

## EDITORIAL

Dear Readers!

Season's greetings, and welcome to yet another issue of ELTAI's Journal of Teaching and Research in English Literature. In line with our vision of exploring and testing the boundaries of the literary humanities, we are happy to present four articles in this issue that tease out, through their arguments, what literature does as a discipline and the potential of literary works, whether classical or contemporary, to make inroads into pressing concerns of our current realities.

The first article, "City Life and Ecological Alienation: An Ecocritical Study of *Miguel Street*", approaches V. S. Naipaul's 1959 work through the intersecting lenses of ecocriticism and colonisation as a metaphor for human's control over, and alienation from, nature. Its exploration of the degradation of the physical landscape reflecting in moral degradation composes a commentary on the ethics and politics of human-nature interactions. The second article, "The Poisoned Legacy: A Post-Colonial Reading of S. K. Pottekatt's *Vishkanyaka* (1948)", revisits Pottekatt's depiction of peripheral communities in the Malabar regions of Kerala as a historically constituted reality. It goes on to comment on the role of hegemonic discourses in 'Calibanising' the marginal, and the ways in which aestheticisation and the poetics of representing discrimination can sometimes promote the dominant discourses.

We approach human-nature dualism yet again in the third article, "Women-Nature Similitude: An Ecofeminist Study of Indira Goswamy's Select Works", which positions itself at the interface of environmentalism and feminism. Interestingly, this article brings yet another disciplinary perspective of the Sankhya philosophy of *prakriti* as a critical-ethical framing to bear on patriarchal discourses that shape gender roles and that, ecofeminism argues, is reflected in human domination over nature. The last article, "Literary Reflections on Social Hierarchies: A Comparative Study of Anand and Kalam", highlights the role of literary works as sites of social justice discourse. The story and autobiographical extract analysed in this paper draw on NCERT's textbook for English and make a case not simply for the identity of literature as a conscience but equally, of its place in public education to build dispositions and values of equity, tolerance, ethical and normative perspectives for social justice, which unfolds through literature are curricular discourse.

Between them, the articles try to probe the ethical and normative potential of literature and the unique type of knowledge that the discipline creates, helping us see our world in a Shklovskian defamiliarised way, with fresh eyes and through fresh perspectives.

We invite you to join us in this journey!

**The Editorial Team**