

LITERARY ENDEAVOUR

A Quarterly International Refereed Journal of English
Language, Literature and Criticism

VOL. IX NO. 1 JANUARY 2018

UGC Approved Under Arts and Humanities Journal No. 44728

CONTENTS

No.	Title & Author	Page No.
1.	Italian Poetry in the Modern Time - 1900 to Post Second World War - <i>Dr. Lilly Fernandes and Mr Mussie Tewelde</i>	01-03
2.	The Endless Exodus: A Journey through Ayyappa Paniker's <i>Southbound</i> - <i>Anusree R. Nair</i>	04-07
3.	Ramanujan's Poetry: A Realistic Perspective - <i>Ishfaq Hussain Bhat</i>	08-10
4.	The Poetry of Emily Dickinson: An Interior Journey - <i>G. Aravind and Dr. S. Ravikumar</i>	11-13
5.	Exploring 'Patriotism' in Chinua Achebe's <i>Things Fall Apart</i> - <i>Dr. Rosaline Jamir</i>	14-17
6.	Contextualizing Post Colonial Identities in Rudyard Kipling's <i>Kim</i> - <i>Dr. Pragti Sobti</i>	18-22
7.	Value vs. Value: An Axiological Study of Sudha Murthy's <i>Dollar Bahu</i> - <i>Dr. Mukta Jagannath Mahajan</i>	23-27
8.	Ambivalence about Masculine Ideals: Some Observations on Ethiopian Masculinity/ies, Literature and Culture - <i>Tripti Karekatti</i>	28-34
9.	Narrating Dreams and Daughters: Githa Hariharan's <i>The Thousand Faces of Night</i> and Manju Kapur's <i>Difficult Daughters</i> - <i>Dr. Arpita Ghosh</i>	35-41
10.	Notes from The Underground: The Insights of the Insane - <i>Sanjay Kumar</i>	42-46
11.	Dorothy West's Views on Social Stratification of African Americans in The United States of America - <i>Kukatlapalli Subbarayudu</i>	47-52

12. **An Approach and Practice to Writing English Novels on Lesbianism: A Study of Post-modern Indian Women Novelists from Late Twentieth to Present Century** 53-59
- *Dipak Giri*
13. **The Kenyan Writer Ngugi Wa Thiong'o: An Understanding** 60-62
- *S. C. Jakati*
14. **Struggle for Gender Equality in *She Plays with the Darkness*** 63-65
- *Dr. Barge Sunanda Tanaji*
15. **Indian English Fiction: Growth of Novel as a Literary Form** 66-70
- *Dr. R. Krishna Mohan*
16. **Ngugi Wa Thiong'o's *Homecoming* as a Critique of the West** 71-73
- *Shivaraj B. H.*
17. **Forging an Aboriginal Identity: A Re-Presentation of History in Kim Scott's '*Benang*'** 74-77
- *M. Sahana Fathima*
18. **Aesthetic Portrayal of Political Dynamics in Rushdie and Naipaul's Works** 78-82
- *Bhupinder Singh and Jap Preet Kaur Bhangu*
19. **Futility of Conjugal Relationship in Manju Kapur's *The Immigrant*** 83-88
- *Preeti Kaul and Dr. Walunir*
20. **Existential Element in Salman Rushdie's *Midnight's Children*** 89-91
- *Dr. Aqueel Akhtar*
21. **Muted Souls: The Politics of Living in Selected Stories of Yiyun Li** 92-95
- *Dr. Sruti Ramachandran*
22. **Housing the Black Body: A Study of Race and Gender Oppression in Gwendolyn Brook's *Maud Martha*** 96-97
- *Dr. Nidhi Sharma*
23. **Patriarchy and Domestic Violence: A Feminist Reading of *the God of Small Things*** 98-103
- *Javeed Ahmad Raina*
24. **Decolonization in Ngugi Wa Thiong'o's Plays** 104-106
- *Shivaraj B. H.*
25. **Undercurrents of Bold Social Criticism and Protest in *Select Stories* by Jyotirmoyee Devi** 107-111
- *Rama Chowdhury*

26.	A Study of Private Public Divide in Ellen Glasgow's <i>The Woman Within</i> - <i>Susila</i>	112-118
27.	Women as a Spiritual Guardian of Life in Laura Riding's <i>Lives of Wives</i> - <i>Miss. Rasmita Kalasi</i>	119-129
28.	Discovering the Forgotten Female Warriors of Mahabharata - <i>Rashmi Vajpayee</i>	130-134
29.	Ambedkarite Literature: Liberation for Humanity - <i>Dr. Subhash Zanke</i>	135-139
30.	Utilization of Language Labs among the Faculty Members and Students: A Study of Sri Manickam College of Education, Pudukkottai - <i>Dr. S. Malathi, Dr. S. Subbiah and M. Meenal</i>	140-143
31.	Innovative Techniques of Evaluating English Language and Literature Learning - <i>Dr. A. T. Gavhale</i>	144-147
32.	English Mechanical Loans in Adenese Arabic - <i>Dr. Khalid Ali AL-Sabaee and Dr. Saud Awadh Dahmam Bilafakeeh</i>	148-158
33.	Graduate Students' Writing - <i>Mrs. Kalpana S. Singh</i>	159-161
34.	Promoting Social Emotional Learning (SEL) in English Classrooms through Paulo Coelho's <i>the Devil and Miss Prym</i> - <i>Giftsy Dorcas E. and Dr. (Mrs.) Raichel M. Sylus</i>	162-169
35.	Imparting Morals and Cultural Values through Children's Literature: A Study of Chitra Banerjee Divakaruni's <i>the Brotherhood of the Conch Trilogy</i> - <i>Manreet Dhaliwal</i>	170-176
36.	Study of Various Aspects of Survival in Maya Angelou's Poetry - <i>Vaijayanta V. Patil</i>	177-181
37.	Pathos of the Gulf Migrants in Bennyamin's <i>Goat Days</i> - <i>Neethu MB</i>	182-183
38.	The Idiom Identity Crisis as a Recurrent Theme in the Select Novels of Saul Bellow: A Study - <i>M. Kannadasan and Dr. M. Natarajan</i>	184-187
39.	A. K. Ramanujan's Life and Works - <i>Guru G. Patil</i>	188-190
40.	A. K. Ramanujan's <i>Second Sight</i> and <i>Black Hen Poetry</i> Collections - <i>Guru G. Patil</i>	191-194

41. **Language through Literature: An Effective Method for the New Learners of English** 195-197
- *Dr. Govind Sarswat*
42. **Strategies for Developing Oral Communication Skills of Engineering Students** 198-203
- *Dr. B. Narasinga Rao*
43. **A Critical Study of Shakespeare's *Hamlet*** 204-206
- *Dr. P. Madhan*
44. **East-West Conflict in the Ideology of R. K. Narayan with Special Reference to His Selected Novels: *The Guide* and *the Vendor of Sweets*** 207-213
- *Imtiyaz Ahmad Mir* and *Aijaz Ahmad Ganie*

poetry.

Six of *The Black Hen* poems are titled 'Love' and numbered 1 to 6. *Uncollected Poems* includes a 'Love 10', and both volumes include many other poems about sex and love. 'On Julia' parodies those well-known 17th-century cavalier lyrics so often addressed to a Julia. Here the lyric begins with the conventional listing of the woman's beautiful features which are compared to nature. 'Foundlings in the Yukon' is set in Alaska but it could be any place. It tells of six newly discovered seeds from 'Pleistocene times' which are planted 'ten thousand / years after their time' and rapidly take root and sprout, unlike a modern 'lupine' which would take years to flower.

The poem reads thus of its primeval mystery:

In the Yukon the other day
miners found the skeleton
of a lemming
curled around some seeds
in a burrow:

sealed off by a landslide in Pleistocene times.

Other *Black Hen* poems will refer to time, place, seeds, trees, memory, age, and allude to art and human mystery. The notion that the natural world has buried seeds or other kinds of hidden life awaiting rebirth is felt. It is an untimely irruption into the present, and is related to how memory and the mind have within them both fears and poetry awaiting the light of day.

The African poet-novelist Gabriel Okara has written a novel called *Voice*, where 'it' seems to mean everything. Likewise, several poems in the volume, including 'Salamanders', 'Three Dreams', 'It', and 'From Where?', allude to the 'it' of 'The Black Hen'. Salamanders are like lizards, snakes, chameleons, one of those creatures which Ramanujan often uses to represent the unexpected, usually the past, being hidden in reality which is waiting and will sometime emerge.

The Black Hen shows that while Ramanujan's themes remained similar throughout his life there was, however, a significant shift in his focus from the particulars asserted in *The Striders* to the generalizations of the last poems. These poems are philosophical, indeed.

References:

1. A. K. Ramanujan: *Collected Poems*. New Delhi: New Delhi: OUP, 2013. Print.
2. King, Bruce. *Three Indian Poets: Nissim Ezekiel, Dom Moraes and A. K. Ramanujan*. New Delhi: OUP, 2005.
3. Nair, Rama. *The Poetry and Translations of A. K. Ramanujan*. New Delhi: Prestige, 2002. Print.

LANGUAGE THROUGH LITERATURE: AN EFFECTIVE METHOD FOR THE NEW LEARNERS OF ENGLISH

Dr. Govind Sarswat, Head, Department of English, Jain Vishva Bharti Institute, Ladnun

Abstract: *There is strong relationship between literature and language. This bond is a reciprocal one: language is promoted through the works of literature and literature is enriched by using the words and their construction that exist in the structure of a language. The history of English literature and language clearly shows how theirs this reciprocal relationship has lent us a great variety of works. We enjoy reading these works of English literature, and in a way learn a lot how and in what way English language is used to express the given idea. Since English is a foreign language for us, it poses some difficulties in learning it. The rules and regulations are there to learn it thoroughly, but this method may not create that entire effect wherein the words of language achieve their highest value in the true sense of the term. The process of language learning in its normal course may prove itself to be a mechanical one, so we need to make it somewhat more interesting. The students, especially from the rural areas of our Indian sub-continent, are very poor regarding the knowledge of English language. English is a hard nut to crack for them. English, being the need of today, is essential for them. Literature can be a better tool in language learning since it can create their interest in it. And in another way will make them true human beings as, while reading the works of great authors, they experience the human values on their own. My attempt, in this paper, is to reveal how much beneficial this blend of literature and language can be for a new learner.*

Key Words: *Literature, Language, Learning, Relation, Comparison, Humanism.*

To learn a foreign language is always a difficult task. By the word 'learning' I mean 'a complete knowledge' regarding reading, writing, listening and speaking. And above them all is the question 'where to start from?' It is of great importance to choose the right beginning. And so is the case with learning English language in India. Our universities are running various programmes to simplify the process of learning English language. No doubt, these programmes are helpful in one way or the other. The students start learning with much enthusiasm, but gradually, not all, but many of them suffer the boredom in learning mechanically. This results in acquiring a little knowledge which, according to Alexander Pope, is a very "dangerous thing." So this is our responsibility to wipe out this boredom and apply something interesting in language learning. Literature can be that interesting option for us since it is not just about words. It is all about 'expression' in the best possible way incorporating the emotion, tone, time, and place along with culture.

The first step in this direction should be in the selection of literary texts which can meet the demand as per the need. These literary texts should have both high moral values and an aesthetic appeal. The blend of these two will create a healthy interest into them which, in turn, enables the students to learn English language easily and to develop humanistic values as well.

There are various genres in English literature like: drama, poetry, novel, short story, and essay. Each has its own way to express the theme with which they deal. They project various situations which have clear connotations with real life. It is a unanimous truth that literature is all about life. So, when students experience life through them, they will feel a kind of affinity with them. They will mark how the particular situation is being projected using what type of words (vocabulary); what type of tone (pronunciation); and what type of sentence construction (grammar). Literature uses language dexterously.

However it will not be possible to fathom out each jewel that lies lurking into the deep and vast oceanic territory of literature. Let us deal with some of the remarkable extracts from drama and poetry for the purpose.

Drama is one of the oldest genres in English literature beginning with Mystery, Miracle and Morality Plays. The action in drama develops through dialogue delivery. The students should notice how they give an outlet to their own thoughts in the particular situation. Attention should be given to the pronunciation of the words and to the tone of sentence as a whole. If one does not listen carefully, his own pronunciation will falter. This problem of pronunciation is raised by Dr. Higgins in Bernard Shaw's *Pygmalion* (1916) when, listening what Eliza speaks, he says: "Listen to this, Pickering this is what we pay for as elementary education this unfortunate animal has been locked up for nine years to speak and read the language . . . and the result is Ahyee, BƏ yee, CƏ yee, DƏ yee." (41)

As a classroom activity we can choose students to play the role of characters after giving them an imitation reading of the dialogues. We should also instruct them about the use of punctuation marks in the text and the necessary pause they demand, so that they can apply it in their reading and writing skill. Let us discuss an extract from *All My Sons* (1947) where the character Chris uses words as weapons to wake the human inside us up. This is superb for its rhetorical language and the use of pause. Even the silence, where we pause, speaks a lot. Talking about his dead fiends in army, he says:

It takes a little time to toss that off. Because they weren't just men. For instance, one time it'd been raining several days and this kid came to me, and gave me his last pair of dry socks. Put them in my pocket. That's only a little things but . . . that's the kind of guys I had. They didn't die; they killed themselves for each other. I mean that exactly; a little more selfish and they'd've been here today. And I got an idea watching them go down. Everything was being destroyed, see, but it seemed to me that one new thing was made. A kind of responsibility. Man for man. You understand me? . . . I felt wrong to be alive, to open the bank-book, to drive the new car, to see the refrigerator. I mean you can take those things out of a war, but when you drive that car you've got to know that it came out of the love a man can have for a man, you've got to be a little better because of that. Otherwise what you have is really loot, and there's blood on it. (36-37)

The above given passage is very rich both in its form and content. From the point of view of language we can discuss: the use of phrasal verb 'toss off' and its meaning; the correct use of tense throughout; the use of passive voice in sentences like 'Everything was being destroyed' and 'one new thing was made' in order to show the object of emphasis; the use of adjectives and adverbs; the use of unfulfilled condition in 'a little more selfish and they'd've been here'; use of present participle in 'watching them go down'; use of conjunctions like and, but, otherwise, and because; use of comparative degree in the word 'better'; use of tone to make the affirmative sentence an interrogative one as in 'You understand me?'; the use of punctuation marks in the whole passage; and above all how the character succeeds in developing his argument step by step and leading towards a thought provoking conclusion.

Poetry is the rhythmic representation of the language in use. Its rhythm has such a mesmerizing effect that the listener's soul remain nothing but captive to it. We can remember a piece of verse easily than that of a prose. The words in poetry mean much more than what they say. The use of various figures of speech enriches the language of poetry. So, poems can play a strong role in language learning. By imbibing the new coinage words and figures of speech we can render an epigrammatic quality to our language. Here are some lines from Thomas Gray's "Elegy Written in Country Churchyard" (1750):

Let not Ambition mock their useful toil,
Their homely joys, and destiny obscure;
Nor Grandeur hear with a disdainful smile
The short and simple annals of the Poor. (89)

.....
 The boast of heraldry, the pomp of power,
 And all that beauty, all that wealth e'er gave,
 Awaits alike th' inevitable hour:
 The paths of glory lead but to the grave. (89)

.....
 Can storied urn or animated bust
 Back to its mansion call the fleeting breath?
 Can Honour's voice provoke the silent dust,
 Or Flattery sooth the dull cold ear of Death? (91)

The universal appeal of these lines has profound meaning. Each word leaves an unforgettable experience. The same words in their normal use cannot create such a lofty impression. The use of 'personification' in 'Ambition,' 'Grandeur,' 'Honour,' 'Flattery,' and 'Death' is remarkable in the first stanza. What Gray suggests us, in the second stanza, is the ultimate truth. And the third stanza uses few powerful rhetorical questions to point out what is permanent in this world.

A new learner of English language will come in contact with the figurative language, its use and the meaning it suggests; perfect words for the things; and what a rhetorical question is along with its purpose. With each new line, certainly, he will learn something new. Learning through poetry is like getting maximum output with least efforts because, on the one hand, the new coinage words and sublime expressions enrich our vocabulary and language respectively, whereas on the other, our interest makes it easier to memorize them. Who can forget P.B. Shelley when, in his "Ode to Skylark" (1820), he says:

We look before and after,
 And Pine for what is not:
 Our sincerest laughter
 With some pain is fraught:
 Our sweetest songs are those that tell of saddest thought. (136)

Thought is given here. The poet has used his own words to express that. But the thing is these four or five lines mean much more. Each individual has his own thinking and language. Now, we can ask our students to explain what they understood by these lines. Obviously, while doing that, they will need words matching with their thinking. And if they do not find, they will look them up in a dictionary. Their curiosity will lead them to new vocabulary. The meaning of new words found in this way can be remembered through their context. There will be little chance to forget them. In this way other forms of literature like novels, short stories and essays can be used for the purpose of language learning.

Works Cited

1. Bernard Shaw, George. *Pygmalion*. (1916). Delaware: Prestwick House Literary Press, 2005. Print.
2. Gray, Thomas. "Elegy Written in a Country Churchyard" (1750). *The Classic Hundred Poems*. Ed. William Harmon. New York: Columbia University Press, 1998. Print.
3. Miller, Arthur. *All My Sons*. (1947). Calcutta: Oxford university Press, 1998. Print.
4. Pope, Alexander. "An Essay on Criticism" (1711). New York: Hardpress Publishing Co., 2010. Print.
5. Shelley, P.B. "Ode to Skylark" (1820). *The Classic Hundred Poems*. Ed. William Harmon. New York: Columbia University Press, 1998. Print.

STRATEGIES FOR DEVELOPING ORAL COMMUNICATION SKILLS OF ENGINEERING STUDENTS

Dr. B. Narasinga Rao, Guest Faculty in English, Department of Humanities and Social Sciences, A.U. College of Engineering (A), Andhra University, Visakhapatnam

Abstract:

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another, whether this be vocally, written, visually or non-verbally. How well this information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills can help all aspects of a person life, from professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked.

Communication is a crucial part of second language learning and teaching. In the professional world, communication matters to the core and oral communication at the work place is vital to the success of any organization. With proper communication, a bonding and trust builds amongst the employees which promote excellent working conditions. 21st century has been adjudged as an era of communication; innovative technologies have revolutionized the business world. In the 'instant world' that epitomizes dynamism the way we convey our thoughts plays a major role in building relationships. Hence there is a need to refine our oral communication.

Keywords: *Second language acquisition, language skills, strategies for developing oral communication skills.*

Introduction

All of us use communication skills when we use them at home with family, at school or college with our teachers and classmates, in the work place with our superiors and colleagues, on computers when we answer emails, and on the telephone when we answer to calls. In fact, communication is lifeblood of social as well as business world. Communication means interacting with others to promote understanding; to achieve a result oriented goal; to pass information to another person so that they can take action. It can involve listening, speaking, reading and writing.

Importance of Communication Skills in Engineers' life

Importance of communication skills starts from their college days which are further carried out in interviews, jobs and their day to day life. Communication skills are very important in Engineers day to day life. For an engineer communication skill is just like oxygen without which he can't survive. As "the engineers design the future" communication is much needed them for their survival.

Importance of Oral Communication Skills

Oral communication skill is an asset for anyone more so a graduate. A graduate with good oral presentation skills has a better chance in career advancement and promotion. According to the Ontario Curriculum for Language, "Oral Communication skills are fundamental to the development of literacy and essential for thinking and learning. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. Listening and