

Editorial

Welcome to latest issue of Journal of Teaching and Research in English Literature.

The present issue is very much exciting since the articles represent different areas of literary studies; viz, teaching autobiographies as a pedagogical resource, performance evaluation in Literary Criticism among U.G students, Black American motherhood, marginalization within the discourses of nationalism, voice of marginalized women, and the fundamental issues of literay studies at the university level.

The paper by Prof. Maya Khemlani David et al opens up a discussion on the importance of teaching autobiographies as a pedagogical resource to achieve content comprehension by making learners connect their prior knowledge to the experiences of the autobiographer. The paper draws on schema theory, and suggests that in order to cultivate effective reading habits in English language readers/learners, learners may be exposed to autobiographies to integrate their background knowledge and life experiences with that of the text to comprehend the contents.

Prof. Dhanappa M Metri's paper quite significantly outlines an Innovative experiment of evaluating the performance of the third year special English students in Literary Criticism with the application based questions and open book examination technique. Contrary to the usual mode of descriptive kind of qualitative research and analysis, Dhanappa M Metri proposes an innovative practice of open book examination with application based questions. The main objective is to share the experiment among the faculties who are in search of their self –actualization.

Prof. Gigy J.Alex's paper discusses the growth of the institution of slavery during its introductory stages, when slaves were treated more or less like animals, when there was a tremendous rummage for land and women, in the context of the literary work, *A Mercy*. The author states that Morrison inscribes the forgotten histories though the erased memories.

Prof. Indrani Das Gupta makes an in depth study of Qurratulain Hyder's *River of Fire*. The writer states that the novel embodies a fluid rendition of history and time symbolically represented as the river, bearing different names. She examines the refashioning of spatiality that critiques and interrogates the difference between the centre and the margins.

In the paper titled, 'In Search of their Voice: Women on the Periphery in *Naga-Mandala*' Prof. Aparna explores the need of women to speak and to be heard. Women do not get to express themselves. They form their own groups where they share their innermost feelings. They voice their opinions and concerns as thinking and intelligent human beings in and through these women groups. As of now there can be no gender equality.

The paper by Sahdev Luhar 'Literary Studies in Indian Universities: Notes on the Present Scenario' highlights how the Indian departments of English reproduce cultural hegemony through their literary syllabi. The writer says that most of the texts which are selected by the curriculum-makers are written by the privileged caste. According to him,

very few texts deal with the common masses of India. The voice reflects the voice of the elite and not the underprivileged common.
Your careful reading, appreciation and suggestions are invited. Wish you all a happy reading!

Regards,
Dr. T. R. Muralikrishnan
Associate Professor and Head,
Postgraduate Department of English,
MES Asmabi College,
Kodungalloor, Kerala, India