

J.J.COLLEGE OF ARTS AND SCIENCE, (AUTONOMOUS)
(Re-Accredited by NAAC with 'A' Grade- Third Cycle)
Sivapuram, Pudukkottai- 622422
Department of English
Students Centric Methods- Participative Learning

Student Name: M. Jothika

Register Name: P20EG1005


Title of the Paper: Fiction II

Topic: *The class and social structure of the Admirable Crichton*

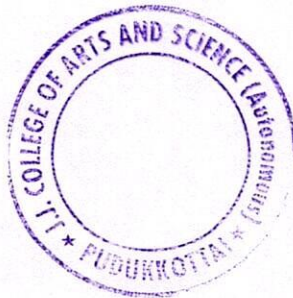
The Department of English organized a Seminar on the Fiction of "The class and social structure of the Admirable Crichton" on 14.09.2021.

M. Jothika of II M.A. presented a seminar on "The class and social structure of the Admirable Crichton". "The Admirable Crichton" is a play by J. M. Barrie, is a satirical comedy dealing with class and social structure, about a butler who rises to become the leader of his aristocratic employers after they are all stranded on a deserted island.

The play challenges the idea of the "natural" order when a wealthy but somewhat helpless aristocrat gets stranded on a desert island with his two sons, goddaughter, servant, and trusty butler, Crichton. Over the course of the play we see the more practical Crichton take over and interact with the upper-class characters in a way that would have been impossible in rigid English society. When the party is shipwrecked on a deserted island, where a living can be hewn from the wilderness only by those with the skill to do so, the admirable Crichton proves to be the most intelligent, resourceful, and able man to command the party. After a brief resistance on everyone's part, survival compels them to follow his lead, and after two years' time, Crichton builds a utopian island home, an ingenious little civilization where he rules, kindly but firmly, believing that on an island, Nature requires him to step into the elite role of master, and the formerly aristocratic others, now his worshipful servants, live a life composed of healthy exercise and willing labor. Crichton's happiness is nearly complete when Lord Loam's eldest daughter, Mary, happily accepts his proposal of marriage. But when the party is rescued, the new social order crumbles as Lord Loam reasserts himself, Mary returns to her stuffy fiance, and Crichton steps back into his former role.


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Student Name: M.Guganesan

Register Name: U19EG2004


Title of the Paper: Drama II

Topic: *The Red Badge of Courage*

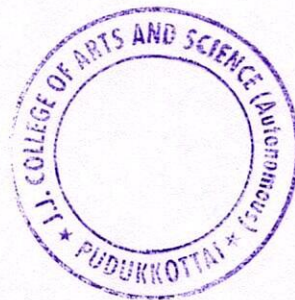
The Department of English organized a Seminar on the Drama "The Red Badge of Courage" on 28.09.2021.

M.Guganesan of III B.A. English presented a seminar on the war novel "The Red Badge of Courage". It is the story of a young Civil War soldier's desire to prove courageous in the face of his fear. It is a war novel by American author Stephen Crane (1871–1900). Taking place during the American Civil War, the story is about a young private of the Union Army, Henry Fleming, who flees from the field of battle. Overcome with shame, he longs for a wound, a "red badge of courage," to counteract his cowardice. When his regiment once again faces the enemy, Henry acts as standard-bearer, who carries an American Flag.

The novel explores a variety of points of view on the matter, among them the idea of self-preservation, or the survival instinct. It's simply unnatural to risk one's life for something like battle. Courage is very much tied to masculinity; the main character Henry Fleming feels he cannot be a real man without first proving his valour. Ultimately, courage is proven through his commitment to the Union Army and its greater cause. Henry recalls his mother's advice, which runs counter to his own notions. She cares little whether Henry earns himself a praiseworthy name; instead, she instructs him to meet his responsibilities honestly and squarely, even if it means sacrificing his own life. At the end of the novel, as the mature Henry marches victoriously from battle, a more subtle and complex understanding of courage emerges: it is not simply a function of other people's opinions, but it does incorporate egocentric concerns such as a soldier's regard for his reputation.


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Department of English
Students Centric Methods- Participative Learning

Student Name: Subhash.A

Register Name: P20EG2002

Title of the Paper: English Language Teaching

Topic: "The Problems of English Language Teaching"

The Department of English organized a Seminar on *The Problems of English Language Teaching* on 28.02.2022.


Mr.Subhash.A. of II M.A. presented a seminar on "The Problems of English Language Teaching". English Language has played a vital role in all the stages of India's freedom movement, formation and evolution into a nation of unique identity. English has been the language of diplomacy, administration, education, and judiciary and information technology. Its role is further widened in the present day needs of creating opportunities. With the changing indispensable role of English, the teaching of English in India is in a deplorable state. The Education Commissions and think tanks have emphasized the importance of inculcating right skills among the students in order to meet the present day needs of employment at global level. The problems of teaching English in India are due to policy makers' follies to poverty and population. The identified problems like lack of clear-cut-policy, deficiency exposure, non-availability of suitable material, lack of qualified teachers, improper methodology, lack of motivation, teacher student ratio and faulty examination system need attention to rectify the problems in teaching and learning of English in India. The main cause of this is that the original speakers of this language were once the rulers of a greater part of the world.


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Student Name: S.Srividhya

Register Name: P20EG1008

Title of the Paper: Shakespeare

Topic: Soliloquies in Hamlet

The Department of English organized a Seminar on the Soliloquies in Hamlet on 10.03.2022

S.Srividhya of II M.A.delivered a speech on "Soliloquies from Shakespeare's Hamlet" Soliloquy is a very powerful dramatic device. It is used to reveal the inner working of character's mind. Through this device the dramatist communicates to the audience the secret thoughts of a character. Thus a soliloquy is a means of character revelation. It contributes to the development of the plot. There are a number of soliloquies in Shakespeare's Hamlet. Most of them belong to the hero and a few to the villain of the play. In the course of the play Hamlet has seven long soliloquies. The first soliloquy of Hamlet occurs before he has seen the Ghost. Here the young Hamlet reveals the grief that has been crunching his mind. He thinks of his suicide to get rid of this grief. He feels disillusioned with this world. This soliloquy shows the meditative nature of Hamlet:

'How weary, stale, flat and unprofitable. Seem to me all the uses of this world!

The second significant soliloquy of Hamlet occurs in Act - I, Scene - V. This soliloquy shows Hamlet's resolution to avenge his father's murder:

'So, uncle , there you are. Now to my word. It is 'Adieu, adieu, remember me'. I have sworn't.'

The third soliloquy occurs in Act-II, Scene - II. Here Hamlet abuses himself for his failure to execute his revenge.He is only a philosopher. He is not a man of action:

'Must like a whore unpacked my heart with words, And falls a - cursing like a very drab, A scullion! Fie upon't! Foh! About, my brains.'

The fourth important soliloquy of Hamlet occurs in Act-III, Scene-I. It is the most famous, celebrated and philosophical soliloquy. He again thinks of his suicide. This soliloquy reveals Hamlet's speculative temperament. It shows his generalising habit of thought. It has a universal appeal. Its purpose is to show the Hamlet's delay in carrying out his purpose.

'To be, or not to be, that is the question: Whether' tis nobler in the mind to suffer. The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles. And by opposing end them.'

The fifth soliloquy occurs in Act- III, Scene- II. It occurs when Hamlet is about to go to his mother's chamber. One can see here the deep resentment against his mother. He thinks:

'Let not ever. The soul of Nero enter this firm bosom; Let me be cruel, not unnatural. I will speak daggers, but use none.'


Next important soliloquy occurs in Act- III, Scene- III. Hamlet gets an excellent opportunity to take revenge. He thinks that his uncle would go to heaven because he is at prayers. He decides to wait for another opportunity. Obviously Hamlet is delaying. His reasoning is impractical. Here his tendency to procrastination is again emphasised:

'Tis heaven with him. And am I then reveng'd To take him in the purging of his soul, When he is fit and season'd for his passage?No.'

Hamlet's last soliloquy occurs in Act- IV, Scene- IV. It is again full of self-reproach:

'How all occasions do inform against me. And spur my dull revenge!'

Thus, the soliloquies of Hamlet bring the idea of delay to our notice. This idea of delay shows Hamlet's preoccupation with his role. These soliloquies throw a flood of light on Hamlet's character and personality.


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Student Name: S.Jasmine Aarhi


Register Name: U21EG1027

Title of the Paper: Translation of Indian and European classics

Topic: *God sees the truth but waits* by Leo Tolstoy

The Department of English organized a Seminar on the short story "God sees the truth but waits" on 06.04.2022.


S.Jasmine Aarhi of III.A. English presented a speech on the theme of "God Sees the Truth, But Waits". It is a short story written by Russian author Leo Tolstoy, first published in 1872. The plot revolves around a merchant named Ivan Dmitrich Aksionov, who faces injustice and learns how fate works the hard way after being falsely accused, then convicted of murder. The main character has a very strong faith and is completely devoted to God, which is why the readers are bound to question God's ability of giving justice to those who truly believe in Him and wonder why He serves justice too late in some situation. The story's most obvious theme is injustice. The case against Aksionov is neither particularly flimsy nor particularly convincing, yet the government authorities seem eager to pin the crime on him and assume his guilt, even without establishing motive or recovering the twenty thousand roubles stolen from the merchant. Having determined Aksionov to be guilty from the start, the police make little effort to investigate other suspects. And when his wife's appeal to the czsar is rejected, Aksionov accepts that the injustice to which he is subjected will be impossible to rectify. He resigns himself to waiting for God to deliver the justice that man won't or can't give him.


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