



## A STUDY ON CORPORATE SOCIAL RESPONSIBILITY PRACTICES IN BANKING SECTOR IN MADURAI

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### Abstract

The corporate social responsibility is the device through which the banking industry have executed their visions for social welfare. It is a powerful way of making profit and achieving good relationship of stakeholder as well as shareholder. The process of Globalization created competition among the financial organizations to perform according to the internationally compatible trade practices. So this activated them to do more social activities. CSR that emerged in 1960 was an attempt to link business with society, on the other hand in the year 2007 RBI played an important role in supporting the concept of CSR by passing a circular which directed banks to undertake CSR initiatives for sustainable development. In this reference the present paper attempts to analyze the CSR practices in Indian banking sector, measure the level of satisfaction on the actual CSR activities provided by the banks and measure the gap between the actual service provided by the banks and the society's expectation

**Key words:** Corporate Social responsibility, financial institutions, banking sector.

### Introduction

Many organizations seek to have an even greater impact through CSR initiatives that integrate social values into operational and business strategies. The Banking sector is considered as one of the most regulated and compliance-friendly sectors in today's business world. The performance of banks directly reflects the mood and performance of an economy. With the advancement in information technology and increasing penetration of mobile in rural and remote areas, Indian banks have reached to the unreached in last few years. Indian banks have been giving back to the society through various welfare initiatives, donations and in-kind support to charities for decades. Social responsibility is not a new word for these banks.

### Objectives

1. To study and measure the actual CSR practices render by the banks in Madurai.
2. To identify the level of satisfaction on the CSR activities of the beneficiaries.
3. To find the gap between the actual and level of satisfaction.

### Need for the study



## IMPACT OF SUPPLY CHAIN MANAGEMENT ON E-COMMERCE - A PERSPECTIVE STUDY

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### Abstract

E-Commerce means business efficiency at all operation levels. It does not just mean trading and shopping on the Internet. The SCM is the backbone of E-Commerce also a very critical component of E-Commerce. The study on the impact of Supply chain on E-Commerce aims to explain the efficiency of E-Commerce in industrial supply chain management, how effectively E-Commerce is applied on industries and the functions of supply chain management. The study explains the different types of technology for supporting E-Commerce, servers in the present and future content. To understand and develop the E-Commerce and supply chain management. The research methodology adopted for the study is of a descriptive type. This method is suitable for answering the type of research questions posed for this study. In a descriptive research phenomenon of the study, are not controlled or modified and are just measured and reported. In addition, the association between the studied variable can be tested and the relationships or causal effects can also be described.

### Introduction

India has a potential for transforming itself into a hub of mass manufacturing. It means business efficiency at all operation levels. Supply Chain Management means coordinating, scheduling and controlling procurement, production, inventories and deliveries of products and services to customers. Jaana Auramo, et al. (2005) in their study on "Benefi Webster, et al., (2006) in their study on "E-Business Strategy Development: An FMCG Sector Case Study", this paper sets out to discuss the development of an E-Business strategy by a UK soft drinks company. It is based within the Fast Moving Consumer Goods (FMCG) sector (also known as Consumer Packaged Goods), which is characterized by powerful retailers, tier-1 suppliers of industrial end products and ingredient/raw material producers further upstream. The paper aims to examine the tensions created at tier-1 level relating to the adoption of E-Business solutions for B2B activities. The results of the survey indicate a lack of enthusiasm among Princes' supply chain members for the adoption of E-Commerce generally and for internet-mediated E-Commerce solutions in particular. The empirical survey is limited to the UK soft drinks sector and allows for the development of descriptive findings. These findings, discussed within the theoretical context of the paper, have potentially wider implications for the FMCG sector as a whole. The work has significant implications for the development of Princes' E-Business strategy, and by extrapolation for other companies operating in similar commercial environments. "Benefi Yifeng Zhang and Siddhartha Bhattacharyya (2008) in their study on "Analysis of B2B E-Marketplaces: An Operations Perspective", the phenomenon of business-to-business (B2B) E-marketplaces has triggered a lot of interest among researchers in recent years. This study aims to fill such a gap. Employing agent based simulations, we find that supply network agents tend to keep more inventories and backlog loses fewer orders in the E-marketplace than in traditional supply chains. And this effect is profounder for the upstream agents, distributors and manufacturers than for downstream agents, retailers. Managerial implications of these findings are discussed.

  
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## INVESTMENT PATTERNS THROUGH CSR FOR HIGHER EDUCATION - A PERCEPTIVE STUDY

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### ABSTRACT

CSR in Education has mostly involved steps to promote education, scholarships, sponsorships, increasing access to education and higher education. Other CSR practices for the education sector gaining increasing popularity include promoting gender equity by targeting girls, providing toilets or other infrastructure establishment of institutes for teachers, libraries for rural school education etc. The study aims to elicit responses from CSR and NGO functionaries who deal with education projects through various sector specific lenses. The aim is to develop an understanding of current challenges and opportunities in sector for both sides, while highlighting the major commonalities and divergent opinions on key aspects related to education. The study is based on primary research and assessment of secondary data related to the theme area that emerges from analysis of the primary research. The study attempts to describe the role of CSR and NGOs and their perspectives for education enhancement across the country. Nature of research being descriptive as it attempts understand divergent opinions and endeavours to substantiate emergent themes.

### INTRODUCTION

Investment in STEM education, digital education, capacity building of teachers, Upgrading and capacity building of the school management and leadership development is another essential component which requires much attention and action. The issues in the education system related to accessibility, quality, retention, poor capacity of teachers, academic issues (especially a curriculum that is not updated, enrolment, pedagogy, girl enrolment and retention issues, skill building etc. have serious consequences on the growth and development potential of the country. The magnitude and scale of such challenges require concrete efforts and funds from all stakeholders and collaborations between government, educational institutions and corporate to help accelerate education reform and bring about the desired social development. Even though the education sector receives maximum attention in terms of CSR spends, mere involvement from financial perspective to strengthen the education system is not enough. CSR models need to address long-term issues across the systemic chain to accelerate change in the education sector. Not much evidence is available on trends as well as gaps that could help companies perceive the right social needs and identify relevant opportunities for interventions. With the quantum of CSR investments, it is vital for the companies to make informed decisions. Along with focus on classroom construction, providing books or scholarships, attention should also be given to supporting processes or organisations with clear, easily measurable learning outcomes. Behaviour change communication has also not gained much attention in this context. Along with the need to invest at all levels of education, it is essential to identify gaps and understand the CSR focus in generating sustainable, scalable and impactful education models to help drive the country's economic growth and address issues plaguing the sector. Several stakeholders are working towards an overall improvement of education in India, with the Government being central. Many NGOs undertake projects and initiatives addressing one or multiple challenges highlighted earlier. In addition, companies invest substantial resources through CSR to enable NGOs to achieve maximum impact in the communities they operate in. Studies comment on the CSR investment in



**EFFECTS OF CUSTOMER EXPERIENCE CLUES ON CUSTOMER LOYALTY IN  
INDIAN MOBILE NETWORK SERVICES**

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**ABSTRACT**

The present study examines the relationship between mechanic clues and customer loyalty with respect to Indian major mobile network service providers. One of the components in customer experience is mechanic clues. The analyses made on the basis of responses from 580 customers of mobile network services. The validity and reliability of the model and hypothesis are examined through path regression modeling procedure. The findings suggest that customers are satisfied with availability of 24 hours customer support and providing online support for all services. The service providers are more sensitive towards improve their brand value and competitive advantage and at the same time the customers are expected more staff in customer care centre and receive the customers with pleasing manner.

**Key words:** Customer experience, customer loyalty, mechanical clues, mobile network services.

**INTRODUCTION**

Buyers would prefer not only to purchase a product or service; they need an incredible customer experience that complements the product or service. This is the reason it is critical to convey a dimension of customer experience that delights customers and builds an everlasting association with customers. Customer loyalty and fulfillment is affected by a customer's emotions/feelings and experiences they share with the brand. Customers don't simply purchase a product, they see the whole procedure as an experience or memory they review while doing the business with the organization once again. Customer experience is the sum of all experiences and minutes an organization has previously, after and keeping in mind while utilizing a specific organization's product or service. It is the customer's impression of the brand. Customer experience is an emotional association. Customers need to experience it for themselves, and this relies upon the manner in which the customer was treated from the starting till in the customer journey.

**Customer Experience Clues**

Customer experience has turned into the new trend in the present marketing field rising as the new age differentiator. Customers tend to perceive or sense experience clues or remember them by their absence. These intimations can comprehensively be named Functional (What of the experience) and Emotional - Mechanic and Humanic (How of the experience). In connecting with firms, customers deliberately and unknowingly filter experience clues and compose them into a lot of impressions, some progressively normal or calculative and others increasingly emotional. Experience clue is anything in the service experience the customer sees by its presence or absence. Customers' mind-sets may have specific effect on how they think and act in service experiences in light of the interpersonal nature of these experiences (Gardner, 1985). Subsequently, it appears to be important that organizations try to oversee experience clues in manners that positively impact customers' mind-set. One chance to do this is with the tangible components of the service experience – mechanic clue. Berry, Carbone and Haeckel (2002) proposed that anything that can be perceived or sensed or perceived by its absence - is an experience clue. Each clue conveys a message, recommending something to the customer. The composite of the considerable number of clues makes up the customer's absolute experience.



**DIASPORIC SUFFERINGS IN ABDULRAZAK GURNAH'S *PARADISE*  
AND *BY THE SEA***

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**Abstract**

This paper analyzes the two novels exploring the pain and sufferings of the slave and an asylum seeker. Both *Paradise* and *By the Sea* features the protagonist struggling for their identity and construct their lives in abroad. Gurnah's novel always includes exile, displacement, loss, identity and effects of colonialism in East Africa. His writings reveals the suffering and experience of refugees and immigrants. Gurnah deal with memory of the characters' of their past. He creates his fictional characters constantly negotiate with their past and present and portrays how they build their own identities in new territory.

**Keywords:**

Diaspora, Sufferings, Identity, Migration, Refugees, Abdulrazak Gurnah.

This article aims to take a look at Abdulrazak Gurnah's diasporic sufferings in his novel *Paradise* (1994) and *By the Sea* (2001). These novels set on the East African region. His most of the works deals with ideas of belonging, memories recollection, effects of colonialism and migration. In his novels, *Paradise* and *By the Sea*, Gurnah presents the ideas of shifting as characters migrate from one place to another. The migration given rise to dislocation and Diasporic communities. Diasporic literature helps us to understand the multi-cultural relationships. Migration, displacement and diaspora are closely connected and they indicate a sense of dislocation, exile and translation.

The term "Diaspora" has been increasingly used to describe the mass migrations and displacement of the second half of the twentieth century, particularly in reference to independence movements in formerly colonized areas, waves of refugees fleeing war-torn states, and fluxes of economic migration in the post-world war II era.

This article examines how he undergoes moving in his new territory and treating by their superiors. He deals with the thought of recreation, the self and cultural identity. In Gurnah's novels *Paradise* and *By the Sea*, he presents an idea of shifting protagonist and other characters of the novels move from one place to another as migrants.

*Paradise* is the fourth novel of Abdulrazak Gurnah. He presents the story of the twelve years old boy Yusuf runs an impoverished life with his father and mother in unnamed village.



## STRATEGIES FOR EMPOWERING STUDENTS WITH MULTIPLE INTELLIGENCES IN VIRTUAL CLASSES

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### Abstract:

Virtual Classrooms are being visualized as the future of education. Though it was predicted to take the center stage in the next few decades, it has hit the educational scenario well in advance due to the adverse effect of the pandemic caused by the Corona Virus Covid – 19. With the pandemic having a massive impact on the educational system, the need for online teaching and learning has become inevitable. The challenges faced by the teachers while teaching online has been immense. This paper focuses on suggesting a strategy of identifying the learning styles of students according to their learning intelligences suggested by Howard Gardner and adapting the teaching styles to have an inclusive learning system to motivate the students for improving the overall academic performance.

**Key Words:** Virtual Classroom, Challenges, Learning Styles, Multiple Intelligences,

The impact of the pandemic Covid – 19 corona virus is huge. Its effect on Higher Education is humungous. The effect of this outbreak of the global pandemic, has been massive on higher education across the globe. Learners across the world are affected by the closure of the educational institutions. This has resulted in massive online learning movement in the history of education. This impulsive shift away from the classrooms across countries have forced the universities and colleges to move to virtual and digital strategies. It is believed by many that this virtual classroom scenario will persist even after the pandemic is over.

At this juncture, the need for the emergence of a new hybrid model of education overcoming the digital divide is inevitable. The World Economic Forum states that “this pandemic has created a distinctive rise of distance learning, whereby teaching is undertaken remotely and on digital platforms.” (World Economic Forum, “3 ways the coronavirus pandemic could reshape education,” 2020, <https://www.weforum.org/agenda/2020/03/3-ways-coronavirus-is-reshaping-education-and-what-changes-might-be-here-to-stay>.)

India is a country blended with people belonging to the rich and the poor, the educated and the uneducated, the urban, the semi urban and the rural, the accessible and the inaccessible and the affordable and the unaffordable. The detailed study also strives to suggest strategies that can be followed in order to make this online education accessible and affordable to all the students and also to make the teaching reach the students effectively.

Students in a classroom have various learning styles. In a regular classroom, it is easy for the teacher to identify these learning styles and accommodate in their teaching as they have the opportunity to meet the students physically and observe them keenly. In a virtual classroom, it is not that simple. In a virtual classroom, the attention of the students can be kept in focus only when the teacher adapts to the learning styles of the students. Howard Gardner has identified and proposed eight types of intelligences according to their learning styles, in his book *Frames of Mind* (19)

Catherine Green and Rosie Tanner have also supported the view of accommodating Multiple Intelligences theory in teaching, especially when the classroom is in the virtual mode.

We have four main reasons for our belief that accommodating Multiple Intelligences theory into online teacher education is worthwhile. Firstly, just as in an on-site classroom, online learners are individuals who have a range of experiences; each possesses his or her stronger or weaker intelligences. By being aware of these differences, an online instructor can differentiate and individualize instruction. (Catherine Green and Rosie Tanner, 2005)

Howard Gardner in his book (1999). (*The disciplined mind: What all students should understand*. New York, NY: Simon & Schuster.) has identified eight intelligences that the students in a classroom will possess. They are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence,

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## Journal

of the

## Oriental Institute

M.S. University of Baroda

ISSN: 0030-5324

### BRIDGING THE GAP AND BUILDING COMPETENCIES IN UNDERGRADUATES – THE CLIL WAY

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#### Abstract

This paper discusses the school- university- work life gap and how English language course for Undergraduate programmes should play an active role in addressing the gap. It explores Content and Language Integrated Learning (CLIL) as a possible curricular framework and an instructional approach to help bridge gap across various disciplines with respect to language and communication skills. It provides a brief overview of what CLIL is and its relevance to English language courses across a range of academic disciplines and discusses the curricular objectives and content in the wider implications for student learning and development in their specific subject areas and career. The discussion could apply across Arts and Sciences that and other professional or vocational qualifications such as Engineering. The fundamental principles of CLIL are fairly straightforward but they do have their gaps and the framework does pose challenges as it has not yet been fully researched meaning there is scope for higher education institutions to engage in active research and forms of investigation such as action research and needs analysis to address these gaps.

**Key Words:** CLIL, EAP, ESP, University transition, ESL, English language course, General English, Content and Language Integrated Learning, Lexical Approach

#### Introduction

Students in the higher education contexts have dual needs when it comes to English Language Learning. They need to develop language skills for communicative competency and be able to successfully do their coursework in their respective academic disciplines. First year students often find themselves out of a familiar educational context into a new one, with higher expectations of them and their language skills. They get tested on content in their academic disciplines, while their language skills are tested at the same time and most of them struggle to perform or even cope. This means successful completion of higher secondary English language component in itself does not guarantee successful transition to university. Moreover, often the complaint is that graduates lack in communication and soft skills that form the core of employability skills (Bharathi 2016; Chakrabarty 2016), which are transferable. Acquisition of language skills are equally important determinants of employability and necessary for academic just as their mastery and skills in their specific content areas (Seikkula-Leino 2007).

In these contexts that content and language integrated learning (CLIL) could prove effective in addressing the gap, enable development of language skills in specific relation to their subject area, build motivation and transferable communicative competency, boost student success and motivation as there would be relevance and context (Seikkula-Leino 2007). Therefore, CLIL could be a possible means to enable this and it could be up to each college or institution to evaluate the needs of its learners in the light of the overall objectives and institutional mission before taking up the framework.

#### CLIL: an Overview

Content and language integrated learning (CLIL) is a generic term that refers to any educational situation where a second or foreign language is used for the teaching and learning of subjects other than the language itself (Marsh & Langé 2000). It often refers to the teaching of academic subjects in



A POSTCOLONIAL PERSPECTIVE OF THE PREDICAMENT OF WOMEN IN BAPSI  
SIDHWA'S *WATER*

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**ABSTRACT:**

Postcolonialism is a postmodern intellectual discourse that analyses the cultural legacy of colonialism and imperialism. The vital aspects of postcolonial subject matters include location and dislocation, which results in identity crisis into existence. Thus, the principal theme of the postcolonial writing is the change of the native into something other than oneself or at the minimum, one who is in adversity concerning one's own societal identity. This study analyses certain postcolonial elements in Bapsi Sidhwa's novel *Water* which is set in 1938, when India was still under the colonial rule of British.

**Keywords:** Postcolonialism, Identity, Native, Displacement, Post-colonial element

Postcolonial era is a hardly essential time period in critical current literary studies. Post colonialism tends to replace terms like Commonwealth Literature, Anglophone Literature, and New Literatures in English, Third World Literature, and Literature of the Developing Nations. Even the postcolonial time period has its own personal train of complexities. It is so common that the means and scope of the term is debatable. Its use may be narrowed down for the purpose of this study to highlight the inequalities among the rich and negative countries in many domains - social, psychological, political, economic and cultural practices and patterns and the articulation of their equals in literature.

Sidhwa belongs to a minuscule minority community referred to as Parsi or Zoroastrian community which is nearing its extinction as a result of its strong doctrines and severe exclusivity. Bapsi Sidhwa is one of the pioneering woman novelists from Pakistan. As she hails from Parsi Community, the background of her novels is almost set in Parsi community. She tends to highlight the problems faced by the Parsi Community. In the pluralistic Indian society, they flourished due to their diligence and integrity very quickly. They have become a very rich commercial enterprise community.

In postcolonial India and Pakistan they had to lose their dominance over business, politics and education and inculcated a sense of lack of confidence and fear following the unheard of political happenings and the increasing communal violence. Accentuated through the external threats and the plights of the diminishing community, standing at the verge of extinction, contemporary Parsi writers like Boman Desai, Farukh Dhondy, Rohinton Mistry and Bapsi Sidhwa assert their ethnic identification and sincerely try to reconstruct their racial history of their writings.

Bapsi Sidhwa was born in Karachi in 1939. Her novels reflect her personal experiences of the partition of Indian subcontinent, abuse against women, her immigration to the United States etc. Her novels highlight the women's issues of the subcontinent and bring them into public discussion. She is well known for registering her perception on the partition of Indian subcontinent as a Parsi Woman.

Her five published novels are *The Pakistani Bride*, *The Crow Eaters*, *Ice- Candy-Man*, *An American Brat*, and *Water*. Sidhwa's first three novels focus on Parsi families and the Parsi community. Her fourth and fifth novels deal with post-colonial writings which are based on Indian tradition. The



## RUSHDIE'S *SHALIMAR THE CLOWN* A POSTCOLONIAL REPRESENTATION OF THE PAST INDIA

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### Abstract

Salman Rushdie is one of the most important postcolonial writers in English literature. Through his literary contributions, he ushers in a new era of postcolonial literature. Rushdie is a world-renowned novelist whose outstanding works have garnered him accolades, thrills, and controversy throughout his illustrious career. Several Indian authors, including Amitav Ghosh and Rohinton Mistry, have been greatly influenced by his unquestionable creativity. As one of the world's most controversial and provocative contemporary novelists, Salman Rushdie stands out. Allegory, multiculturalism, magic realism and other postcolonial techniques are used in Rushdie's works to create alternative views of the colonial situation in a postcolonial context. Postcolonial literature is a wide range of topics are addressed in Rushdie's novel: historical, political, moral, social, racial, communal, cultural, and religious issues, as well as contemporary issues like terrorism and corruption. In his novels, these themes can be found. All of Rushdie's novels, as a postcolonial author, have brilliantly depicted the politics of both the East and the West. In most of Rushdie's works, the past of India is emphasised, and his complete works sometimes present a historical allegory. *Shalimar the Clown* is a historical novel rather than a story of India's modern history. In all of his books, Kashmir serves as a backdrop, and many of the allegories he uses refer to the location. It is his intention to entertain the reader, and the reader will find it intriguing to discover many historical allegories that he has employed in his work.

**Key Words:** Postcolonial, Politics, East, West, History

Rushdie depicts Kashmir in this *Shalimar the Clown* as a place where history and the passion play of those who can't endure it meet. Gurnah writes: "Rushdie returned to writing about India's subcontinent with *Shalimar the Clown*'s focus on Kashmir as a significant political event. It was an important step for Rushdie's career." (07) History of Kashmir has been shown in the book, where Kashmir has been described as the state that grew up between the East and the West, surviving as India or more particularly Kashmira. *Shalimar the Clown* is a representation of the infidel who thinks the world belongs to him. *Shalimar the Clown* is mostly rooted in Kashmir, although it starts and concludes in Los Angeles. Three primary characters' stories are told by Rushdie: the lovely teenage dancer Boonyi, the Muslim tightrope walker and clown Shalimar Noman, and the European elderly Jew Max Ophuls.

Both Shalimar and Boonyi grow in two Kashmiri villages, Pachigam and Shirmal. Noman Sher Noman also known as Shalimar the Clown,

the most beautiful boy in the world" is a performer and tight-rope walker. Shalimar marries his childhood friend Boonyi, a Hindu Brahmin girl. Noman declares to Boonyi "Don't you leave me now, or I'll never forgive you, and I'll have my revenge. I'll kill you and if you have any children by another man I'll kill the children" (SC 61).

Maximilian Ophuls, the American ambassador to India, once encountered a young woman named Bhoomi or Boonyi. They had an extramarital affair, and she gave birth to a daughter they called Kashmira. Then he brought Kashmira, renamed India, to the United States. It is apparent that Bhoomi symbolises the country of India and when a foreigner comes to our territory and attempts to be nice and eventually deceives us and takes away our property, what is his destiny is further depicted in this context. In the wake of learning about what had been happening behind Boonyi's back, Shalimar the Clown, Boonyi's husband, flew to the United States and shot Max Ophuls in the



## INTERTEXTUALITY: A POSTMODERN STUDY OF KIRAN NAGARKAR'S *GOD'S LITTLE SOLDIER* AND *THE ARSONIST*

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### Abstract :

Postmodernism refers to the depiction of life after World War II in art, culture and literature. The term "Postmodernism" was first used in 1940's. On its first use in the 1940's, the term signified itself as one of the movements. Gradually, it was used in several other disciplines like architecture, politics, economics, art, culture and sociology. American literary critics Harry Levin and Irving Howe were the first critics, who had applied the term 'Postmodernism' to Literature written after World War II. And it was popularized by Ihab Hassan. In India, post 1980's is described as the Postmodern period. Several Indian writers have tried their talents in writing Postmodern novels and have succeeded in it. One such novelist is Kiran Nagarkar. The salient features of a Postmodern novel include pastiche, fabulation, intertextuality, irony, humour, historiographic metafiction etc., Among these, Intertextuality plays an inevitable role in a Postmodern text. The term, 'Intertextuality' is coined by Bulgarian-French literary critic, Julia Kristeva. Kiran Nagarkar's *God's Little Soldier* (2006) and *The Arsonist* (2019) are taken for an analysis and the Paper aims to study "Kiran Nagarkar's *God's Little Soldier* and *The Arsonist* as Intertextual Texts".

**Key Words :** Kiran Nagarkar, Postmodernism, Intertextuality, Julia Kristeva, Techniques.

Intertextuality is one of the characteristic features of Postmodernism. The term, 'Intertextuality' was coined by Bulgarian French Literary Critic, Julia Kristeva. The term implies 'interdependence of two literary texts'. For instance the author will be quoting a sentence or a paragraph that has been taken from another text. Kiran Nagarkar has handled this concept of intertextuality in a quiet strange and different way. His novels, *God's Little Soldier* (2006) and *The Arsonist* (2019) are interrelated.

*God's Little Soldier* revolves around the life of Zia Khan. He is the protagonist of the novel. He has an elder brother named, Amanat. Amanat is portrayed as a writer in the novel. Nagarkar narrates both the life of Zia Khan and Amanat simultaneously. Amanat publishes a novel entitled, *The Arsonist* and sends his book as a gift to his brother, Zia to read. Every now and then Zia reads the novel. Some passages or sometimes a whole chapter of *The Arsonist* is incorporated in *God's Little Soldier*. This particular novel, *The Arsonist* that has been written by the fictional character Amanat is later published as a novel by Kiran Nagarkar in 2019. Hence the novels *God's Little Soldier* and *The Arsonist* are interrelated and the concept of Intertextuality is clearly found. Nagarkar calls his employment of story of *The Arsonist* in *God's Little Soldier* as 'a book within a book'. In Afterword of *The Arsonist*, he states that,

... writing my novel *God's Little Soldier*. My task at that moment was to compose the opening pages of a 'book within a book', by Amanat, one of the two major protagonists. By the time *GLS* was done, it had sixteen pages of excerpts from Amanat's book, *The Arsonist*. (303)

Those sixteen pages of excerpts are transformed by Nagarkar, later as a novel that runs nearly three hundred pages. Julia Kristeva in her essay *Word, Dialogue and Novel* rightly defines intertextuality as "a mosaic of quotations; any text is the absorption and transformation of another. The notion of intertextuality replaces that of intersubjectivity..." (85). A complete mosaic of quotations that run in *God's Little Soldier* is transformed into a novel named *The Arsonist*.



## The Plight of Women in Periphery: Nandini sahu's Sukamaa – A study

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**Abstract:** Post colonialism is the study of theory and Literature. It analyses colonizer and colonized experience. One of the significant parts in the realm of Post colonialism is Subaltern which identifies the colonial populations who are politically, socially, and geographically excluded from the ruling power. Inequalities and Injustice happens everywhere in the name of culture and tradition. They fight against all sorts of religious, socio and cultural discrimination. A contemporary women writer like Nandini Sahu depicts this sort of discrimination in her poetry. This paper aims to explicate how Nandini Sahu portrays the plight of tribal women in her poem Sukamaa and other poems.

**Keywords:** Subaltern, condition of tribal woman, culture, Poetess' view.

In Post colonial theory, the term Subaltern describes the lower social classes and the other social groups displaced to the margins of society. The term Subaltern which means "of inferior rank" was first used by the Italian Marxist philosopher Antonio Gramsci. Subaltern classes include workers, peasants and other groups. Thus the theory is principally designed to examine the voice of the Subaltern subject. Later, feminist writers concern women's cause, their subjugation to men and their exploitation that is physical, cultural, traditional, and religious.

In Indian English poetry from Toru Dutt to Kamaladas, Women writers depict the poignant, ironic voice against the plight of women in Indian society. Dr.Nandini Sahu is one such significant poet who depicts the plight of women and voices against the subaltern status of women. She is an Indian poet. She has written several books include poetry collections. Sukamaa and other Poems is her fourth collection consists of 48 crafted poems. The Poem deals with her views on women in general and on the marginalized poor women in particular.

The poem Sukamaa begins with the sad demise of Sukamaa who was the speaker's childhood domestic helper. She revisits her childhood days by recalling the devoted life of the old poor woman Sukamaa. She is Suka's mother and the foster mother of the Speaker and her sisters. She belongs to the kondh tribes. Kondhs are the largest tribal groups in Odisha which occupies the highest tribal population in India. It is one among the Adivasi tribal communities who speak kui language. Sahu has delineated the plight of such women who belong to that community. Through Sukamaa, Sahu attempts to expose ultimate harsh realities of the downtrodden women who are oppressed in the name of caste, creed and culture. Thus Sahu says,

The rural poor tribal  
the Kondh old woman

Vol 82 No 6, July - December 2022

(UGC-CARE List Group I)

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## Dismantling the Colonial Situation in Vikas Swarup's *The Accidental Apprentice*

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### Abstract:

Vikas Swarup in his novels, Q & A (2005) (adapted in film as Slumdog Millionaire), Six Suspects (2008) and The Accidental Apprentice (2013) shows the contemporary India. He documents the corrupted and bourgeois India in all fields. The paper speaks about the Novel, *The Accidental Apprentice* which exposes the postcolonial life in both village and city. The novel portrays the life of Sapna Sinha, a middle-class sales girl in an electronic shop at Delhi. During Colonisation Indians are puppets in the hands of colonisers. They erased the reality in India and left in an unreal world. Frantz Fanon, one of the renowned postcolonial writers, has written in his famous book *The Wretched of the Earth* that colonialism as a total project which rules every aspect of colonised people and their reality. The reality is completely shattered in the life of Indians. Education, career, food, lifestyle and so on, everything is imposed in the name of development. After Decolonisation, colonial impact can be seen in the colonised intellectuals. Sapna Sinha is portrayed as a victim during the time.

### Key words:

Colonialism, Decolonisation, Reality, Dismantle, Bourgeois.

Vinay a Multi-Millionaire as well as owner of a corporate company chooses Sapna without her knowledge and he wiles her in his trap. She gets an offer from Vinay Mohan Acharya, to be a CEO of his ABC group of companies. At first, she denies his proposal as it is a prank TV show and later, she understands the situation of Acharya. Vinay Mohan Acharya owns Sapna as a product and he wants to invest her ability in ABC companies. It is the condition of India in the hands of colonised intellectuals that they can enforce or lay or invest anything in anywhere to anybody. Colonisers forced people to follow their ideology in all ways to make money. In India Deprived classes are not allowed to commit in their ideology. In the novel Sapna works as a sales girl but she is constricted to be a CEO of ABC Companies which is planned by Acharya. Sapna approaches Acharya as there is a need for money. He uses the situation and forces her to sign the contract and makes her to face the real-life situations in the name of seven tests.

Vinay Mohan Acharya is a colonised intellectual, who occupies the mind of Sapna. According to Frantz Fanon, real Decolonisation is nothing but decolonising the mind of the native people. He further says that, to decolonise a nation is to create new men and dismantle the colonial situations. In this novel, Swarup uses Sapna Sinha as a colonised individual in the decolonised society. At the end of the novel Sapna proves that she is really decolonised in mind by her reply to Vinay's twin brother, Ajay Krishna Acharya. Ak Acharya shows the letter which is written by Vinay as his approval to appoint Sapna as CEO



## Explicating the Indianness in *Afternoon Raag* by Amit Chaudhuri

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### Abstract

Indian writers in English who are writing abroad always got the propensity to blend Indian culture with foreign culture in order to make a distinction between these two cultural arena. This interweaving of cultures often betrays the authors' disposition towards a foreign ascendancy. Moreover, such an author believes that to encompass foreign cultural code in his or her text dealing mainly with Indian tradition will consequently amplify the elegance of the text. In fact, the author aspires to have a wide-ranging readership instead. This paper attempts to analyse Amit Chaudhuri's novel *Afternoon Raag* (1993), in the perview of diasporic tendency.

**Key Words:** Postcolonialism, Diaspora, Nostalgia, Identity Crisis, Indianness

The Diasporic Literature is a part of Post Colonial Studies which engulfs the idea of home land, displacement, identity, agony of harsh journeys undertaken because of the economic coercion. In this vast area of writing, identity plays a crucial role to grasp the rudimentary idea of Diaspora. There are various facets of identities like political, social, cultural, economic and individual etc. Those aspects of identities play a pivotal role in the life of immigrant. The notion of home always renders a pleasant experience for immigrants and a yearning for home is an evergreen emotion in the heart of the immigrants.

Diasporic Literature is an inevitable part and parcel of Indian English Literature. It is essential to consider the linguistic and cultural diversity of India while discussing Indian Diasporic Literature. Due to the usage of the English language Indian Diaspora is evolving as an inevitable and individual genre. There are several Indian and Indian origin English language writers namely, V. S. Naipaul, Salman Rushdie, Vikram Seth, Amitav Ghosh, Anita Desai, Rohinton Mistry, Meena Alexander, Jhumpa Lahiri, Chitra Banerjee Divakaruni and Amit Chaudhuri. Their major concerns or significant themes of their writings are emigration, displacement and other Diasporic conditions.

It is essential to analyse the fascination to the foreign land and preconception of foreign land of immigrants which they had before moving from their home land to other foreign countries. Immigration is not a strange matter, it is an age old thing. For instance, if we delve deep into history, humans had a tendency to migrate from one place to another in search of food and safety which could be found better in other places. This tendency still continues even in this modern world. There is a proverb in English that is 'Blue are the hills that are far away', which means one side always greener from other side, that is true in nature. Hope of getting enhanced life is an inevitable and rudimentary idea in immigrations. Aspiration for magnificent life style, scholarly education, favourable circumstances, excellent healthcare and especially economic well being are the fundamental causes for immigrations.



## A Study of Anita Nair's *Lesson in Forgetting*: Suffragist Perspective

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### Abstract

Anita Nair is famous Postmodern Indian English Writer. She has much perception into have to do with her studies, family, love and endeavoring for popularity and wealth. Anita Nair has depicted such an existence in her novel *Lessons in Forgetting*. Educated women failed in her life, because of marriage. A *Lesson in Forgetting* is a depiction of characters due to failed marriages particularly the psychological conflicts. This fiction is impressive in its skill and painful in its integrity. Nair has tried to show, how the women character betrayed by male dominated society and their sufferings, how they conquered for better life.

**Key Words:** sufferings, betrayal, patriarchy, self-reflection

Anita Nair is popularly known among the women dramatist in the postmodern writings. She writes for women to raise their level in the society. She tries to show the violence faced by women and fight back against them and how to set example for themselves and the hegemonic society. In all her novel, she makes women to be independent in their life.

*Lessons in Forgetting*, Meera belongs to an upper middle class family, feels like a queen in her domestic world. She leads a beautiful life in the Lilac's House till a major change came in her life. This house makes major changes in Meera's life. She gets married to Giri who came as a model, co coordinator to assist shooting for a film and falls for Meera seeing her beauty. He gets greed for the Lilac's House thinking that to be owned by Meera and decides to marry Meera. Giri's wrong assumption as Meera to be the owner but in reality that house is on lease to them. Giri thinks that if he marries Meera he can live and lead a lavish life and also thinks to sale the Lilac's House. Meera is very loyal, she submits her whole life to her husband. After marriage she has disclosed all her dreams, then she takes care of her husband. She forgets herself and her identity while taking care of her husband. Giri, her husband does not respect his wife. He leads his materialistic life with his wife. He does not love her and has no attachments towards her. Though Meera neither raise her voice nor words complete solace within him. She listens to his every word like a typical woman. This women character shows the genuine life of women in this society. She was entirely dependent on Giri. She could not perceive herself. She could not able to face the rasping actuality of being discarded by her husband from his life and his disloyalty after she rejected to sale the Lilac House.

Meera started to realize her change after being she was left alone by her husband to take care of the family and take the household duties upon her. She realizes very late that her perception

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### Marriage, Sex and Sapphism in Manju Kapur's *A Married Woman*

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#### Abstract

This paper is to study about the New Woman Astha who is the protagonist of *A Married Woman* by Manju Kapur. It discusses the Marital, Sexual and Sapphism life of Astha. The roots of tradition, living up to the bench mark of the ideal Indian woman, sacrificing for family, putting self behind, devaluing herself, being content to live in the safety and security of husband. Home and family – continually come in conflict with her postmodern sensibilities that lend her wings. Wings to question that Is the role of woman only defined by her biology? This novel also takes a bold step in looking at taboo relationships such as Sapphism(lesbian) relationship. Her views may seem strange to some people but it is inner voice of all women who want to enjoy full stretch of their life at any cost.

**Keywords:** Marital status, lesbianism, marital-rape, psychological trauma.

Manju Kapur is an Indian writer and Professor of literature in Delhi University. She was born in 1948 in Amritsar. She is a well-known novelist of international reputation, whose six novels, *Difficult Daughters* (1998), *A Married Woman* (2002), *Home* (2006), *The Immigrant* (2003), *Custody* (2011), and *Brothers* (2016) are appreciated worldwide. She deals with various themes such as Feminism, Diaspora, Social and Economic forces, Gender relationships and Lesbianism.

Marriage, Sex and Sapphism have been neglected as a subject in the pre-independence India but after the feminist way, which swept the entire world, it has come to stay as a research



## Postmodern Elements in Kiran Nagarkar's *The Arsonist*

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### ABSTRACT

Postmodernism refers to the depiction of life after World War II in art, culture and literature. The term 'Postmodernism' was first used in 1940's. On its first use in the 1940's, the term signified itself as one of the movements. Gradually, it was used in several other disciplines like architecture, politics, economics, art, culture and sociology. American literary critics Harry Levin and Irving Howe were the first critics, who had applied the term 'Postmodernism' to Literature written after World War II. And it was popularized by Ihab Hassan. In India, post 1980's is described as the postmodern period. Several Indian writers have tried their talents in writing postmodern novels and have succeeded in it. One such novelist is Kiran Nagarkar. The elements of a postmodern novel include historiographic metafiction, intertextuality, irony, humour, fragmentation etc., The paper aims to study postmodern elements present in Kiran Nagarkar's *The Arsonist*.

**Key Words:** Postmodernism, Historiographic Metafiction, Intertextuality, Irony, Humour, Fragmentation.

Kiran Nagarkar is one of the eminent novelists. He has written eight novels. They are *Seven Sixes are Forty Three*(1980), *Ravan and Eddie*(1995), *Cuckold*(1997), *God's Little Soldier*(2006), *The Extras*(2012), *Rest in Peace*(2015), *Jasoda*(2017) and *The Arsonist*(2019). *The Arsonist* is taken for the study and the paper aims to study postmodern elements present in the novel. Postmodernism cannot be studied in isolation from Modernism. It grows from Modernism. Postmodernism shares many of the elements of Modernism. Some of the postmodern elements are historiographic metafiction, irony, humour, intertextuality, fragmentation etc., The first and foremost element that can be focused regarding Nagarkar's *The Arsonist* is 'Historiographic Metafiction.' The term, 'Historiographic Metafiction' was coined by Linda Hutcheon. In *A Poetics of Postmodernism*, she defines it as

Historiographic Metafiction includes those postmodern works, usually popular novels, which are "both intensely self-reflexive and paradoxically lay claim to historical events and personages" This is categorically a postmodern art form that relies heavily on textual play, parody and historical reconceptualisation. (111)

Akin to the aforementioned statement, Kiran Nagarkar's *The Arsonist* recounts the life history of 15<sup>th</sup> Century historical personage, Indian mystic Poet and Saint, Kabir Das. Nagarkar has brought this 15<sup>th</sup> century mystic poet to the 21<sup>st</sup> century and transformed him into even more mysterious character in his novel. Even the history has not recorded the clear cut facts about



Received: 10th March 2022

Revised: 16th April 2022

Accepted: 25th May 2022

A NEW GENERALIZATION OF  $T_{BS-g}$ -SPACES

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## 1. ABSTRACT

In 2004, Lellis Thivagar and Ravi introduced a new form of open sets in bitopological spaces. They investigated the basic properties and characterizations of the new sets in detail. In 2006, Ravi [13] submitted the aforesaid work for his Ph. D. From his Thesis, the following properties and definitions are used to pursue further research. Throughout the paper,  $(X, \tau_1, \tau_2)$ ,  $(Y, \sigma_1, \sigma_2)$  and  $(Z, U_1, U_2)$  or (simply  $X$ ,  $Y$  and  $Z$ ) denote bitopological spaces. We introduce a new type of weaker form of open sets in bitopological space as follows.

<sup>0</sup>2010 Mathematics Subject Classification: 54E55

Keywords and phrases. bitopological space,  $BS-\tilde{g}$ -open,  $BS-g^*p$ -open,  $BS-T_\omega$ -space.

## 2. INTRODUCTION

Levine introduced the notion of  $T_{1/2}$ -spaces which properly lies between  $T_1$ -spaces and  $T_0$ -spaces. Many authors studied properties of  $T_{1/2}$ -spaces: Dunham, Arenas et al. etc. In this paper, we introduce the notions called  $T_{BS-\tilde{g}}$ -spaces,  ${}_gT_{BS-\tilde{g}}$ -spaces and  ${}_aT_{BS-\tilde{g}}$ -spaces and obtain their properties and characterizations.

## 3. PRELIMINARIES

**Definition 3.1.** A subset  $M$  of a bitopological space  $X$  is called a  $BS$ -preopen set if  $M \subseteq BS-int(BS-cl(M))$ .

The complement of a  $BS$ -pre-open set is called  $BS$ -preclosed.

The  $BS$ -preclosure of a subset  $M$  of  $X$ , denoted by  $BS-pcl(M)$  is defined to be the intersection of all  $BS$ -preclosed sets of  $X$  containing  $M$ . It is known that  $BS-pcl(M)$  is a preclosed set. For any subset  $M$  of an arbitrarily-chosen bitopological space, the  $BS$ -semi-interior (resp.  $BS-\alpha$ -interior,  $BS$ -preinterior) of  $M$ , denoted by  $BS-sint(M)$

(resp.  $BS-\alpha int(M)$ ,  $BS-pint(M)$ ), is defined to be the union of all  $BS$ -semi-open (resp.  $BS-\alpha$ -open,  $BS$ -preopen) sets of  $X$  contained in  $M$ .

**Remark 3.2.** The collection of all  $BS-\tilde{g}$ -open (resp.  $BS-\omega$ -open,  $BS-\alpha g$ -open,  $BS-gsp$ -open,  $BS-gs$ -open,  $BS-\alpha$ -open,  $BS-g^*p$ -open) sets is denoted by  $BS-\tilde{G}O(X)$  (resp.  $BS-\omega O(X)$ ,  $BS-\alpha GO(X)$ ,  $BS-GSPO(X)$ ,  $BS-GSO(X)$ ,  $BS-\alpha O(X)$ ,  $BS-G^*PO(X)$ ).

We denote the power set of  $X$  by  $P(X)$ .

**Definition 3.3.** A bitopological space  $X$  is called

(1)  $BS-T_{1/2}$ -space if every  $BS-g$ -closed subset of  $X$  is  $BS$ -closed in  $X$ .

(2)  $BS-T_b$ -space if every  $BS-gs$ -closed subset of  $X$  is  $BS$ -closed in  $X$ .

**Definition 3.4.** Let  $X$  be a bitopological space and  $M \subseteq X$ . We define the  $BS$ - $sg$ -closure of  $M$  (briefly  $BS-sg-cl(M)$ ) to be the intersection of all  $BS$ - $sg$ -closed sets containing  $M$ .

**Proposition 3.5.** Every  $BS$ -closed set is  $BS-\tilde{g}$ -closed.

*Proof.* If  $M$  is a  $BS$ -closed subset of  $X$  and  $N$  is any  $BS$ - $sg$ -open set containing  $M$ , then  $N \supseteq M = BS-cl(M)$ . Hence  $M$  is  $BS-\tilde{g}$ -closed in  $X$ .

The converse of Proposition 3.5 need not be true as seen from the following example.

**Example 3.6.** Let  $X = \{\alpha, \beta, \gamma\}$ ,  $\tau_1 = \{\emptyset, X, \{\alpha, \beta\}\}$  and  $\tau_2 = \{\emptyset, X, \{\beta, \gamma\}\}$ . Then the sets in  $\{\emptyset, X, \{\alpha, \beta\}, \{\beta, \gamma\}\}$  are called  $BS$ -open and the sets in  $\{\emptyset, X, \{\alpha\}, \{\gamma\}\}$  are called  $BS$ -closed. Then  $BS-\tilde{G}C(X) = \{\emptyset, \{\alpha\}, \{\gamma\}, \{\alpha, \gamma\}, X\}$ . Clearly, the set  $\{\alpha, \gamma\}$  is a  $BS-\tilde{g}$ -closed set but it is not a  $BS$ -closed set in  $X$ .



# JOURNAL OF THE ASIATIC SOCIETY

Vol. LXII No. 2 2022

(UGC Approved Journal)



THE ASIATIC SOCIETY  
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# Suffering, Solitude and Revolt in Charlotte Vale Allen's *Mixed Emotions* and Vaasanthy's *Vergulai Thedi* (Searching The Roots): An Existential Study

P.Hemalatha & Dr. K.M. Sumathi

The modern philosophical movement of existentialism gained recognition in Europe in the pre- and post-war periods. The word "existence" is used for "being" or "the state of existing". Existentialism is a revolt against naturalism. It is the theory of the human as a subject and defines human existence. It believes that there "is not any objective form of truth, but the truth is formed by personal choice. Existentialism does not support the following concepts: first, wealth and honour make a good life; secondly, social values control an individual. Thirdly, acceptance of what happens to us, and never try to change it. Fourthly, science makes life better. What is important in existentialism is that human being is free and his nature is made through his choice" (Senejani 2013). Existentialism holds a human responsible for making choices and therefore, responsible for his life. Some of the major existentialist thinkers and philosophers are Soren Kierkegaard, Friedrich Nietzsche, Albert Camus, Jean Paul Sartre and Simone De Beauvoir.

The existential literature deals with the themes of meaninglessness or absurdity, alienation, anxiety, identity crisis, and individuality. Jean Paul Sartre propounds that after stepping into the world a man struggles to elucidate life. Kierkegaard's idea of human anxiety, Camus' idea of the absurdity of life, the claim of Nietzsche that 'God is dead', in opposition to the deeply religious ideas of Kierkegaard, the father of Existentialism- form the core of existentialism.

The central trope of existentialism is an individual's non-confinement and emancipation in life. One is responsible for his life because of one's choices. There is no intervention by any god or society. An individual is bound to create his/her elucidation of the 'self', which leads to the idea of pessimism; there lies absurdity in the exegesis of life.

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