.D. programme: Date of Commencement of Research work - Internation - Reg.

Ref. Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D. Programme as detailed below:

Name of the Scholar	AUSTIN RAJA
Registration No	19221194011019
Discipline	English
Gerster / Community	Male / BC
Notionality	Indian
PNVD Status	Not Applicable
Admission Based On / Mode	M PHI / PART TIME
Research Ceritie	Satiskal/fullah Appa College, Tirunelyeli
Name of the Supervisor with Address	Dr. K. Syed All Bhadhusha, Department of English, Sadakathullah Appa College (Autonomous), Palayarnkottai, Tiranelvek, 827011 Makir Nu. 1842/7604 Crist to sangrediks-synak.com
Name of the Co-Supervisor with Address	NL Selection Description
Doctoral Constrnitiee Members	5. DR YUNUSH AHAMED MOHAMED SHERIF, Assistant Professor Department of English, Sadakathallah Appa College, Rahmath nagar- 927011 Absiste No. 1992/0379 10. Ernet ID. years and providence
	DR D JORIM, Assistant Professor, Department of English, ST.Xavier's College, Tiruselveli-027011 Manufacher Season 2004-037284. Enset ID. disentengamen.com
Proposed Title	ETHNOPHILOSOPHICAL REFLECTIONS, ETHOG AND ANTHS AS PORTRAYED IN THE SELECT ADVELS OF EASTERINE RIFE
Date of Correrencement	28 08 2019

Copy To Supervisor, Co Supervisor (if applicable) / Research Centre / Doctoral Committee Members

- All communication (letter) to this University should be forwarded by Supervisor / Co-Supervisor (wherever applicable)



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CENTRE FOR RESEARCH

ABISHI KAPATTI, TIRURFI VFI I - 627 612, TAMBINADO, INDIA



DR. K. SENTHAMARAI KANNAN DIRECTOR

REF : MSU/RES/Admn/January 2020

Ph.D., Programme Communicament Ord

Dute : March 7, 2020

To

HATARA N

18, Gancsapurom Street, 18, Gancsapuram Street, Thirunelvell, Tamil Nadu, Pincode - 627001 Mobile No.: 7708441008, Email ID : hajbul3@gmail.com



Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Ref: Counseling attended by the candidate for January 2020 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below

Name of the Scholar	HAJARA M
Registration No.	20111194012005
Discipline	English
Gender / Community	Female / BCM
Nationality	Indian
PWD Status	Not Applicable
Admission Based On / Mode	M.Phil / FULL TIME
Research Centre	Sadakathullah Appa College, Tiruneivell.
Name of the Supervisor with Address	Syed All Shedhushs K, Assistant Professor Department of English, Sadakathullah Appa College, Rahmatis Nagar, Tirunsiveli., 827011 Sebile No.: 8842678604, Emel D : sajisyed05@gmal.com
Name of the Co-Supervisor with Address	
Doctoral Committee Members	1. DR K HEMA, Assistant Professor, Research Department of English, Sadakathullah Appa College, Ragmath Nagar-627911 Mobile No.: 9486379445, Email ID : hemaselvan11@gmail.com
	2. DR R SELVI, Associate Professor, Department of English, Sarah Tucker College, Trunslyall - 627 807 Nubite No. : 8662(72054, Email ID : askd_prutth@yaheo.com
Proposed Title	A study of Crime and Detection in the selected Novels of Agatha Christie and Physis Dorothy James
Date of Commencement	07,03.2020



ASSISTANT BEGISTRAR



MANONMANIAM SUNDARANAR UNIVERSITY

CENTRE FOR RESEARCH





DR. K. SENTHAMARAI KANNAN DIRECTOR

REF : MSU/RES/R1/JUNE2017

Date : August 10, 2017

Ph.D., Programme Commencement Order

To

KRISHNAVENI V 64, Salai street, Vannarapettai Tamil Nadu, Thirunelveli, Pincode - 627001 Mobile No.: 9994870758, Email ID: krishnaveniganesh6@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -Intimation - Reg

Ref: Counseling attended by the candidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below :

1, Name of the Scholar : KRISHNAVENI V

Registration No. : 17211194012009

Discipline : English

Gender : Female

: SC Social Category (Community)

Nationality : Indian.

: Not Applicable PWD Status

: M.Phil Admission Based On

: Dr S Mohamed Haneef Name of the Supervisor

10. Name of the Co-Supervisor ! NII

: FULL TIME

: Sadakathullah Appa College, Tirunelveli. 12 Research Centre

: 10,08,2017 Date of Commencement

FROM ISOLATION TO ASSIMILATION : A STUDY OF THE SELECT 14. Proposed Title

NOVELS OF MANJU KAPUR

15 Doctoral Committee 1. DR K HEMA

Members Details Assistant Professor, English, Sadakathullah Appa College, Rahmath Nagar, Thunelvell - 11.

Mobile No. : 9486379448, Email ID :

hemaselvan11@gmail.com

2. DR 5 ALEXANDER

Associate Professor and Head, English, Government Arts College,

Karur - 639 005.

Mobile No. : 9944356228, Email ID : alexjense01@gmail.com

DIRECTOR

முழுநோ முனைவர் பட்டப் படிப்பட்டப் பயிலும் ஆகிகிராவிடர் மற்றும் பழங்குடியினர் இன மாணாக்கர்களுக்கு ஊக்கத் தொகை பெறுவதற்கான விண்ணப்

புகியது / புகூர்பித்தல் (தகுதியுள்ளதை முக் செய்யவு

RINCIPAL

SADAKATHULLAH APPA COLLEGI [AUTONOMOUS] ஏற்கனவே இக்கல்வி உதவித் தொகை වුණක්ත Rahmath Nagar, Tirunelveli - 627 01 பெற்றுள்ளனரா 2013-14 ஆம் எனில் எந்தந்த ஆண்டு (டிக் செய்யவும்) 2014-15 2015-16 2016-17 மானாக்கரது பெயர் Oou. की लि थ्वंकल टिग्रकली தமிழ் V. KRISHNAVENI ஆங்கிலம் (பெரிய எழுத்துக்களில், Capital Letters) பாலினம் 2 ஆண் / பெண்/ (டிக் செய்யவும்) மூன்றாம் பாலினத்தார் பிருந்த தேதி 04.01.1988 मार्की SC मानी १ द्वीतीवा Pallan (சான்றொட்டமிடப்பட்ட சான்றிதழ் நகல் இணைக்கப்பட வேண்டும்) मानीमंगाळाणीकारे बळा 2913009

கல்வி நிறுவனத் தலைவரின் பரிந்துரை மற்றும் சான்று

மேலே விண்ணப்பத்தில் கொடுக்கப்பட்ட விவரங்கள் அனைத்தும் சரியானவை என கூறாய்வு செய்தேன். மாணவர்களால் பூர்த்தி செய்யப்பட்ட அனைத்து விபரங்களும் சரியானவை என சான்றளிக்கிறேன். எனது சான்றின் அடிப்படையில் மாணவருக்கு ஊக்கத் தொகை வழங்க பரிந்துரைக்கிறேன். வேறு கல்வி உதவித் தொகை திட்டங்களில் இத்திட்டம் உட்பட மாணவர் பயன்பெறவில்லை என சான்றளிக்கிறேன். முந்தைய ஆண்டுகளில் இருவேறு திட்டங்களின் பயன் பெற்றிருக்கும் நேர்வில் குறைவான பயன் பெற்ற பெற்ற திட்டத்தின் கீழ் பெறப்பட்டயபெரயபந பெற்றிருக்கும் நேர்வில் குறைவான பயன் பெற்ற பெற்ற திட்டத்தின் கீழ் பெறப்பட்டயபெரயபந தெர்கை மாணவரால் திருப்பி செலுத்தப்பட்டுயபெரயபந அதற்குரிய செலுத்துச் சீட்டு நகல் இணைக்கப்பட்டுள்ளது எனவும் சான்றளிக்கிறேன்.

Dreit 27-13 3017

PRINCIPAL கல்லை ADAKATHULLAN APPA GOLLEGE பம் பெயர் மற்று AUTONO பெயர் மற்று AUTONO பெயர் மற்று AUTONO பெயர் விறுவர்கள் Rahmath Nagar, Tirunelvell - 627 011.

boundaried Mi-

Dr.KANNA MUTHIAH, M.A., M.Phil., Ph.D.
Assistant Professor & Research Head
Research Department of English
Sadakathullah Appa College
Rahmath Nagar, Tirunetvell-11

இணைப்பு முழுநோ முனைவர் பட்டப் படிப்புப் பயிலும் ஆதிதிராவிடர் மற்றும் பழங்குடியினர் இன மாணாக்கர்களுக்கு ஊக்கத் தொகை பெறுவகற்கான விண்ணப்பப் படிவம்.

(தகுகியுள்ளதை ப	ுக் செய்யவும்)
ηθω φ ι	
புதுப்பிக்கல்	
	SADAKATHULLAH APPA COLLEGE
ஏற்கனவே இக்கல்வி ஊக்கத் தொகை பெற்றுள்ளிரா	அம் / இல் (AUTONOMOUS) Rahmath Nagar, Tirunelveli - 627 011-
ஆம் எனில் எந்தெந்த ஆண்டு (டிக் செய்யவும்)	2014-2015
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	AGGODO V-KRISHNAVENI
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	வேறு இனக்கவர் (Other caste)
	To The Board Comparts will be the Compart of the Comparts of t
	5 510 865

11	கால அளவு தொடங்கிய நாள் (பல்கலைக் கழக அனுமதிக் கடிதற்றில்	நாள்		வருடம்
	உள்ளவாறு)	10	082	017
12	21 Charle Total	Buen	மாதம்	வருடம்
	(பல்கலைக் கழக அனுமதிக் கடிதத்தில் உள்ளவாறு)	10	080	2021
13	2018-2019 ஆம் ஆண்டு மற்றும் அதற்கு முந்தைய ஆண்டுகளில் வேறு கல்வி உதவித் தொகை திட்டங்கள் அல்லது நிதி உதவித் திட்டங்களின் கீழ் பயன்பெற்றவரா?		No	
14	ஆம் எனில், எந்தெந்த ஆண்டு என்னென்ன கிட்டத்தின் கீழ் பயன் பெற்றுள்ளார்? கல்வி உதவித் தொகையாக பெற்ற தொகை எவ்வளவு? ஆண்டு வாரியாக குறிப்பிடப்படவும்.			

கல்வி நிறுவனத் தலைவரின் பரிந்துரை மற்றும் சான்று

பாணவர் சார்பாக மேலே பூர்த்தி செய்யப்பட்ட விவரங்கள் அனைத்தும் சரியானவை என்று உறுதி கூறுகிறேன். மாணவருக்கு கல்லி ஊக்கத் தொகை வழங்க பரிந்துரை செய்கிறேன். மேலும் மாணாக்கர் இருவேறு திட்டத்தின் சீழ் பயனடையும் நேர்வில் பாணாக்கரின் விருப்புரிமையின் அடிப்படையில் ஏதேனும் ஒரு திட்டத்தில் சம்மந்தப்பட்ட பாணவர் பெற்றத் தொகையினை சம்மந்தப்பட்ட துறையின் கணக்குத் தலைப்பின் கீழ் அருகக் கணக்கில் செலுத்துவேன் எனவும் உறுதி கூறுகிறேன்.

ann 8/1/19

கல்லி நிறுவன முதல்வரது கையொப்பம். மெயர் மற்**RRINGIPAL**லக முத்திரையுடன். SADAKATHULLAH APPA COLLEGE (AUTONOMOUS)

Rahmath Nagar, Tirunelveli - 627 011.

இணைப்பு மூழுகோ முணைவர் பட்டப் படிப்புப் பழியும் ஆகுதிராவிடர் மற்றும் பழங்கு வினர் இன மாணாக்கர்களுக்கு களக்குக் கொகை பெறுவதற்கான விண்ணப்பட் படிவம்,

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Tenylera 🔼	SADAKATIVALI ALI APPA COLLEGE
ருகளவே இக்கப்வி ஊக்கத் தொகை பெற்றுள்ளிரா	Rahmath Nagar, Tirunelvell - 627 011.
ஆம் என்ல எந்தேந்த ஆண்டு (டிக் செய்யவும்)	2014-2015
1 Supremitions Quest	and Dat Bost more word and V. KRISHNAVENI
2 Limethami (pris Gerinagh)	ஆன் பென்
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The State of the S	Com geragost (Other caste)
	2913009

	Gen di Grandia	Brett Lan	更论	வருடம்
1	1 கல்வி கால அளவு தொடங்கிய நாள் (பல்கலைக் கழக அனுமதிக் கடிதத்தில் உள்ளவாறு)	1 0 0 3/min 18	8 2	
	2 கால அளவு முடியும் நாள் (பல்கலைக் சுழக அனுமதிக் கடிதத்தில் உள்ளவாறு)	10	Name of Street, or other Desires.	2021
1	3 2019-2020 ஆம் ஆன்டு மற்றும் அதி முந்தைய ஆண்டுகளில் வேறு கல்வி உதவ தொகை திட்டங்கள் அல்லது நிதி உதவ திட்டங்களின் கீழ் பயன்பெற்றவரா?	16	No	
1	4 ஆம் எனில், எந்தெந்த ஆண்டு என்னென்ன திட்டத்தின் கீழ் பயன் பெற்றுள்ளார்? கல்வி உதவித் தொகையாக பெற்ற தொகை எவ்வளவ ஆண்டு வாரியாக குறிப்பிடப்படவும்.	1?		

கல்வி நிறுவனத் தலைவரின் பரிந்துரை மற்றும் சான்று

மாணவர் சார்பாக மேலே பூர்த்தி செய்யப்பட்ட விவரங்கள் அணைத்தும் சரியானவை என்று உறுதி கூறுகிறேன். மேலும் மாணவருக்கு கல்லி ஊக்கத் தொகை வழங்க பரிந்துரை செய்கிறேன்.

und 66.02.2020

PRINCIPAL

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Water of the Market

ஒம். ச. முனியநாதன்.. ஆதிதிராவிடர் நல ஆணையர்

अन्ति क्षणकी में द्वा अन्य अन्य मिल्ले कात.

35/01/2020

TIPS FOR GOOD HEALTH

Hurry and rush will make your Blood gush. After 40 years check your B.P. quarterly.

40 years 50 vears 60 years 4 feet 5 feet 5 feet 5 feet 9 5 feet 11

n of Ha n of Hg n of Ha n of Hg ard Weight 5 Khs

65 kgs 2 kgs

- Vegetables in food can make life "Good"
- Exercise eight minutes a day to fight aches away.
- 4. Blood Sugar Normal levels.

Fasting sugar

After meal sugar Less than 110 mgs% Less than 140 mgs%

After the age of 40 years check your Sugar once a year.

- Lesser the "fried" food, lower is the cholesterol. Normal Cholesterol 140 - 180 mgs%
- 6. Avoid tobacco in any form.
- Health is Wealth to your Credit in the Bank Account.

MAINTAINED IN SAVINGS BANK ACCOUNT

A September 2 of the september 2	With cheque facility	Without cheque facility	Charges for non-maintenance of minimum balance
Other branches	Rs. 500/-	Rs. 100/- Rs. 500/-	Rs. 7/- p.m. Rs. 14/- p.m.
Pensioners' S.B. Account No Frills S.B. Account	Rs. 250/- NIL	Rs. 5/- Rs. 5/-	As above NIL

ENTRY HOROLLY HIS ELE इण्डियन ओवरसीज़ बैंक

Indian Overseas Bank 0778 | KOVILPATTI

1FSC:10BA0000778 TEL: 04632-220754 :627020019 MICK

:iob0778@iob.in **EMAIL**

Account No : 077801000028523 Opened On 28/10/2014 Customerid 38789611 Scheme Cd 3: SH-PUB

Self Operated omination : Available OperatedBy

RESHNAVENT V 101/3MIDDLE STREET SOUTH PRITTENANKULAN NOST DEATHE THE KOVILPATTI TR THE WEST PART TO SEE A COUNTY NAMED IN NAMED IN



F 69-A (EH) (011686) 10,00,000 Bks x 18P KPA 7/2012

रण्डियन ओवरसीज वै	क Indian Overseas Bar	nk Ac	count No :077	801000028523
तारीख चेक सं. Date Cheque No.	Particulars आद्यसर	निकासियाँ Withdrawals	जमाएँ Deposits	शेष Balance
04-01-2018 04-01-2018 16-01-2018 0-01-2018 05-02-2018 05-02-2018 27-03-2018 6-04-2018 27-04-2018 27-04-2018 27-04-2018	TRTR/80010989669 ATM-TIRUNELVELI ATM-EPS HP EUNK ATM-10B PALAYAMK ATM-WSG SALAI ST SB Int:01-2018:0 By: IOC Ref No30 By: IOC Ref No30 NEFT=CORP-000043 NEFT=IDIB-IDIBH1 BY CASH ATM-TIRUNELVELI	1000.00 1500.00 1500.00 1000.00	3900.00 5.00 304.18 259.72 1100.00 50000.00	4542.38 3542.38 2542.38 1042.38 42.38 47.38 351.56 611.28 1711.28 51711.28 62611.28
7-04-2018 1-05-2018 3-05-2018 -05-2018 -05-2018 -05-2018 -05-2018 -05-2018 -05-2018 -05-2018 -05-2018	ATM-TIRUNELVELI ATM-BPCL OUTLET SB Int:04-20 8:0 ATM-TIRUNELVELI ATM-TIRUKURAL ST ECOM-Instamo o'T ATM-TIRUNELVELI ATM-TIRUNELVELI ATM-TIRUNELVELI BY: TOC Ref 1030 ATM-LIRUNELVELI LUS-STOAM TIRUNE DOS-AMAZON SILLE	2000.00 3800.00 1500.00 1000.00 900.00 1000.00 600.00 623.60 999.00 785.00	67.00	50611.28 C 46811.28 C 46878.28 C 45378.28 C 43478.28 C 43478.28 C 42478.28 C 42478.28 C 41878.28 C 42102.34 C 41478.74 C 41058.14 C 39271.14 C

saction	Details			Page 2 o
04-2019	ECOM-RELIANCEJIO Mumbai MHIN-NO711290-BDR00001-02	149.00		6,667,330s
04-2019	POS-AMAZON SELLER COIMBATORE TNIN-NO026890-983007	565,60		6,102.33Cr
04-2019	ECOM-RELIANCEJIO Mumbai MHIN-N1150540-8DR00001-16	149,00		5,953.33CE
04-2019	NPFT-IDIB-IDIBH19113314222-ADW-		50,000.00	55, 953, 33CE
04-2019	ATM-TIRUNELVELI BR TIRUNELVELI TNIN-NO268240-81AC	10,000.00	أثار البخوي زيرين	THE RESERVE OF
04-2019	ATM-TIRUNELVELI BR TIRUNELVELI TNIN-NOZEBZ4R-SIAC		10,000,00	55, 953, 33Cr
04-2019	ATM-TIRUNELVELI BR TIRUNELVELI TNIN-NO283790-SIAC	10,000.00		45, 553, 33CE
04-2019	ATM-TIRUNELVELI BR TIRUNELVELI TNIN-NO287350-SIAC	5,000.00		40,951.1364
04-2019	ATM-VANNARPETTAI OFFSITE TIRUNELVELI TNIN-N006332	5,500.00		35,453.33Cr
04-2019	ECOM-VODAFONE Mumbai MHIN-N0118250-BDR00001-30041	139.00		35, 314, 33Cr
05-2019	ECOM-RELIANCEJIO Numbai MHIN-N3988770-BDR00001-01	149.00		35,165.33Cr
05-2019	Int.Pd:01-02-2019 to 30-04-2019:077801000028523	从 是是一个一个大概,被使用这些一个一个	104.00	35, 269, XXCa
05-2019	ECOM-INDIAN OIL CORPORATION MUMBAI MHIN-N9287620-	770.50		34,499,8300
05-2019	ECOM-RELIANCEJIO Mumbai MHIN-N2642860-BDR00001-14	149.00		34,349,0 KE
05-2019	By: IOC Ref No5029222542-9150521992507-054172		280.64	34,630,4702
05-2019	ECOM-VODAFONE Mumbai MHIN-N6163090-BDR00001-27051	139.00		34,451,470
05-2019	ECOM-VODAFONE Mumbai MHIN-N6228490-BDR00001-28051	35.00		34, 456, 4702
05-2019	ECOM-RELIANCEJIO Mumbal MHIN-N4654350-BDR00001-29	149.00		34,357.4702
06-2019	ECOM-VODAFONE Mumbal MHIN-N6153010-BDR00001-03061	35.00		34,272,4702
06-2019	ECOM-AMAZON Numbai MHIN-N9405150-BDR00001-060619x	210.94		34,061.53CE
06-2019	POS-VAISHNAVI ENTERPRISES TIRUNELVELI TNIN-N20226	1,796.00		32,265.53CE
06-2019	ECOM-RELIANCEJIO Mumbai MHIN-N6143540-BDR00001-11	149.00		32,116.53Cr
6-2019	ECOM-VODAFONE Mumbal MHIN-N2778290-BDR00001-19061	50.00		32,066.53Cr
06-2019	PYMNT GTWY-FSS e-Payments MUMBAI MH IN-F0012780-1	9,129.27		22,937,2402
6-2019	PYMNT GTWY-FSS e-Payments MUMBAI MH IN-F0014010-1	9,129.27	The head and	13,807.99Cr
Page	Total:	64,638.68	71, 431.63	13,807.39Cr

Date Stamp

Manager

INDIAN OVERSEAS BANK KOVILPATTI

TYPE: SAVINGS ACCOUNT - PUBLIC
A/C NOT 017001000028523 INR
MRS. KRISHNAVENI V
431/3 MIDDLE STREET SOUTH TRITTANKULAM
KOTILTATII, TAMII, NADU-620502

PAGE: 3

INDIAN OVERSEAS BANK KOVILPATTI

DATE: 17-08 PAGE: 4

TYPE: SAVINGS ACCOUNT - PUBLIC A/C NO: 077801000028523 INR MRS.. KRISHNAVENI V 431/3 MIDDLE STREET SOUTH THITTANKULAM KOVILPATTI, TANIL NADU-628501

431/3	MIDDLE STREET SOUTH THITTANKULAM PATTI, TAMIL NADU-628501	TO MUE DESIGN OF	26-06-2018 to	23-05-2021	
DATE	PARTICULARS	ONT FOR THE PERIOD OF CHO, NO.	WITHDRAWALS	DEPOSITS	BALANCE
UALIS	LAUI IONNUS				
		and the second second	599.00		5,130.05
9-12-2019	ECOM-AMAZON Mumbai mhin-N2228210-89051528-0	191219x	149.00		4,981.05
6-12-2019	ECOM-RELIANCEJIO Mumbai MHIN-N5687330-BDR00	0001-16	50.00		4,931.05
16-12-2019	ECOM-RELIANCEJIO Mumbai MHIN-N6679270-BDR0	0001=16		599,00	5,530.9
18-12-2019	Rev: ECOM-AMAZON Mumbal mhIN-N2228210-89051	528-0912	650.00		4,880.00
23-12-2019	POS-EAGLE ENTERPRISE TIRUNELVELI TNIN-N619	0870-TN	149,00		4,731.05
24-12-2019	ECOM-RELIANCEJIO Numbai MHIN-N9097010-BDR0	1001-24		212.33	4,943.38
27-12-2019	By: IOC Ref No5150699304-9122565306282-065	500	10.00		4,933.38
30-12-2019	ECOM-VODAFONE Mumbai MHIN-N5075300-BDR0000	1-30121	350.00		4,583.38
01-01-2020	POS-AVALON DATA PRODUCTS PALAYAMKOTTAITNIN-	-N93639	17.70		4,565.68
06-01-2020	CHRGS- SMS ALERT DECEMBER2019		259.00		4,306.68
06-01-2020	ECOM-AMAZON Mumbai mhIN-N5968350-89051528-	060120X	240.00		4,066.68
06-01-2020	POS-HOTEL SRI LAKSHMI GAYA TIRUNELVELI TNI		149.00		3,917.68
07-01-2020	ECOM-VODAFONE Mumbai MHIN-N7463110-BDR0000		149.00		3,768.68
09-01-2020	ECOM-RELIANCEJIO Mumbai MHIN-N2948060-BDR0		30.00		3,738.68
13-01-2020	ECOM-VODAFONE Mumbai MHIN-N6924150-BDR0000	1-13012	100.00		3,638.68
14-01-2020	ECOM-RELIANCEJIO Mumbai MHIN-N2603520-BDR0	0001-14	149.00		3,489.68
17-01-2020	ECOM-RELIANCEJIO Mumbai MHIN-N2250620-BDRO	0001-17	49.00		3,440.68
24-01-2020	ECOM-VODAFONE Mumbai MHIN-N7674330-BDR0000	1-24012		226.43	3,667.11
31-01-2020		494	255.00		3,412.11
03-02-2020	ECOM-AMAZON Mumbai mhIN-N2638420-89051528-	030220X	149.00		3,263.11
03-02-2020	ECOM-RELIANCEJIO Mumbai MHIN-N8111370-BDR0	0001-03	270.18		2,992.93
04-02-2020	ECOM-ONE97 COMMUNICATION LTDDELHI DLIN-N14	29900-8	615.00		2,377.93
07-02-2020		90623		47.00	2,424.93
10-02-2020	Int.Pd:01-11-2019 to 31-01-2020:0778010000	0001-10	149.00		2,275.93
10-02-2020		1+21022	49.00		2,226.93
21-02-2020		0001-29	149.00		2,077.93
29-02-2020		0001-05	149.00		1,928.93
05-03-2020		929		298.62	2,209.85
16-03-2020			17,70		
20-03-2020		230320x	149.00		2,060. 52,060.850
23-03-2020		0.		50,000.00	51, 257, 350
03-04-2020		148690-	803.50		51,108.350
04-04-2020		0001-04	149.00	220 22	51,336.490
04-04-2020	m too bue vos221796416-00407616433/6=0/1	360		228.14	43,336.490
09-04-2020	THE PROPERTY OF THE PROPERTY O	UU-SIAL	8,000.00		43,287.490
15-04-2020	The second parts of Mathematical Applications	T-10047	49,00		42,948.340
18-04-2020	HAMI AND STROMODY COM GIRGADN HRIN-NYBUGGU	O100TT	339.15		42,732.340
18-04-2020	Land de ma entrare trom CURGAON HRIN-N98/9/	30-7000	216.00		42,634.340
20-04-2020		ZUUNZUX	98.00 149.00	新州人的基础的	42,485.340
22-04-2020			149.00	Commence of the second	42,336.340
27-04-2020			585.50		41,750.840
04-05-2020		053040#	500.00		
			15,589.73	51,611.52	41,750.840
252	e Total:				
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MANONMANIAM SUNDARANAR UNIVERSITY

Reacceptited with 'R Grade by RAAC (3rd Cycle)

CENTRE FOR RESEARCH

ABISHEKAPATTI, TIRUNELYELI = 627 012, TAMILNADU, INDIA

tone | 0462 - 2333241, 9487907000, paymont 2563071, Mail computer computer, set once as a



DR. K. SENTHAMARAI KANNAN DIRECTOR

REF: MSU/RES/Admn/July 2019

Date: August 28, 2019

Ph.D., Programme Commencement Order

To

P ABUBAKKAR SITHIQUE 225D 57, Abdul Kalam Nagar, Second Cross Street, Kalakodi Street, Terkasi Thirunelveli, Tamii Nadu, Pincode - 627811 Mobile No.: 9677919499, Email ID: abubakkar33@gmail.com

Sir/Madam,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Intimation - Reg

Ref: Counseling attended by the candidate for July 2019 session.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below #

1	Name of the Scholar	P ABUBAKKAR SITHIQUE
	Registration No.	19211194011017
ı	Discipline	English
I	Gender / Community	Male / BCM
1	Nationality	INDIAN
ı	PWD Status "	Not Applicable
ı	Admission Based On / Mode	PG / FULL TIME
	Research Centre	Sadakathullah Appa College, Tirunelveli.
	Name of the Supervisor with Address	Dr. Yunush Ahamed Mohamed Sherif, Department of English, Sadakathullah Appa College (Autonomous), Palayamkottai, Tirunelveli, 627011 Mobile No.: 9985085910, Email ID: yams.s.p@gmail.com
	Name of the Co-Supervisor with Address	NIL.
	Doctoral Commmittee Members	DR S MOHAMED HANEEF, Assistant Professor, Department of English, Sadakathullah Appa College, Tirunelveli-11 Mobile No.: 9488917318, Email ID: mhaneesac@gmail.com
		2. DR R VASUHI, Assistant Professor, Department of English, Manonmaniam Sundaranar University, Tirunelveli 627012 Mobile No.: 8870019491, Email ID: rvasuhi@gmail.com
	Proposed Title	Minimalism and Maximalism in the comic strips of 'Calvin and Hobbes' by Bill Watterson
	Date of Commencement	28.08.2019

tes

SUPERDITENDENT

ASSISTANT REGISTRAR

K SE-

Payment Schedule | Change Password
Help |

P. ABUBAKKAR SITHIQUE | 2594/(NET-DEC2018)-ACTIVE

Account/IFSC: XXXXXXXXXX1395 / IDIB000A107

Benificiary Code: BININ01803867 Accepted

Guide Details:

Paid Details*

					The second second
	DATE	DESCRIPTION	AMOUNT	TXN ID	STATUS
	05/12/2020	HRA-	2480 C	C122008448025	SUCCESS
	05/12/2020	HRA-	2480 C	C122008448024	SUCCESS
	05/12/2020	CONTINGENCY-	2500 C	C122008442062	SUCCESS
	a st	CONTINGENCY-	2500 C	C122008442063	SUCCESS
١		CONTINGENCY-	2500 C	C122008442064	SUCCESS
		CONTINGENCY-		C122008442065	SUCCES
	00/ 12/200				

Dr. Surender Singh



NET Bureau, University of Delhi, South Campus, Bento Juster Marg. New Dethi-110021 Ph 011-24115419 011-24115423 errort sorigh upolitic in

DOCUMER No., 2594/0NRT-DEC 2018)

IRF AWARD LETTER

No. E.15-o(DEC. 2018)/2019[84:73

P. ABUBAKKAR SITHIQUE S/OM. PEER SALEEM

A34/2A, FIRST CROSS STREET, 80 FEET

ROAD, RAHMATH NAGAR EAST, TIRUNELVELL, TIRUNELVELL, TAMIL NADU-

627011, INDIA

Roll No.: TN1501502708

Subject: Emplish

Dear Candidate,

I am pleased to inform you that you have qualified for Junior Research Fellowship (JRF) and Eligibility for Assistan Professor in the National Eligibility Test (UGC-NET) conducted in December 2018. The tenure of fellowship is five years and it commences from the date of declaration of NET result, i.e., 5th JANUARY 2019 (or) from the date of mission under M.Phil./Ph.D. (or) from the date of joining M.Phil./Ph.D. programme, whichever is later. The Summary of financial assistance offered under the scheme is mentioned at Annexure I available of www.ugc.ac.in/netjrf along with other Annexures.

The Awardee is required to get admission and registration for regular and full time M.Phil./Ph.D. course in University/Institution/College recognized by UGC at the first available opportunity but not later than three year from the date of issue of this award letter. University/Institution/College is requested to process for award of IR based on this letter, in accordance with procedure available on www.ugc.ac.m/netjrf.

It may be noted that the fellowship amount shall be disbursed through Canara Bank to bank account of the Award (any bank) directly. UGC has developed a dedicated web portal (https://scholarship.canarabank in) for capture data of the awardee. The Universities / Colleges / Institutions will link the data of the awardee with the master da on the UGC web portal with unique Maker / Checker Ids which have already been provided to them along with t passwords. The Universities / Colleges / Institutions shall update the information in the master data (regardi monthly payment confirmation, HRA, up-gradation, resignation etc.) of the beneficiaries on monthly basis. Based the data updated on UGC web portal by the concerned Universities / Colleges / Institutions, the payment of (Detailed available beneficiaries process fellowship https://www.ugc.ac.in/ugc_notices.aspx?id=2153).

may also be noted that UGC has proposed to link "AADHAAR" with bank account of students so that there can direct cash transfer and effective disbursal of fellowship into bank account of the student. In this regard, Secreta JGC has already requested the universities to help students in Aadhaar enrolment vide D.O. No. F.14-34/20 (CPP-II) dated 11.01.2013.

It may please be noted that the award is liable to be cancelled by Implementing/Awarding agency and will also attract legal action against the Awardee in the following cases:

(i) If the awardee is found to be ineligible to receive the award at any point during the entire duration of fellowship

(ii) Misconduct of Awardee,

(iii) Unsatisfactory progress of research work,

(iv) Failure in any examination related to M.Phil/Ph.D.,

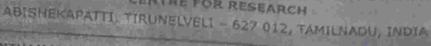
in case any other fellowship is drawn from other source(s),

vii Concealment of facts.

The e-Certificate of Eligibility for Assistant Professor has already been uploaded on www.ugenetonline.in. ligibility of the candidate is to be ensured by the institution/ appointing authority. The category in which andidate had appeared may be verified from UGC.



MANONMANIAM SUNDARANAR UNIVERSITY CENTRE FOR RESEARCH





DR. K. SENTHAMARAI KANNAN DIRECTOR

REF I MSU/RES/RI/JUNE2017

Date: November 23, 2017

Revised Ph.D., Programme Commencement Order

FATHIMA SANJEETHA M

8, Thirumaral Nagar, Thiruvalluvar Street Perumalpuram Yamil Nadu, Thirunelveli, Pincode - 627007 Mobile No. : 8610378332, Email ID : sanjfath.shines@yahoo.com

Sir/Hadem,

Sub: Registration for doing Ph.D., programme - Date of Commencement of Research work -

Ref: Counseling attended by the condidate.

With reference to the above, you are provisionally registered for Ph.D., Programme as detailed below:

Name of the Scholar

: FATHIMA SANDEETHA M

Registration No.

17711194012004

Discipline

: English

Gender

: Female

5. Social Category (Community) : BCM

6. Nationality

: INDIAN

PWD Status

: Not Applicable

Admission Based On

: M.Phil

Name of the Supervisor

: DR S MOHAMED HANEEF

10. Name of the Co-Supervisor

NIL

11. Mode

: FULL TIME

12. Research Centre

: Sadakathulleh Appa College, Tirunelvell.

13. Date of Commencement

: 10,08.2017

14. Proposed Title

: FORMATION OF IDENTTY THROUGH DREAMS AND CULINARY SKILLS - A COMPARATIVE STUDY OF THE SELECT NOVELS OF CHITRA BANERJEE DIVAKARUNI AND PREETHI NAIR

15. Doctoral Committee Members Details

1. DR K HEMA

Asst Prof of Eglish, S A College, Tirunelvell. Mobile No. : 9486379448, Email ID : hemaselvani i @gmail.com

2. DR P KOLAPPADHAS

Asso Prof of English, S T Hindu College, Nagercoll. Mobile No. : 9443104725, Email ID :

p.kolappadhas@gmail.com

SUPDIT

DIRECTOR

Abone : 0462 - 2333741, 2338721, 9487999592, 9487907000, FAX: 2322973, Website ; msuniv.ec.in Date of Communicement croter already issued nealed as Concelled.

Co-duide



MANONMARIAM SUNDARANAR UNIVERSITY CENTRE FOR RESEARCH



ABISHEKAPATTI, TIRUNELVELI - 527 012, TAMILNAGU, INDIA

dr. K. Senthamarat Kannan Director

COPY IS

Guide : DR S MOHAMED HANEEF Sadkethurieh Appe Collegé Rahmath Ragar Tamil Nagu Thirunetonii, Pincolle : 827011 Mobile No. 1 \$488917318 Email 10 : mhaneesac@gmail.com

DC Marnher & :

Asst Prof of Egilsh, S.A. College, Timmelvell.

The Principal, Sedakathulleh Appa College, Tirunelvell.

DE Member 2 : DR P KOLAPPADHAS

Asso Prof of finglish, 5 T ylandu College, Nagercoff.

Instructions

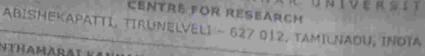
- All communication (letter) to this University should be forwarded by Supervisor (wherever applicable).
- * Candidates with M.Phil, qualification should earn 8 credits in the following options: 2 course works of 4 credits each (or) one course work of 4 credits and 1 mill project of 4 credits
- * Research Centre Fee of Rs. 2400/- (per annum) to be said to the Research Centre
- Fee of Rs. 5000/+ for every sitting of Doctorel Committee meeting should be paid to the University before the conduct of every meeting
- * TA / DA payable to the Doctoral Committee member by the Scholar/Supervisor/Co-Supervisor is to and fro II AC Reliway fare and atting fee of Rs. 500/- and refreshment / contingency cost of Rs.500/- (Bills to be submitted) which will be reimbursed on submission of Bills.
- You should pay the Research fee of Rs. 9000 /* per annum on or before June 30th of every year till the submission of thesis to the University through Demand Orast drawn in favour of The Register Mananmaniam Sundaranar University", payable at Tirunelvell Issued by any nationalised bank of through challan in Indian Bank. M.S. University branch or through challan in state bank of India, Power Jothl account to MSU A/c 32723606944.
- For full-time scholars with M.Phil. qualification minimum period of the programme is 2 years and for PG holders 3 years.
- * For part-time scholars with M.Phil. qualification minimum period is 3 years and for PG holders 4 years.

 The maximum period for all scholars is 6 years.
- It is also informed that the entire duration of the Ph.D., Research work is governed by the Ph.D., Regulations of 01.67.2016.
- * For Details of functions of Doctoral Committee refer revised Ph.D., Research Guidelines w.e.f. 01.07.2016 under the Head Doctoral committee(1.7)

Phone : 0462 - 2333741, 2339721, 9457999692, 9457907000, FAX: 2322973, Website's Institute and In-



MANONMANTAM SUNDARANAR UNIVERSITY CENTRE FOR RESEARCH





DR. K. SENTHAMARAI KANNAN DIRECTOR

REF : MSU/RES/RIJUNEZU17

Revised Ph.D., Programme Commencement Order

FATHIMA SANJEETHA M 8, Thirumaral Negas, Thiruvalluvar Street Ferumalpuram Samil Nadu, Thirunelvell, Pincode - 627007 Mobile No. : 8610378332, Email ID : sanjfath, shines@yahoo,com

SHYMDONIA

Sub: Registration for doing Ph.D. programme - Date of Commencement of Research work Ref: Counseling attended by the condidate.

D., Programme as detailed below

	Ence to the above	
	Name of the above, you are	provisionally registered for Ph.
1. 2.	a pie Scholar	: FATHIMA SANJEETHA M
3.	Discipline	: 17211194012004
	Gender	: English
	AND THE RESERVE OF THE PARTY OF	: Female
-/-	Social Category (Community)	: BCM
6.	Netlanality	: INDIAN
7.	PWD Status	: Not Applicable
1.	Admission Based On	: M.Phii
	Name of the Supervisor	: DR S MOHAMED HANEER
0.	Name of the Co-Supposions	

11. Mode

: FULL TIME 12. Research Centre : Sadakathullah Appa College, Tirunelveli. 13. Date of Commencement

: 10.08.2017 14. Proposed Title

FORMATION OF IDENTTY THROUGH DREAMS AND CULINARY SKILLS - A COMPARATIVE STUDY OF THE SELECT NOVELS OF CHITRA BANERIEE DIVAKARUNI AND PREETHI NAIR 15. Ooctorel Commmittee

1. DR K HEMA Members Details Asst Prof of Eglish, S A College, Tirunelvell. Mobile No.: 9486379448, Email 10: hemaselvan11@gmail.com 2. DR P KOLAPPADHAS

Asso Prof of English, S T Hindu College, Nagercoll. Mobile No.: 9443104725, Email ID: p.kolappedhas@gmail.com

SUPDI

DIRECTOR

Phone: 6462 - 2333741, 2338721, 9487999692, 9487907000, FAX: 2322973, Website : msuniv.ac.in Date of Commencement order abready breaked as Concelled



MANONMANIAM SUNDARANAR UNIVERSITY CENTRE FOR RESEARCH



ABISHEKAPATTI, TIRUNELVELI - 627 012, TAMILNADU, INDIA

DR. K. SENTHAMARAI KANNAN DIRECTOR

Copy to :

Gride 1

OR S POHAMEO HAVIER

Endkert aften Appe College
Rehmeth Neger

Termil Radio

Thirde vall, Pinobde - 627011

Mabile No. : 948917316

Empli To : mhenessec@griefl.com

DC Member 2:

OR K PENA

Asst Prof of Egish, S A College, Tirunelveli.

Asso Prof of English, S T randa College, Hagersoil.

The Principal, Satiskathullah Appa College, Tirunelvell.

Instructions

- * All communication (letter) to this University should be forwarded by Supervisor / Co-Supervisor (wherever applicable)
- * Candidates with MuPhili, qualification should earn 8 credits in the following options: 2 course works of 4 credits each (or) one course work of 4 credits and 1 mini project of 4 credits
- * Research Centre Fee of Rs. 2400/- (per annum) to be paid to the Research Centre
- * Part of Re. 5000/- for every sitting of Ooctores Committee meeting should be paid to the University meeting the condom of every meeting.
- TA / DA payable to the Doctoral Committee member by the Scholar/Supervisor/Co-Supervisor is to and fro II AC Railway fore and sitting fee of Rs. 50ty- and refreshment / contingency cost of Rs.50ty- (Bills to be submitted) which will be reimbursed on submission of tills.
- You should pay the Research fee of Rs. 9000 /- per screen on or before June 30th of every year till the submission of thesis to the University through Demand Oraft drawn to favour of "The Registrar Manor maniam Sundarahar University", payable at Tirunelvell issued by any nationalised bank or purough chellan in Indian Bank. M.S. University branch or through chellan in state bank of India, Power Jothi account to MSU A/d 32723606944.
- * For full-time scholars with M. Phil. qualification minimum period of the programme is 2 years and for PG nolders 3 years.
- For part-time scholars with M.Phil. qualification minimum period is 3 years and for PG holders 4 years.
 The maximum period for all scholars is 5 years.
- This also informed that the entire duration of the Ph.D., Research work is governed by the Ph.D., Regulations of 01.07.2016.
- For Details of functions of Doctoral Committee refer revised Ph.D., Research Guidelines w.e.f 01.07.2016 under the Head Doctoral committee(1.7)

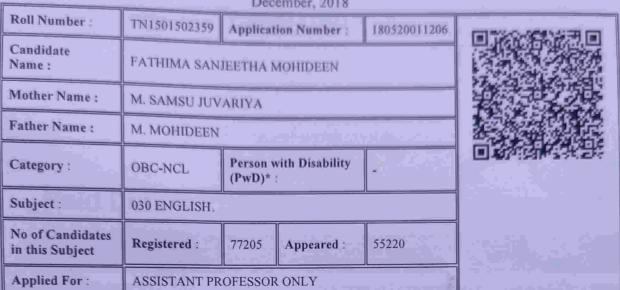
Prope : 1452 - 2353741, 2338721, 0487939692, 6487907000, FAX: 2322373, Website : Insurity at in

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National Testing Agency (NTA) UGC-NET RESULT December, 2018





Paper	Maximum Marks	Marks Obtained	Percentage of Marks Obtained	Percentile Score@
Paper-1:	100	56	56.00	83.7142
Paper-2:	200	96	48.00	98.2687
Total:	300	152	50.67	97.0608

Result: QUALIFIED FOR ASSISTANT PROFESSOR ONLY

'*' VI-Visually Impaired, HI- Hearing Impaired, LM-Locomotor Disability, OD-Other Disability

'@' Percentile scores are scores based on the relative performance of all those who appear for the examination in this subject.

Dated: 05.01.2019

Senior Director NTA UGC-NET

Please click here for Subject wise/Category wise cut-off for Assistant Professor only and Junior Research Fellowship (JRF)& Assistant Professor Both

Notel. Those qualified for Assistant Professor will not be considered for award of JRF. Candidates who qualify the Test for eligibility for Assistant Professor will be governed by the rules and regulations for recruitment of Assistant Professor of the concerned universities/colleges/State governments, as the case may be.

2. The candidates who qualify for the award of Junior Research Fellowship are eligible to pursue research in the subject of their post-graduation or in a related subject and are also eligible for Assistant Professor. The universities, institutions, IITs and other national organizations may select the JRF awardees for full time research work in accordance with the procedure prescribed by them.

Scheduled Caste(SC)/Scheduled Tribe(ST)/Persons with Disability(PwD)/ Transgender /Other Backward Classes -Non
creamy layer (OBC-NCL), as per the central list of Other Backward Classes available on National Commission for
Backward Classes (NCBC), Government of India website: www.ncbc.nic.in, candidate will be given such special
concessions as may be decided by the UGC.

4. Candidates qualifying for the award of Junior Research fellowship will be eligible to receive fellowship of UGC under various schemes, subject to their finding placement in universities/ITTs/institutions. The validity period of the offer is three years w.e.f. the date of issue of JRF Award Letter. However, in case the candidates who have already joined M. Phil. / Ph.D., the date of commencement of fellowship shall be from the date of declaration of NET result or date of

their joining, whichever is late.

M FATHIMA SANJEETHA | 201920-TN15503131-ACTIVE

Account/IFSC: XXXXXXXXXX5513 / CNRB0002397

Benificiary Code: BININ01819741

Guide Details:

Paid Details*

DATE	DESCRIPTION	AMOUNT	TXN ID	STATUS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487014	SUCCESS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487015	SUCCESS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487013	SUCCESS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487012	SUCCESS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487011	SUCCESS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487010	SUCCESS
10/12/2020	JRF FELLOWSHIP-	31000 C	C122010487009	SUCCESS
10/12/2020	HRA-	2480 C	C122010487038	SUCCESS
10/12/2020	HRA-	2480 C	C122010487037	SUCCESS
10/12/2020	HRA-	2480 C	C122010487036	SUCCESS
10/12/2020	HRA-	2480 C	C122010487035	SUCCESS



विश्वविद्यालय अनुदान आयोग University Grants Commission भानय संसाधन विकास मंत्रालय, भारत सरकार (Ministry of Human Resource Development, Govt. of India) बहादुरशाह जफर मार्ग नई दिल्ली— 110 002 Bahadurshah Zafar Marg, New Delhi-110 002



Maulana Azad National Fellowship for Minority Students FELLOWSHIP AWARD LETTER

No. F. 82-27/2019 (SA-III)

Roll No.: TN15503131

UGC-Ref. No.: 190510008616

Subject: ENGLISH

Name of Candidate: M Fathima Sanjeetha

Name of Father: M Mohideen

Name of Mother: M Samsu Juvairiya





Dear Candidate,

)

0

I am pleased to inform you that based on your qualifying for Eligibility for Assistant Professor in the National Eligibility Test (UGC-NET) conducted in June 2019, you have been selected for award of fellowship under the scheme of Maulana Azad National Fellowship for Minority Students - 2019-20.

The tenure of the Fellowship is five years and it commences from the date of declaration of result of UGC-NET, viz., 12.07.2019 (or) from the date of admission under M.Phil/Ph.D (or) from the date of joining M.Phil/Ph.D programme, whichever is later.

As you had taken admission for M.Phil/Ph.D through regular and full time mode in a UGC recognized University / Institution while applying for UGC-NET, you are required to apply for fellowship not later than three months from the date of issue of this award letter. The University/Institution is requested to process for award of fellowship based upon this letter, in accordance with the Guidelines of scheme and Notification dated 31.07.2020. The same can be accessed at https://www.ugc.ac.in/ugc_notices.aspx.

It may be noted that the fellowship amount shall be disbursed through Canara Bank to bank account of the awardee (any bank) directly. UGC has developed a dedicated web portal (https://scholarship.canarabank.in) for capturing data of the awardee. The Universities/Institutions will link the data of the awardee with the master data on the UGC web portal with unique Maker and Checker IDs which have already been provided to them along with the passwords. The Universities/Institutions shall update the information on the master data (regarding monthly payment confirmation, Universities/Institutions shall update the beneficiaries on monthly basis. Based on the data updated on UGC web HRA, up-gradation, resignation etc.) of the beneficiaries on monthly basis as a waitable at https://www.ugc.ac.in/ugc_notices.aspx?id=2153).

The e-Certificate of Eligibility for Assistant Professor has already been uploaded on https://ecertificate.nta.ac.in. The eligibility of the candidate for availing the fellowship is to be ensured by the University/Institution.

With best wishes,

Lunder Ar

(Dr. Surender Singh)

Sadakathullah Appa College, Rahmath Nagar, Tirunelveli - 627 011.

Zakath Fund 2016-2017					
Si. No	Name	Class	Amount		
67	M.Yasmin	I M.A. English	1,500		
68	B. Mohamed Safeek	I M.A. English	1,500		
	Zakath Fund 2017-2018				
Si.No	Name	Class	Amount		
68	M YASMIN	II M.A. English	1300		
Zakath Fund 2018-2019					
Si.No	Name	Class	Amount		
81	K NILOFER SUBHANI	II M. A English	1,000		

Uzhavar Scholarship 2018 - 2019

Sl.No.	Name	Class	Sanction Amount
56	Angelin Jeba Stella J	I M.A. English	2750
62	Nithiyananthan K	I M.A. English	2250

Uzhavar Scholarship 2019 - 2020

Sl.No.	Name	Class	Sanction Amount
3	NITHYANANTHAN K	II M.A. English	2250

Sadakathullah Appa College Endowment Scholarship 2018 - 19

Sl. No.	Name of the Students	Class	Amount Sanctioned
56	Angelin Jeba Stella, J.	I M.A. English	2000
57	Persiya, S.	I M.A. English	2250

Adi Dravidar Welfare Scholarship 2015-2016

Sl. No.	Name of the Students	Class	Amount Sanctioned
62	KALPANA R	I M.A ENGLISH	7555
63	PAVITHRA C	I M.A ENGLISH	7555
87	CHANDRA M	I M.A ENGLISH	10455
203	ESAKKI ROJA L	II M.A - English Literature	9380
204	JEEVITHA J	II M.A - English Literature	4700
205	SHANTHI C	II M.A - English Literature	4700
206	MUTHUSAMY A	II M.A - English Literature	9380
207	RAVI G	II M.A - English Literature	9380

Adi Dravidar Welfare Scholarship 2016-2017

Sl. No.	Name of the Students	Class	Amount Sanctioned
198	KALPANA R	II M.A - English Literature	9520
199	PAVITHRA C	II M.A - English Literature	9520
215	CHANDRA M	II M.A - English Literature	13000

Adi Dravidar Welfare Scholarship 2018-2019

Sl. No.	Name of the Students	Class	Amount Sanctioned
11	NITHYANANTHAN K	I M.A - English Literature	6,035
13	La contact last set of the contact last cont	I M.A - English Literature	4,660
22	A SEC MAIN MODEL OF MAIN AND A SEC.	I M.A - English Literature	6,335
53	ANGELIN JEBA STELLA J	I M.A - English Literature	3,835
87	RAJKUTTY P	II M.A - English Literature	9,810

Adi Dravidar Welfare Scholarship 2019-2020

Sl. No.	Name of the Students	Class	Amount Sanctioned
26	RAMALAKSHMI R	I M.A English Literature	6175
27	RAAJA PRABU	I M.A English Literature	6175
102	SINDHUJA G	II M.A English Literature	7330
121	NITHYANANTHAN K	II M.A English Literature	73.30
132	ANGELIN JEBA STELLA J	II M.A English	4930
133	PERSIYA S	II M.A English	5830