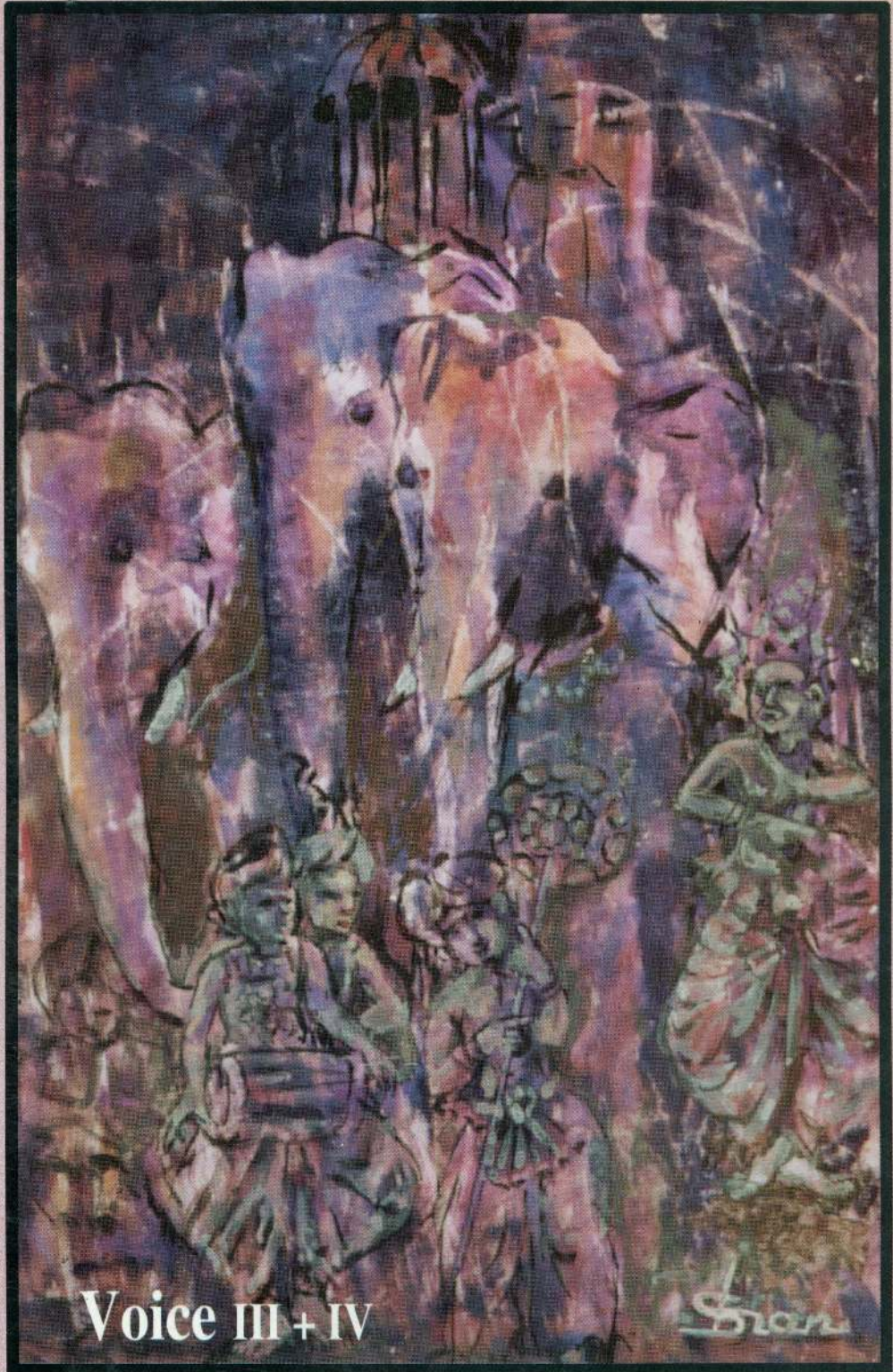


ECHO

2004



SLIATE



Voice III + IV

NDE CIRCLE

Department of English
Advanced Technical Institute, Jaffna.

வினாயக நகைபூனகா

Wignayaka Nakai Poonka

208/3 கந்தையாள் வீதி

மாநாயகம்

T.P. 021459022

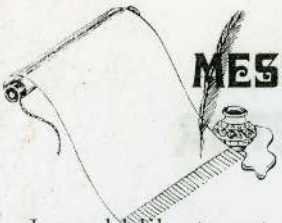


இருயந்திரங்கள் வாங்குபவர்கள்
அவர்களுக்கு சலுகைகள்
நடைமுறையில் தற்போது நடைமுறை
காலத்திற்கு அனுப்பி 22 ரூ.
ஒவ்வொன்றிற்கும்
அடிக்கடி வரவேற்கிறோம்



208/3
கந்தையாள் வீதி
மாநாயகம்
T.P. 021459022

457, கடை வீதி,
சென்னை - 03
01, 2559535



MESSAGE FROM THE DIRECTOR GENERAL

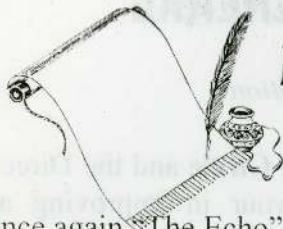
Sri Lanka Institute of Advanced Technical Education

I would like to extend my sincere wishes to the students of the **NDE Circle** and the Director and the staff of ATI Jaffna on this occasion, for their endeavour in improving and maintaining the standard of English of the students.

English is undoubtedly the Lingua Franca, Which is a priceless tool with which we should equip our children to face the needs and challenges of this globalize world. In this Universal Village one cannot survive purely on his or her mother tongue. There is a great need of linguistic and cultural mixing of people of different ethnic identities. A common medium of communication is important in establishing peace and harmony among different communities. Therefore activities of this nature would provide the students not only with the opportunity to practice the language they had acquired but also to pronounce their achievements and goodwill to the others.

I wish that you may have the strength and courage to continue to promote English language studies to produce successful citizens to the society, through which we could reach a better tomorrow in a stable and harmonious world.

Dr. H. L. Obeyesekera
Director General
SLIATE



MESSAGE FROM OUR DIRECTOR

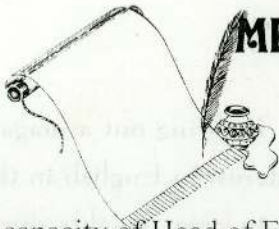
Once again "The Echo" makes its appearance. It's indeed a really joyful occasion and I am indeed very pleased to send this message to the "Echo". It's still in its child hood; just three years old, but I am happy to note that it's growing fast and steadily. Thanks to the untiring efforts of the members of the Staff of the English Department and the NDE students.

This magazine reflects the potentialities of the students in the field of creative writing- both prose and verse. At a time when educational institutions seek to foster creativity among students- publications of this type provide the opportunity for talented students to give expression to their creative talents in the literary field.

I wish the "Echo" well and hope it would see many moons. I congratulate one and all concerned for their fruitful effort.

Mr. T. Rajaratnam
Director
Advanced Technical Institute,
Jaffna.

Dr. H. J. Osherson
Director General
STATE



MESSAGE FROM OUR HEAD

In the capacity of Head of English Department, I am glad to send this message on the occasion of releasing the magazine 'ECHO'- Volume iii & iv.

The "Echo" has always been in the forefront in publishing very important, timely topics for its publication.

We are very proud to see the increasing number of successful students at the NDE final Examinations.

I take this opportunity to thank all those who gave vibrant and active support to release this magazine.

Mr. V. Karunanithy
Senior Lecturer,
Head/ Dept. of English,
Advanced Technical Institute,
Jaffna.



FROM THE EDITORS' PEN

The 'Echo' makes its bow once again but not without its pangs. To bring out a magazine in English has become a Herculean task, what with the declining interest in English in this part of the country. There was a time when the JAFFNA man rose to great heights due to his competency in the language. It's a different story now. Though distinguished personages at gatherings of young men and women stress the importance of Computer Literacy and English in the context of the global village- all these have fallen on deaf ears and English has taken a nose dive, so to say. The fact is that the JAFFNA youth is hardly exposed to the language and doesn't feel the need of it until of course he completes his or her academic career and goes for job hunting.

Employment in the public sector is becoming scarce unless of course a general Election is round the corner. The private sector looked upon as the engine of growth of a developing nation has greater possibilities for employment given the proper qualifications in English and the computer field.

It's true English is being taught from year 1 to 13 in schools and at the Tertiary level as well but the lack of intensive teaching and indifference on the part of the students have contributed to the falling standards in English. Unless corrective measures are taken, the earlier the better the time and money spent on the teaching of English will be a waste.

As a corrective measure, though the mother tongue continues to be the medium of Instruction certain subjects- social studies, mathematics and general science are being taught from grade 6 in English while since of late English has been introduced into the A/L syllabus. Here again the students opting to follow the specified subjects in English are few while there is also a serious lack of teachers competent to teach in the English medium - while the A/L students are totally indifferent to learning English though an opportunity has been provided to them.

In the midst of this sorry state of affairs the "Echo" enters the third year of its publication as a silver lining amidst dark clouds. The "Echo" provides a forum for the few who seek to pursue a higher course in English at the SLIATE to give expression to their originality in prose and verse. The Echo has been the brain child of the STAFF and students following the National Diploma in English course.

We wish to place on record our deep appreciation of the advice and guidance provided most ungrudgingly by the members of the STAFF of the English Department and our fellow students of the NDE - for their willing assistance and co-operation without which this magazine wouldn't have seen the light of Day.

NDE CIRCLE

Department of English
Advanced Technical Institute, Jaffna.

Committee — 2004

<i>Patron</i>	- Mr. T. Rajaratnam (Director)
<i>Vice Patron</i>	- Mr. V. Karunanithy (Senior Lecturer, Head/ Dept. of English)
<i>Senior Treasurer</i>	- Mrs. S. Subhakaran (Asst. Lecturer in English)
<i>President</i>	- Mr. P. Narein (2nd year Day)
<i>Vice President</i>	- Ms. R. Vijeyakala (2nd year Eve)
<i>Secretary</i>	- Ms. M. Sureka (2nd year Day)
<i>Asst. Secretary</i>	- Ms. N. Sharmila (2nd year Day)
<i>Treasurer</i>	- Ms. T. Tharshika (2nd year Day)
<i>Asst. Treasurer</i>	- Ms. N. Sivachankari (2nd year Eve)
<i>Joint Editors</i>	- Ms. S. Garthika (2nd year Day) Mr. P. Mano (2nd year Eve)
<i>Members</i>	- Ms. N. Sukirtha (2 nd year Day) Ms. G. Valarmathy (2 nd year Day) Mr. R. Nalinarajan (2 nd year Day) Ms. S. Sorna (1 st year Day) Ms. E. Karthika (1 st year Day) Mr. T. Sivaakaran (1 st year Day) Ms. S. Sivatharsini (2 nd year Eve) Ms. M. Sathiyawanee (2 nd year Eve) Mr. K. Vasanthakumar (2 nd year Eve) Ms. S. Sathajini (1 st year Eve) Ms. S. Gayathiri (1 st year Eve) Mr. K. Raymon (1 st year Eve)

NDE CIRCLE

Department of English
Advanced Technical Institute, Jaffna.
Committee — 2003

<i>Patron</i>	- Mr. T. Rajaratnam (Director)	
<i>Vice Patron</i>	- Mr. V. Karunanithy (Senior Lecturer, Head- Dept. of English)	
<i>Senior Treasurer</i>	- Mrs. S. Subhakaran (Asst. Lecturer in English)	
<i>President</i>	- Ms. S. Mythily	(2nd year Day)
<i>Vice President</i>	- Ms. P. Shiyani	(2nd year Eve)
<i>Secretary</i>	- Ms. S. Rojida	(2nd year Eve)
<i>Asst. Secretary</i>	- Ms. M. Nivethika	(2nd year Day)
<i>Treasurer</i>	- Ms. R. Rathika	(2nd year Day)
<i>Asst. Treasurer</i>	- Ms. T. Kavitha	(2nd year Eve)
<i>Joint Editors</i>	- Mr. N. Mayuran Mr. R. Premabala	(2nd year Day) (2nd year Eve)
<i>Members</i>	- Ms. S. Shyla	(2nd year Day)
	Ms. N. Mehala	(2nd year Day)
	Ms. C. Jamunamalar	(1st year Day)
	Ms. T. Nagasubathini	(1st year Day)
	Ms. V. Sumathy	(1st year Eve)
	Ms. R. Nageswary	(1st year Eve)
	Mr. R. Thayaparan	(2nd year Eve)
	Ms. K. Manohary	(2nd year Eve)

Contents

Page

1) Relationship	1
2) Affectionately yours.....	2
3) My wonderful Mother.....	3
4) Let's be Trilingual.....	4
5) Harm Me Not!.....	5
6) On the Point Pedro Beach.....	6
7) Oh Dear! Help Me	7
8) The Face of Violence	8
9) The Concept of Sri Lanka For Sri Lankans	9
10) The Humane Beast.....	10
11) Advertising In the Business World.....	11
12) Protection of Environment.....	13
13) The Paramount Importance of English as and International Language.....	15
14) Sri lankan English.....	17
15) Punniyakante Wijenaike's Fiction	19
16) A Focus on Sri Lankan Writers	23
17) The Ethnic Problem in "The Lost One".....	25
18) Won't You Smile a Little?.....	27
19) Bio- Data The NDE Course	28
20) Introduction To Poetry	29
21) King Oedipus	33
22) Impact of Culture on the Teaching of a Second Language.....	34
23) Employable Education- Importance of English and it s Peculiarities.....	38
24) Volcanoes.....	41
25) Tip of Sri Lanka.....	42
26) Beauty and Love	44
27) Advertisements	45
28) Written English.....	46
29) Communicative Grammar.....	49
30) English in Our Tamil Society	51
31) English and English in Sri Lanka.....	53
32) Professional Mourners	56
33) A Critical Analysis of Kamala Wijeyaratne's "White Saree"	60
34) Shanmugalingam's Yarkolo Sathurar- Topical, Thought- Provoking.....	62
35) Ballads.....	66
36) The Third Woman.....	69
37) Personality.....	71
38) Grammar-The What- The why and the How of Grammar	72
39) Present Diplomatic Activities in Wannu	77
40) Report Writing	78
41) Population	80
42) Punyakante Wijenaike-My Favourite Sri Lankan Novelist.....	82
43) Learning a Language through Linguistic Approach and English Literature	84
44) A Good English Teacher.....	86
45) Riddles Using Homonyms	90
46) Drinking for What?.....	91
47) Tough Tongue Twisters	92
48) English Proverbs Embedded in Jaffna Advanced Technical Institute.....	93
49) The Features of Comedy As in the Genre of Drama	94

Contents

1	Relationship	1
2	Affectionately yours	2
3	My wonderful Mother	3
4	Let's be Frilingual	4
5	Ham for No!	5
6	On the Point Point Beach	6
7	Oh Dear! Help Me	7
8	The Face of Violence	8
9	The Campaign of Sri Lanka For Sri Lankans	9
10	The Hissane Beast	10
11	Advertising in the Business World	11
12	Evolution of Environment	12
13	The Paradoxical Importance of English as an International Language	13
14	Sri Lankan English	14
15	Pennywise Wiser's Fiction	15
16	A Poem on Sri Lankan Winters	16
17	The Ethnic Problem in 'The Last One'	17
18	When You Smile a Little	18
19	Brother the MICE Course	19
20	Introduction to Poetry	20
21	King George	21
22	Impact of English on the Teaching of a Second Language	22
23	Empirical Evidence: Importance of English and its Peculiarities	23
24	Volcanoes	24
25	Tip of Sri Lanka	25
26	Beauty and Love	26
27	Advertisement	27
28	Women's English	28
29	Comparative Grammar	29
30	English in Our Daily Society	30
31	English and English in Sri Lanka	31
32	Professional Students	32
33	A Critical Study of Kannan Wijesinghe's 'Wine Dance'	33
34	Shanmugasundaram's 'A Memoir of a Political Thought-Provoking'	34
35	Kallak	35
36	The Blind Woman	36
37	Personality	37
38	Grammar - the What, the Why and the How of Grammar	38
39	Present Tense Verbs in Hindi	39
40	Report Writing	40
41	Population	41
42	Pennywise Wiser's - My Fascinating Sri Lankan Novels	42
43	Learning a Language through Linguistic Approach and English Literature	43
44	A Good English Teacher	44
45	Riddles (Sing Hilarious)	45
46	(Looking for What)	46
47	Tough Tongue Twisters	47
48	English Proverbs Embedded in Jaffna Advanced Technical Institute	48
49	The Features of Comedy As in the Genre of Drama	49

Relationship

i am very lucky to have
a loving mother like you
all the words you brought me
to wipe out my tears
i came down the way smiling
because of your sincere support
you often light my darkness
and taught me how to smile
you are a gift for me
your love and understanding
have always been
an inspiration to me
your relationship has always been
among those things in my life
that words can never explain.

Miss. N. Sivashancary
NDE 2nd year (Eve)

Affectionately Yours

i carried you.....
ten months in my belly;
when you were born i
had the pleasure of mother mary!
when you were growing
day and night i watered you
with my tears.....
poverty's tears!

i saw your belly full,
and mine half
it was always a pleasure to me
i shed happy tears
whenever i saw your pleasant face.

that day i dreamt that you
would rise high
and make me happy
But.....
today i am in an elders' home
still.....
i'm happy whenever i see you
i greet you
because i'm your mother!

Ms. R. Vijekala
N.D.E 2nd year (Eve)

My wonderful Mother

i thank god for giving me a wonderful
mother

she is the spirit of my home

her charming love is always there for me

her love and kindness cannot be matched

i know how important her presence

at home is

i never forget the difficult days

she has gone through to bring me up

when i think about her sleepless

nights

and struggle

my tears roll over

she showed me

the right path to live

i want to repay everything

but i know there is nothing great

enough to repay the greatest mother

on earth.

i only ask god to allow her to live long

because she is my wonderful mother.

Mr.S.Manivannan

NDE(Eve)

2003

Let's be Trilingual

it's true english is the link -
language of the world
But in srí Lanka, people can't live in peace
unless the sinhalese know tamil
and the tamils know sinhala
and all of you know english
to understand one another
and forget discrimination
and forgive one another.

then, let the two ethnic groups mingle
in cultural and religious functions,
and understand and appreciate
each other in art and culture.

then, won't there dawn an era of a
united srí Lanka
for peace and harmony forever?

Mr. S. Manivannan
NDE (Eve)
2003

Mr. S. Manivannan
NDE (Eve)
2003

Harm Me Not!

oh! friends who pass me
don't raise your hands
to do any harm to me
i help to cook your meals,
the friendly shade
against the scorching sun,
my sweet fruits refresh
and quench your thirst
i hold your house
with beams and rafters
i am the board of your
writing table and
your sleeping bed.
the timber you build
your boat and the
handle of your axe
the door of your home
the wood of your
cradle and coffin
are my breast
i am your flower of
beauty.
harm me not.

Miss. T. Nagasubathini
NDE 2nd year (Day)

On The Point Pedro Beach

oh! the wide tarred road above,
and the beautiful white beach blow,
we talked and laughed and we walked and played,
till our legs would carry us no further.

the beautiful stretch of beach,
bordered by palmyrah palms,
overlooking the missionary schools
what a glorious sight to enjoy.

we lay on the sand admiring nature's forms,
going for dips, in between shots of toddy,
we danced and sang in high spirits,
free of any duties or orders to take.

would you like to join us on this beautiful white beach?
forgetting all cares and worries for a while?
then just give a "ring", or drop in while passing
and get the assurance that you could join in next time.

Miss.S.Rogida
NDE (Eve) 2003

Oh Dear! Help Me

i can't understand it, can you?
it is whistling and stirring me
some say it's mysterious
some say it's sacred
and some: the connecting string of two hearts
they say it is the basis of give and take policy.
others argue it's the origin of "love"
and all these people say they have "this"

perhaps they could not make out or define
what it is in reality
i tried to follow it but was mocked
as i try to talk frankly
they say i am vomiting words
when i am dumb and silent
i am moody and egoistic
when i put my head down they knock
when i tolerate
they say i am a "fool":
but when i refuse to hold my tongue
they call me "savage"
when i smile at them
they flee, thinking that
i am grinning for something from them.

if i worship my parents as a loyal son
they say "i am rustic"
when i play my own game
they crown me "vagabond"
when i am a scab
i'm named a "traitor"
when i question or reason out
i am the rebel
when i stay aloof
they say "i am a coward"
i don't understand, do you?

Mr.G. Rangith Thevarajan
NDE (Eve) 2003

The Face of Violence

back him
shoot him
she is carrying an infant
that doesn't matter,
strangle her neck.
the child might, one day,
become your enemy.

there he comes
he is a lunatic
but he is a terrorist
therefore shoot him
shoot him down
what else
blind or deaf
kill them all.

here is somebody grooming
and bleeding
don't let him escape
pour petrol
set him ablaze
now rest a while
if human rights activists ask
tell them as usual.
"the people who were
killed are all terrorists."

Mr. N. Mayuran
NDE (Day) 2003

Mr. G. Rangin Thevarajan
NDE (Even) 2003

The Concept of Sri Lanka for Sri Lankan

Fifty years ago

After a long slumber of colonial rule,
We awoke to a life of freedom.
Not only the freedom from colonial rule,
But freedom from poverty and ignorance.

While we have every reason

To be proud of progress-we've made
Over the last fifty years,
We must realize
That there's much more that needs to be done!
We are now independent-and
We are also interdependent-so
We must develop the feelings-of
Acceptance of new ideas, messages and medium
The mutual dependence of one people
Bound by a common purpose
Striving towards a common goal.

We must unite as one big family, then,

We can feel free to share,
To give, to help-and
To love one another

This will help our new generation

To stay free in the years to come.

Let us show our loyalty and respect

To "Our mother Lanka",
By joining our hands
And giving her complete rest
From the continuous booms
Of the horrifying weapons.

Miss.S.Rogida
NDE (Eve) 2003

The Humane Beast

they cursed me,
they disgraced me,
furious i was,
called them names,
"you dog" "you bitch"
and my wrath did end.

home came i
weary and stumbling
after a hard day's labour,
my dear ones
glad to the t.o
watching murali's special
cared not for me.

my pet johnny,
scented my presence,
rushed up to me
wagging, wining and yelping,
how happy was i,
oh god forgive me for my
 out burst
and bless my pet johnny
the humane beast.

Mr. V. Kanapathipillai
Visiting Lecturer

Advertising In The Business World

There is no Newspaper or a magazine today without advertisements. They publish advertisements not because the editor or the publisher loves them but because the advertisers pay them. They make huge profits not through sales but from what the advertisers pay for the space in the papers where in they advertise their goods.

In modern times there is greater competition in the commercial world, so it has become necessary to advertise goods and wares. People engaged in large-scale businesses always want to attract buyers not only in the neighbourhood but the whole country and sometimes the whole world becomes their target for promoting their business.

There are three categories of people who benefit directly from an advertisement.

1. A person who wants to sell his goods to people who may need them.
2. A person who is looking for a thing to buy. Having seen the advertisement in the paper he goes straight to the place instead of walking up and down making inquires.
3. The advertising organization be it a paper, magazine, radio or a T.V station, etc... which makes profits by way of receiving payments for giving publicity to the goods of the advertiser.

According to the needs of people the advertising media have categorized their styles of publishing the advertisements. Some of the common headings are as follows: **“Lost and found”, “For sale”, “Wanted”, “House to let”, “Personal”, “Board and lodgings”, “Amusements”, “Travels”, etc.**

These are classified advertisements. As a rule these advertisements are always very short. Suppose you want to sell or let your house your advertisement will appear under the title **“To let”**. Personal advertisements are often rather amusing: For example **“My thanks to the person who by mistake or purposely took away my traveling bag from the bus stand and was careful enough to send my documents back to my address. Thank you again.”**

Humorous advertisements both in writing and in drawing amuse people; they will remember such statements long after they have forgotten a dry fact. Some of the most famous advertisements have been successful because they have made people laugh and usually they repeat the jokes to their friends.

There was an advertisement regarding a car in "Rupavahini" where i. e famous comic character Sergeant Sinnathampi was seen controlling traffic at a crowded junction. When the car in question came to the spot the sergeant behaves like a child and retries to the side of the road allowing the car to pass, and when it had passed he blows out a kiss towards the car before returning to spot. Anyone who had seen the joke of the sergeant would never forget the incident and the car.

In modern times advertising has become a business or rather a profession in itself. Advertising agencies are found in all the big cities of the world. They employ young men and women and give them special training for the work, and many trading companies permit such agencies to do all the advertising for them.

Writing or drawing an advertisement is not an easy task; a knowledge of psychology is essential to workout a good advertisement that will attract people and persuade them to buy something. To make a man part with his money the advertisement must help him to makeup his mind. Therefore, an understanding of human nature and the way minds work are very important for the man who works for an advertising agency.

Advertising should not be boring; some advertisements annoy people. That is the work of unskilful writers of advertisements. Advertisements should not deceive people. Dishonest manufactures tend to boast about their goods, but after usage people turn their back to such goods. A man brought a car load of small bottles to a village market, unloaded them on the side of the road and began to make a long speech about the contents of the bottles. Villagers gathered in numbers and, taken up by his speech, they started to buy the bottles which were supposed to contain an instant painkiller. In no time the whole load of bottles were sold out and the rogue doctor vanished from the scene never to be seen again for the contents of the bottles were nothing but water, sugar and colouring matter.

It is always a rule that advertisements should be written in a language that people should be able to read and understand (and preferable in their own language). Indian goods intended for sale in South Africa have to be written in a language that the Africans understand, but English however enjoys an advantage in this regard because it has become a scientific and commercial language of the world.

Mr. P. Narein
NDE 2nd year (Day)

Protection of Environment

When we say environment it means all the natural things including human beings. Environment can be divided into three major sections. They are water, land and air. These three components are the most important things for all the living things in the world. The scientists have confirmed that the living things found in this world appeared from these three main components. Therefore it is obvious that plants, animals, birds and human beings are interrelated; which means that they can't be separated from one another. Even if a small part of any Nature is destroyed by any means it will affect the whole world.

It is proved that human beings are the main cause for the imbalance in Nature. The selfish activities of people who have no clear understanding of Nature harm the environment. Wherever people live there is environmental pollution.

Let's see how Man harms the Environment; first if we consider the air which is the basis for everything, is polluted by Man in many ways. Smoke from vehicles and factories, spraying of poisonous chemicals in paddy fields and other vegetable gardens, burning of garbage are some of the common ways through which man pollutes the air.

Secondly, water, our lifeblood is polluted by man. All waste is drained through pipelines into the lakes, rivers and the sea. Oil from ships contaminates the sea. Garbage finds its way into the rivers and the sea.

Man without any consideration for future generations pollutes land as well. Deforestation is the main cause for the pollution of land. By deforestation the entire world is threatened to total destruction. Because of deforestation the whole world will become a desert one day. Soil erosion is also caused by the removal of trees in the jungles. Dumping plastic and polythene also makes the soil infertile. The animals in the jungle face extinction because of deforestation.

Therefore it is understood that man is the main cause for all kind of pollution. So it is high time to think about protecting the environment how are we going to do it? It is not an easy task. Because we have already polluted and destroyed most part of the nature.

The easiest way to protect Nature is planting trees wherever possible. Everyone (in this world) should do this. Afforestation should be activated seriously by every government. People who have no knowledge of Nature must be instructed. So that they can protect the environment. The government of every country must enact new laws in order to protect the forest and other natural resources. Those who violate the laws and destroy the natural resources must be punished severely. The younger generations must be instructed at school about the need to protect Nature.

The scientist must solve the problem of vehicles which pollute the air. The use of things made of polythene and plastic must be banned completely.

The testing of harmful weapons such as atomic bombs and nuclear experiments under the sea cause immense affect to the environment. Therefore all the countries in the world must come forward to stop this kind of damage.

Unless everyone of us realize and understand the value of natural resources and try our best to safeguard ourselves we will never be able to accomplish the task of protecting the environment. We must know that the earth is the only planet where living things can survive. Therefore it is high time for all of us to resolve to protect the great gift given by God. Let's protect nature and let's protect the earth. If we really want to protect ourselves and our future generations we must do it right now.

Miss N . Sharmila
NDE 2nd year(Day)

The paramount importance of English as an International Language

As far as Sri Lanka is concerned the use of language assumes great significance. Although Sinhala, Tamil and English are considered state languages, yet Sinhala and Tamil are the officially recognized languages. Sinhala and Tamil are used as languages of instruction, and English is taught as a second language.

Although English is taught as a second language, yet it is used as an important language for the exchange of ideas and thoughts between the Sinhalese and Tamils. However, as far as the proficiency of English is concerned both Sinhalese and Tamils lay behind in the acquisition of an intimate knowledge of English.

Since the British occupation of Sri Lanka, English has been the favourite second language of many people. The compelling factor for the learning of English is being used as a language of communication with the Western world in general and Great Britain in particular. Those who learnt English in those days had a competent knowledge of it.

After the introduction of the mother tongue as the medium of instruction, the use of English as the most important language of communication and instruction began to decrease by slow stages. Consequently the standard of English suffered a terrible decline. The capacity of writing and oral communication of students also began to diminish. At present it is a sorry state of affairs that the learning of English is grossly neglected, because of the over mastering influence of Swabhasa education. Students evince a deep-rooted aversion to the learning of English.

In this context the teachers are duty bound to tell the students that a rich knowledge of English is vital for the pursuit of higher education locally or abroad. As students are not interested in learning English the teacher who teaches English must show tremendous enthusiasm in teaching this subject and in fact the students should evince such enthusiasm. So that the student population may be inclined to study these subjects with unflinching enthusiasm and indefatigable industry.

It is a well established fact that English of immense potential is absolutely essential for a student to keep abreast of the changes and advances made from time to time in the domain of Science, Art, Music, Law, Architecture and Computer Technology which is important and relevant to the present age as everything is computerized, whether it is ticketing or launching a missile or performing a surgical operation or maintenance, auditing and inspection of accounts in the Banking institution.

Magazines and journals containing a wealth of information related to the phenomenal advances in science and technology and other subjects of current interest are published in English. The study of law and its application and the presentation of arguments on the question of law are done only in English.

For social, culture and commercial intercourses (friendly dealing) of our country with the other states of English is an effective instrument of expression to achieve what is desired.

Now the students having completed their first degree desire to further their post-graduate studies in the Universities abroad. They insist on the highest score being obtained either in the TOFEL or in the I.E.L.T.S by students willing to pursue their post-graduate courses in the University abroad.

It is because such Universities feel that candidates applying for post-graduate courses from countries like Sri Lanka, Maldiv islands and countries in the Far East do not possess the standard of English as expected of them. What is to be done to improve this sorry state of affairs is that due accent must be laid on the English education and educationists must play a dominant role in shaping the progress of students by making English a compulsory language from Grade One up to the completion of a degree in the University.

Miss. S. Sivakanthy
NDE 2nd year (Eve)

Sri Lankan English

The English language, no one will dispute, is an international language today. In countries like England, the U.S.A, Canada, Australia and in several parts of Africa it is the first language. In many commonwealth countries like Sri Lanka, India, and Malaysia it is a second language. For us, in Sri Lanka with many races, religions and regional differences a common language like English will serve as an ideal link as it has done in the past for hundred and fifty years under British rule.

Sri Lanka makes an effort to imitate the Standard of English used in Southern England. However, Sri Lankan English has some deviations from Standard English. Moreover, Sri Lankans have difficulties in using Standard English. Mother tongue interference is frequent in Sri Lankan English. In Sri Lanka two different languages are spoken by the native population -Tamils and Sinhalese. Their mother tongues influence their spoken English.

Further, certain words in English language totally give different meanings. For instance the word **“bungalow”** means **“a spacious house”** in Sri Lankan English. More over phrases like **“shoe-cut”**, **“familied man”**, and **“chicken curry”** are used by Sri Lankans. But the Standard form of these words are different from Sri Lankan English such as **“crown”**, **“chicken”** and **“married person”** respectively. Some words used in Sri Lankan English are borrowed from Sinhalese and Tamil.

Eg: thali, sambol, hodi, mallun, poya.

There are no equivalentents for some kinds of fishes, herbs, birds and animals. So, Sri Lankan English uses them as they are in the native languages.

Eg: Parana, hal masso, gotukola mynah, gabora goya.

Further, the rhythm of Sri Lankan English is different from that of Standard English, because Sri Lankan speakers use the direct vernacular rhythmic pattern in English. Sri Lankans have the tendency to speak English in a **“sing-song”** manner due to the influence of the mother tongue. Therefore, we can identify the difference in pronunciation between Sri Lankan English and Standard English. For example, in

Standard English, they use the diphthong /ei/. But it becomes a long vowel /e:/ in Sri Lankan English. The word “lady” is pronounced as /leidi/ in British English. But the Sri Lankans pronounce the word “lady” as /le:di/. Like wise, /θ / is fricative sound in British English. But it is a plosive sound /t/ in Sri Lankan English.

Further we don't find phonemes such as /f/, /z/, /ʒ/, etc., in Sri Lankan vernaculars. But they are found in British English. Sri Lankan English does not pay special attention to suprasegmental features like stress, pitch etc.

Standard English uses different stress patterns to pronounce the word, “permit” as /p3:mit/ in noun and / p3mit/ in verb. But in Sri Lankan English, there is no difference in the stress pattern.

When there is no English equivalent for any word in Sri Lankan English, certain words are formed by combining two different words like “String-hoppers” and it is alien to British English. If there is a language today that is full, rich, universal and helps everyone in some way or other it is certainly English. It is a language of the United Nations of the entire world of all people.

Reference: Communicate- E.L.T Journal for Sri Lanka (1984)

Miss. G. Sripathmapriy
NDE 2nd year (Eve)

Knowledge has bitter roots but sweet fruits

Punniyakante Wijenaikē's Fiction

For over a quarter of a century after Independence, writing in English in Sri Lanka was considered an almost despicable occupation. This attitude sprang from the developing nationalism that sought to celebrate indigenous languages.

The introducing of English as the official language of administration and medium of instruction in Sri Lanka took place in 1815. But the creative writing in poetry started blooming only during 1930's. The beginning of the Sri Lankan writing in English was with the translation of Gita Govinda by George Keyt.

In the first thirty years after independence English fiction in Sri Lanka was dominated by two writers of acknowledged stature, Punniyakante Wijenaikē and James Goonewardene, founders of the genre. Each had published four books by 1980, but apart from these there were hardly any works of any consequence and most of the other writers who had published fiction had stopped with just one effort. Indeed no other writers had won any recognition.

Punniyakante's first book, "The Third Woman", a collection of short stories was published in 1963. It was quickly followed by the publication of the novel 'The Waiting Earth' in 1966. As the titles suggested both publications had sprung from the pastoral mode, especially in the village-well syndrome.

They assert kinship with rural settings and peasant life. Although they maintain a distance as the matters were examined rather than shared; they certainly have charm. Punniyakante Wijenaikē captures most effectively a certain plaintive flavour; clearly remote as noted from the consciousness that controls it. It is evidently seen in "The River", a short story in the collection of "The Third Woman".

"When the rice was destroyed she lived on the few coconuts that were left on the trees or on wild yam or two that she dug up from the hillside. When the water subsided, she took her hoe and walked tirelessly up and down the hill searching for a bit of land that would be safe from the river".

This is only description of life style led by the woman who continued to live alone by the riverside." "The Third Woman" deals with the wide range of experiences that portray the problems of village life much more starkly than its charms. The subject of the short story "The Harvest" is the unstable nature of romance based on physical proximity engendered by harvesting. Punniyakante successfully portrays Gunapala's inner life, Maggie's burgeoning sexuality and the attitude of the old farmer and Gunapala's youthful aspirations towards a wider world. The starkly realistic, sentimental account of the situation of the young village woman-Maggie-is left to the mercies of the man she slept with at harvest time is vividly exposed in the lines,

"But still she wept on as if she could not believe his words. In agony he began to walk away. If he did not go now he would never go away. Why could she not believe his words? Was she such a fool to think he was like the old farmer content to sit and idle until the next harvest? She could never lose him, for now he was tied to her for life through the oneness of their intimacy. When he came back he would be a father. He began to walk faster. Yes, all the money he would earn in the city would be for her and the child."

Variations on the theme can be seen in Punniyakante's short stories. If there are stories like "River", "The Harvest", and "The Third women", there is a story of a widow who is visited by her late husband. Indeed the spirit spoke with the landlady who was horrified about the claim.

"The Waiting Earth", Punniyakante Wijenaike's first novel was published in 1966, a few years after "The Third Woman". It shares the woes of the man who has not learnt to put his trust in life. The novel begins with the sentence,

"Beyond a scatter of coconut trees, stood the jungle and through this the night came creeping in like a thief" and it ends,

"As he closed the door the night came creeping through the coconut trees into the compound like a welcome friend".

In between Podi Singho has learnt the absurdity of the suspicions that he had allowed to fester until they burst out with excessive venom. He has learnt to regret the harshness he manifested towards his family. The novel makes clear how the protagonists contribute to their own sorrows. Yet the writer ensures sympathy for them by showing the readers how their shortcomings have occurred. Though the novel presents a series of negative aspects of the society, it does cater optimism.

"Giraya" the second novel of Punniyakante Wijenaike was published in 1971. Rajiva Wijesingh praises it as "It is the most impressive novel written in English by a Sri Lankan.....It set a standard and a tone for Sri Lankan writing in English" The book is a distillation of a particular class, a particular setting, a particular grouping of characters, that is certainly not unique to Sri Lanka, but had exercised a disproportionate influence in the country. The subject of the novel is the old landed aristocracy, with families feeding on themselves presenting a united front to the world but driven by internal rivalries and quarrels as their position and their means decline.

The events are seen through an outsider who has joined the family by marriage. The experiences are shared by the readers. The clearest manifestation of the problem of sex is mingled through the struggle for power. The homosexual son Lal, the dominated daughter-in-law the crushed daughter Manel, the suffering Gamini, the dominating mother-in-law Adelaine and the partially mad Luciahamy wove the strands of the story. The author succeeds in the skilful use of inanimate objects to reinforce the mood. The giraya plays an important role in the novel.

Mrs. Wijenaike published a collection of short stories entitled "The Rebel" which dealt with insurgency. The collection included three stories that dealt with individuals caught up in the bloodshed. The collection was published in 1979. The story "The Rebel" presents a university student who consciously decides to participate in the insurgency while "The Sun" looks at a peasant boy caught up in the process against his will. "The Bridge" is written from the prospective of a police officer captured by the insurgents while he is in mufti, so that he might be set free.

The publication, "A way of Life" dealt with her own childhood. On the back cover, a sheltered life, sure of wealth and leisure accustomed to ease and comfort and yet ill at ease does appear.

Her novel "Amulet" was published in 1994. This novel won the Gratiaen Prize for the best work of creative writing in English published by a Sri Lankan. The novel deals with incest and sexual perversion, and with murder too. But the sorrow is relieved by the compelling psychological exploration. The woman is trapped in a loveless marriage as in "Girya" and her husband enthralls her into his own obsessions. The novel shows the tension between the hero and his parents.

In 1995 Punniyakante Wijenaiké published a collection entitled "To Follow The Sun". The collection is the most poignant variation on the theme. Generally the stories deal with the problems faced by women.

To sum up Punniyakante Wijenaiké is deeply concerned with the plight of women caught up in the sexual and social difficulties. As a woman writer she takes it her own responsibility to expose the traumas experienced by women

Mrs.S. Anandakumarasamy
Visiting Lecturer

A Focus on Sri Lankan Writers

The art of story-telling in south east Asia has a very long history. While poetry was an accomplishment honoured in scholars and princes of both ancient and medieval times, the prose fiction was generally the possession and particular delight of the folk. The stories had no dividing line between what was considered suitable for adult entertainment and what was judged harmless enough to be presented to children.

The famous Essay writer J.Wijetunga, in his collection of essays named "Grass for my feet" remarks that "All good stories about the village folk start with a short story about Gama Rala (farmer) and Gama Mahage (farmer's wife)... and the complications that arise because of the farmers or Mrs. farmer's secret love for another. Equally a part of popular story telling were romances woven around the adventures of kings, queens, princes; animal fables in which creatures as jackals and rabbits behave very much like their village proto types. The pilgrims resting on their way to a jungle shrine in Leonard Woolf's novel, "The village in the jungle", listen with pleasure as a village matron retells the story of Amara Devi. Like the characters of the Indian Ramayana and Mahabaradha, those of Jataka Tales are proto types and moulds in which humanity is cast, and remain valid for all time. Every story has implicit in it a philosophical or moral significance and an underlining of the distinction between good and evil.

In modern times, the writers of Sri Lanka have been greatly influenced by European fiction, and have absorbed many attitudes that originate in the west. As time passed the English way of life became for a few the only proper and possible one and in such circumstances it was inevitable that there should have begun to exist a certain snobbery about correct use of English. Grass for my feet was seen, as an "apt and picturesque title" under which the another presented to western eyes, the intimate life of Ceylon from inside. "The village in the jungle" and the Sinhalese short stories of Martin Wickramasinghe initiated a new trend in Sri Lankan Literature. His characters caught mid way between autobiographical reminiscence and fiction and his evocation of richly humane and tranquil way of life created a new regard for

the local environment as a suitable setting for fiction, and a new respect for the values and traditions of rural Sri Lanka.

Martin Wickramasinghe is considered as Sri Lanka's first novelist and his novels have been translated into many languages. Gunadasa Amarasegera is also known as a writer of Sinhala short stories in the early fifties. He published his first novel *Karumakarayo* in 1955. His novel 'Going Back' displays his special strength, the evocation of the village milieu in which he was reared. Chitra Fernando is another short story writer who has published a number of short stories for children. Chitra Fernando's presentation of Sri Lankan spoken idiom in her stories is usually worth a close examination. Our next short story writer is James Goonewardana. He makes some attempt to reflect spoken idiom at least in his handling of dialogue.

The events of 1958 reminded many Sri Lankans who remembered World War II, of the Nazis' persecution of Jewish people. Anne Ranasinghe, a writer of German origin who has lived most of her writing life in Sri Lanka, has frequently linked present horrors with tortured memories of the past.

The other Sri Lankan writer comes in the field is Puniya Kante Wijenaike who has published "The Waiting Earth" (1966) and "Giraya" (1971) and a collection of short stories named "Third Woman" and other short stories. Then Suvimalee Karunaratne's short story collection "Bili Pooja" was published in 1973. In her short story "The Raban Contest" the relationship of a pair of young cousins in love intruded upon by family rivalries and presented against the feasting and merry making of a Sinhala New Year. The short story "Golden Oriole" is a New Ceylon writing prize-winning short story.

To be continued in the next issue.

Mr. V. Karunanithy
Senior Lecturer

The Ethnic Problem in "The Lost One"

Nirmali Hettiarachchi is a popular Sri Lankan writer. Her story "The lost one" brings out the effect of communal violence on the Tamils of Sri Lanka. It is also an incisive study of human nature in the face of an unprecedented break down of law and order.

Doreswamy is a wealthy man and his mansion was not accessible to the humble residence of the neighbourhood. His dog is a big German shepherd and would stand behind the gate majestically. The love and care shown to the dog by Doreswamy and his children evoked envy from the neighbour.

Then it happened. Riots broke out in Colombo. They started burning shops, stoning cars, robbing shops and killing Tamils. Everyone is shocked but things were out of control.

At first the writer is only receiving the news. She is not affected, but when her husband informs her that his friend Tiru is dead. She is shocked. She also witnessed the attack on Doreswamy's house. It was brutal and devastating. Doreswamy's dog was not used to this sort of violence. He fights with them, but he is burnt with a torch.

The following day the writer sees the dog sitting among the remains of his home. He had no food or water. The writer tries to give some food. But her husband restrains her and chases the dog away. When the dog tries to get some food from the Garbage bin, he had to compete with the stray dogs who considered it their territory. He swallows some stale bread and laps up some water from the puddles.

Yet another night passes the writer walks into Doreswamy's house. The dog is there forlorn. She found it difficult to face the dog. By noon a pack of stray dogs were attacking the shepherd. They were far too many and Doreswamy's dog gives up and runs away.

The dog symbolizes the Tamils who get the beating in times of civil commotion. Ever since 1958 this has been a regular feature. The hooligans take the law into their hands and start 'punishing' the Tamils. They burn, they loot, and they kill. The police do not take any action. The loss of life and loss of property are very heavy. No body realizes that after all it is a national loss. The stray dogs that attack Doreswamy's dog are the thugs who set up on innocent Tamils. The little store keeper who has stolen goods from neighbouring shop is a typical of people who take advantage of the chaos in the country.

Mrs. Ellawala is a selfish woman who wants to grab whatever is available without any consideration for those in distress. She is unwilling to share the tins of fish with the writer. She used to be a generous lady. What has happened to her? The truth is one's grain reveals itself only in times of trial. This is so with the writer herself. When Mrs. Perera, who is old, pleads with her,

"Aney two for me also"

She turns a deaf ear. The writer shows how in times of crisis there could be an erosion of the basic human qualities of pity and good neighbour lines. The abnormal situation shows the real face of a man.

**Miss. M. Nevetheka
NDE (Day) 2003**

Won't You Smile A Little?

Among the living beings only man can laugh-so we say 'laughing' is a natural gift of the human race. It is pathetic that many of us are deprived of this gift. So it is proper to say that happiness is taken forcibly out of many by others. Not only circumstance but the inhuman activities of man against man cause this injustice. So we have reasons to count out those who deprive others of their nature's gift, out of human race but not those who loose their proper reasoned laughing. Not only in our country but all over the world we can see that guns and bombs explode in laugh and it is not a laughing matter to say that this type of explosive laugh are the inhuman part of the same man. But still there are people who continue their laughing cheerfully even in times of pain. They are the people who still keep this world, out of real hell. Very old but a very wise Tamil saying goes as -'cheer-up and laugh, even in your pains'. This wisdom comes through the wisest of the wise-Thiruvalluvar the great.

If it is not for such cheerful people, our world would have become a really dead planet by now. So be cheerful and smile both in times of joy and pain. Smiling is the only universal language that links all beyond caste and creed. So, keep up a smiling face whenever you can or wherever you are and make others happy. Then only your existence will shine like bright sun and will become a universal nourishment to keep the world alive and you too will feel living a real meaningful life.

Let your cheerful character light up a candle in the darkness that envelops life. So be careful how you behave in the presence of others. One's cheerful countenance can be a faked one even. So don't try to wear a mere mask to cheat others as well as your own self.

A real cheerful smile can have a healing effect on mental and physical ailments. Joy and happiness are infectious phenomena. So try to infect others with your happiness.

SO SMILE.....!ALWAYS SMILE.

A rose in the morn did not know
That its beauty was born upon a thorn

- Christina Rosetti

Miss. F. Vijaya

NDE 1st Year (Day)

Bio Data - The NDE course

- ❖ Full name : The NDE Course - ATI -Jaffna.
- ❖ Date of Birth : 1996.
- ❖ Age : 8years old.
- ❖ Address : No-78, Palaly Road, Jaffna.
- ❖ Number of children : Hundred and twelve.
(Including fat, thin, big, small)
- ❖ Sex : Female.
- ❖ Religion : Hinduism.
- ❖ I.C No : 000000000 V.
- ❖ Civil status : Single and Married.
- ❖ Nationality : Thirunelvely English.
- ❖ Educational qualification: Passed G.C.E (O/L) with Distinction in English.
- ❖ Professional qualifications: Nil.
- ❖ Extra curricular activities: Publishing books and Celebrating welcome parties and going down parties.
- ❖ Additional qualifications : Getting married and bearing babies.
- ❖ Average Attendance : 20-30 Percentages.
- ❖ Mother tongue : Broken English.
- ❖ Medium : Tamil.
- ❖ Likes : Free periods and cut the class, go home early as possible.
- ❖ Dislikes : Talking English.
- ❖ Hobby : Gossiping.
- ❖ Aim : Obtaining a certificate.
- ❖ Objective : Sign in the attendance sheet.
- ❖ Recent Records : Boys dropout in the NDE course.
- ❖ Long standing : Wasting time.
- ❖ Ambition : Encourage students to hate English.
- ❖ Pet : Dog.
- ❖ T.P No : 0777-605483.

Miss.R.Rathilka
NDE (Day) 2003

Introduction to Poetry

Literature is a vast area. Poetry, prose, and drama are the three major forms of literature. They adopt different styles and techniques. Truly speaking literature is for all ages for all countries. Poetry is one of the oldest and most important branches of literature.

What is poetry? Down the ages efforts have been made to define poetry and determine its nature and function. For example, Dr Johnson says,

“The art of uniting pleasure with truth by calling imagination to the helve of reason”

and Macaulay says,

“The art of doing by means of words what the painter does by means of colours”.

That is a poet who seems also like a painter and Carylle declares,

“Poetry is musical thought”

The above definitions however make it quite clear that the true content of poetry is emotion. It is an interpretation of life. Poetry deals with facts, experiences and problems of life, but first it relates them to our emotions and secondly it transforms them by the exercise of imagination. It treats reality, imaginatively colours it with emotion, but it doesn't falsify or distort it. Imagination and emotion dominate poetry; they are the essential qualities of poetry and with out them a poem is unworthy of its name.

Poetry is language used in a special way. Words from patterns of sound (rhythm) from earliest time people have enjoyed songs as they worked and played. Poets have been relating stories of Gods and heroes.

They have won great honour in every civilization, and today leading poets in many countries command great respect.

If we are interested in life and in people, we will probably like poetry. All life, all things, seen and felt, all joys and sorrows- all these belong to poetry. It is instead

and enriching past time. A poet as an artist creates something with his/her imagination that did not exist before, and gives it a permanent form. The poet works with language and unlike other writers. He expresses his ideas through the medium of verse.

Poetry is a literary composition in verse form. Verse provides the structure for a poem. A poem may be defined as an emotional and imaginative discourse in metrical form.

Every poem has a theme. The poet has something to say to the world. Poetry makes us feel the exact feeling of the poet. When we understand the sense, feeling, tone and intention of poetry we can go towards the aim of the poetry. Poetry's lines have almost always been ours, because those lines rise from our everyday life. Any poem is good a poem for you, if you like it or if it seems worthwhile. When we finish reading a good poem we cannot explain precisely what we have experienced with our repeating, word by word, the language of the poem itself.

A poet weaves a poem with a careful selection of words. Fiction is lengthy. But poetry can convey the same message in a few lines. Most poems have regular rhythms that enable us to remember them. Through the musical effect poetry lingers in the eardrums of Man.

Let us look at the development of poetry through the ages. The early Hebrews wrote in phrase patterns somewhat like in free verse. The ancient Greeks developed metres based on the length of vowel sound; The Anglo Saxons wrote four stress lines with alliteration. Then the Medieval French poets developed syllabic metre. They also used assonance with varying consonants at the end of the line. Later French poets invented elaborate rhyme scheme. Other systems were developed in Persia, India, Japan and etc. The Japanese "haiku" has only three lines with 17 syllables.

The true content of poetry is emotion and this imaginative and emotional interpretation of life must be clothed in a systematically rhythmical language, which is called metre. Without imagination and emotion the subject treated will remain mere words. Metre plays an important part in the perfection of poetry.

Diction is another important aspect of poetry. Diction means both the choice and the arrangement of words, both vocabulary and syntax. Though views about a proper diction for poetry may differ, there can be no denying the fact. That the words which a poet uses are different from those used by a writer of prose and he arranged them in the different way.

The syntax of poet is conditioned not by the ordinary rules of grammar but by requirement of metre. The other significant of a poem is figures of speech. Figurative used in an imaginative or a metaphorical way rather than literally. The significant of a poem not only that the diction of poet, but also be figurative. Figures of speech are merely decorative, there essential to the emotional and imaginative appeal of poetry. In moments of intense emotional excitement, man has always tended to express himself in a figurative language. He has always coloured the external with its own emotions, or he has compared himself and his life with the objects and phenomenon of nature.

Simile, metaphor, personification, pathetic fallacy, hyperbole etc are the more common of the figures, which have been used by men since the earliest times. These figures are used by prose writers as well, but a poet used of them is more frequent and more emotional and more imaginative good and effective prose of the height order may be possible without them, but without poetry loses much of its charm and appeal. There may be poets, who use bare, bold, unadorned diction. But that extends of their poetry is felt to be less satisfy. Because appeal to the emotions and a figurative language is conducive to such emotional appeal.

Broadly speaking poetry may be divided into two kinds. First there is personal and subjective poetry, the poetry of self expression. In this kind of poetry the poet goes down into himself and finds his inspiration and his subject in his own experience, thoughts and feelings. To this personal or subjective poetry, the word lyrical poetry is further sub divided into the elegy, the ode and the sonnet etc.

Secondly there is the impersonal or objective poetry, in which the poet goes out to reach the world with out. In this kind of poetry the poet deals with the out side world little reference to his own personal thoughts and emotions. This impersonal or

objective poetry may be either narrative or dramatic. Narrative poetry is further sub divided into the ballad or short story in verse, the epic or a long story in verse, the metrical romance.

By dramatic we mean not the actual drama, meant to be acted on the stage but poetry which "through not intended for the stage, is essentially dramatic in principle." Dramatic monologue is the most important kind of poetry.

Such categorization it should be remembered is merely for the convenience of study. In practice, there is a constant mingling and overlapping of the various kinds. Even in the delineation of the out side events and situations the poet may bring in his own personal experience and colour what is external with his own emotions. Thus Wordsworth called his first collection of his poetry lyrical ballads, for the poem in the collection have the quality both of the lyrical and the ballad. The poet deals his external reality, coloured and transformed by his own feelings and emotions. Hence they are aptly called lyrical ballads. Such fusion of genres is common and frequent.

Reference: Encyclopedia.

Miss. E. Karthika
NDE 1st year (Day)

Every man is the architect of his own fortune

King Oedipus

The Greek era brings into focus the blossoming of Drama, in European history. The play Oedipus was written during this period. This is a Greek tragedy. Its author is Sophocles.

The trend of events portrayed in this story point to fact that city of Thebes has a visitation of poverty and various ailments of a virulent nature. According to the tradition that obtained during the period the people sought the help of the monarch whenever misfortune befell them. The people subjected to the onslaught of misfortune meet the king and apprise him of their woes. The monarch deplores the misery of the country. Meanwhile the astrologers predict that an evil object should be removed. Eventually it becomes known that it is Oedipus who is involved in the crime. At a point where three roads meet the king whipped him. Under provocation Oedipus killed him not knowing that he was his own father. By a quirk of fate he had married his mother not knowing who she was; when he comes to know that, he plucks his own eyes.

The character of Oedipus occupies an important place in the play. He is a spruce figure, arrogant in his bearing and pertinacious in the attainment of his objective. It is he who is described as the person of sorrow and suffering. Here the sterling qualities of Oedipus decline from the excellence of the beginning. His trying to discover the murderer of his father turns out to be some what disastrous. Finally he resigns himself to his fate and accepts the fact that he is a puppet in the hands of God. The moral of the story is that there is no armour against fate and no human endeavour can triumph over the trials which Fate subjects human beings to.

In Greek plays the conflict between man and God is quiet common. It is the judgement of God that famine and poverty will vanish from the country only if Oedipus departs from the country. What is seen here is that Oedipus deserves to be punished for the crimes he had committed unknowingly. The tragedy is that Oedipus tries to change the Judgement of God but he finally accepts it. As a matter of fact the sacrifice of Oedipus is laudable. He saves the country by destroying himself like the Lord Jesus who accepted his being nailed to the cross to redeem the sins of people. Oedipus also undergoes vicarious sufferings for the good of the country.

The scene of murder is vividly described by a long dialogue between the messengers. And it is not brought into focus directly. It is indirectly brought to light by dirge. Unlike the Tamil plays in which a precursor is introduced to get the play moving, in Greek plays the Chorus plays a preponderant role to get the play moving with all the events coming in the proper succession establishing a nexus between the hero and his emotion raising question.

Miss. C. Jamunamalar
NDE 2nd Year (Day)

Impact of Culture on the Teaching of a Second Language

One of the most fascinating aspects of any language is its cultural flavour. A language grows up in a culture. The culture feeds, develops and enriches the language. Culture and the language are inter-related. *"There is a necessary connection between a community possessing a distinctive culture on the one hand and the nature of its language on the other,"* said Edward Sapir. *"Language is the medium through which the child acquires the cultural, moral, religious and other values of society"*- Wolfgang Kleen. These statements prove beyond doubt that language and culture are inseparable elements and they cannot be taught singly.

The question that haunts the minds of every English teacher in the island today is *"How can the standard of English be improved in schools and colleges?"*. *"What is the reason for the deterioration in standard?"*. The question is being examined in various angles and excuses are being put forward. In this article an attempt is made to examine the impact of culture on the teaching of a second language-viz-English. The difference in culture and absence of a conducive environment definitely hinders the teaching of English in the Educational Institutions. English belongs to the western cultural set-up while Sinhalese and Tamil are associated with the eastern cultural background. There are many languages under each of these cultures. Languages which have the influence of one culture are similar in many ways. For example, English, French and German belong to the former while Tamil, Sinhalese and Hindi belong to the latter. Therefore a child whose culture is Western can easily learn Western languages but he may find it difficult to learn the Eastern languages. Similarly a Tamil child can master Sinhalese, Hindi or Sanskrit more easily than English within a short period because they belong to the same culture and language background.

Cultural differences cause problems to the English teacher. He comes across many customs, manners and concepts as obstacles in teaching English. Take for instance the word 'love' is very casually used in a Western cultural environment. But our students cannot see the true meaning of the word 'love' because the concept of

love differs sharply among cultures. In order to understand it, they must be taught to understand the Western concept of love as a cultural phenomenon.

The teacher must not only acquaint his students with the strange sounds and structures of the new language, he must also familiarize them with the culture underlying and pervading the English language if he is to fulfil the aims of teaching English as a second language.

How can he accomplish this language – culture construction in a limited period of time allocated to English? Miss. Julia Dobson a well known American Educationist analyses this problem and according to her analysis it is possible, because language and culture cannot be separated, they will occur simultaneously in the language class room. She further adds that it is clear that if the teacher plans his lesson wisely, he can take advantage of this simultaneous occurrence of stressing cultural points while he is stressing linguistic points. She suggests three methods to achieve this goal.

1. Dialogues
2. Short Reading
3. Audio-Visual comprehension exercises

Dialogues

Through dialogues the English teacher can achieve a number of the aims of teaching English as a second language. The language – culture instruction also can be given through it. Let us look at the following dialogue.

The Birth-Day Party

Bob : How was Jim's Birthday party that night?

Tom : Oh, it was a lot of fun.

Bob : Did he get many presents?

Tom : Yes, he did.

Bob : I bet the dinner was good.

Tom : Yes it was delicious. I specially liked the Birthday cake.

Bob : All of Jim's friends and relatives sang, 'Happy Birthday' didn't they?

Tom : Of course oh, and Jim blew out all the candles on the cake with his first Puff.

Bob : Really? There were quite a few candles, weren't there?

Tom : Yes, there were twelve, but Jim didn't have any trouble.

Bob : I hope he made a good wish before he blew out the candles.

-“Miss Julia Dobson”-

It is quite obvious that several linguistic phenomena are being stressed in this dialogue. Past rejoinders and attached questions are two of them. It also gives a cultural message about an English Birthday party. According to our culture there are no special Birthday celebrations with candles, presents and songs. Perhaps the students in urban schools may know what it is because of the Western cultural influence but the students in rural schools are not likely to know anything about it.

If a person should happen to say that today is his Birthday to student in a rural school, he would express no particular interest. The English teacher has to drive away this ignorance by teaching the actual lesson along with the linguistic lesson.

Short Reading

Coffee and tea

“Coffee and tea are popular drinks in the United States. Many Americans drink coffee at breakfast, lunch and dinner. They also drink coffee during coffee breaks in the middle of the afternoon. Some Americans like their coffee with sugar. When the weather is hot, some prefer iced coffee.

When an American orders tea in a restaurant, the waitress brings a cup of water and a tea bag. There are tea leaves inside the tea bag. When the person who had ordered the tea puts the tea into the water, he will soon have a cup of tea. If he prefers weak tea, he will not leave the tea bag in the water very long. If he enjoys strong tea, he will leave the tea bag in the water quite a while. Then he may add sugar or cream or both. Iced tea like coffee is also a popular drink.”

-“Mr. Smith”-

The student can learn a good linguistic lesson by reading this passage. They can learn the use of such verb as ‘like’, ‘like to’, ‘would rather’, ‘prefer’, and ‘enjoy’ and also a few simple adjectives and adverbial clauses.

The reading fulfils its cultural training purpose equally well. Iced tea and iced coffee, coffee with cream, drinking coffee with meal, and tea bag procedure are quite strange and unfamiliar customs to Sinhalese and Tamil students. If they are given hot water and tea bags they will probably open the bags, put the tea leaves into the water and make tea according to their culture. The English teacher can prepare students to face such cultural situations.

Audio-visual comprehension exercises

The teacher can present language and culture through audio-visual comprehension exercises. For example, the teacher draws a scene to show a man and a woman seated in a living room while another woman standing nearby with a tray of glasses in her hand. He labels the seated figures 'Mr. Brown', 'Mrs. Brown' and the standing figure 'Mrs. Wilson'. Then the teacher tells the story as this.

"It is Sunday afternoon and Mr and Mrs Brown have just arrived at the Wilson's house. Mrs. Wilson is very happy to see them. There is a pitcher of lemonade on the table and Mrs. Wilson asked the guests if they would like some lemonade. Mr. Brown says, 'Yes please' and Mrs. Brown says 'No thank you'. Mrs. Wilson gives a glass of lemonade to Mr. Brown. Then she sits down and talks with the Browns."

-**"Mr. Smith"**-

Now the teacher can ask questions from the story. By answering, the students will gain a linguistic knowledge at the same time they receive a cultural message also. This message concerns English host – guest etiquettes which differ in some respects from these in our culture. It is customary for us to offer a guest food or drink several times and the guest politely refuses even though he may be very thirsty or hungry. Finally he may either accept the offer or tells the host that he really does not care to have anything. But according to English culture, the first or second "No, thank you" of the guest will be taken as final by the host.

Perhaps if a Sri Lankan guest in an English house courteously refuses according to his culture, he may find himself without anything to eat or drink to accept something to eat or drink at the first after by saying "Yes please" as Mr. Brown in the story is a sign of greediness according to our culture. Here the teacher has to help the students to understand the difference in host.-guest etiquette.

Through the three methods referred to above, an English teacher may be able to achieve his goal of preparing students both linguistically and culturally equipped for a successful life and this clearly explains the degree of influence Western culture wields on the teaching of English.

Mr. K. Gopalakrishnan
Visiting Lecturer

Employable Education- Importance of English and its Peculiarities

The world is technologically advanced with many-sophisticated invention with countries clamouring to be supreme in their never –ending competition of becoming a super power. High commercialization of our present state of living requires nothing but money to meet the basic necessitates of food, clothing and shelter and status. In medieval times no one was concerned as provision were exchanged on a barter system, but now every member of the family except the invalid has to seek an employment to eke out a living which demands academic technical or commercialized education

Unlike other countries Sri Lanka is blessed with a unique system of free education but can the qualified graduates be suitably placed to make a significant contribution to the society? Regrettably negative as it is present system has to be changed .Statistically 37% of students who appear for G.C.E.(O/L) qualify to A/L on Completion of Advanced Level, only two percent are absorbed as vacancies occur in the thirteen Universities of Sri Lanka. When they complete graduation they seek for jobs not commensurate with their academic qualification or talents. Many unsuccessful candidates in G.C.E.(A/L) make futile attempts to pass the G.C.E.(A/L) and then wait for employment. They are not competent or trained to handle the jobs they seek .Why this knowledge can not be imparted during their schooling unlike in foreign countries where students' technical academic abilities are monitored and streamlined to meet the demands of the respective countries?

A close observation of the present grade ten student's syllabus Sinhala or Tamil, Mathematics, English, Science, Social studies, Commerce, Religion, Aesthetics, Agriculture and Health Science. My humble view is to make English, Mathematics and civics with social management as compulsory subjects and subject such as Science, Mechanism, Carpentry, History, Geography and a foreign language with mother tongue as optional subjects.

In a fast globalising world an undergraduate must know about the other countries, life styles of the inhabitants, wealth patterns development of humankind.

It's a past historical heritage. The important aspect is to inculcate how to live in a cosmopolitan group with a misty, to take care of environment and to make them real citizens of worth. The present G.C.E. (O/L) should be made a stepping stone to decide whether to proceed on the professional fields namely medical, engineering, accountancy, management skill, marketing, information technology graphics, science, law & commerce. Student must be selected depending on their aptitude whether to follow an academic route at an earlier stage of year nine or to prepare for a vacation. Looking into the infracture of our country and availability of professional, vocational vacancies, students should be absorbed into universities to curb the influx of undergraduates with out potential expertise. Globalisation is a boost that had opened the door to many benefits promoting open societies, open economies and encouraged a freer exchange of goods, ideas and knowledge Education imparts knowledge is a common belief-only a façade –a kin to a majority rule sidelining minorities a heavily gender biased education that indirectly fostered male domination, such as we see in cadetting for males learning of chemistry and physics for boys whereas home- science for girls.

The learning principles ensure that all students irrespective of gender or ability have equal access to a broad balanced curriculum based on planning, assessment and record keeping.

Let me record Abraham Lincoln the 16th president of the U.S.A. considered one of the best statesman of the world. He wrote a letter to the head master of his son's school highlighting the quantities of a father expects from a teacher to inculcate in his child. This is adjudged to be one of the finest letters regarding education and is a timeless lesson for parents, teachers and students of any era.

Abraham Lincoln: Letter to his son's school's master

He, my son will have to learn. I know that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero that for every selfish politician there is a dedicated leader. Teach him that for every enemy there is a friend. It will take time; I know but teach him if you can that a dollar earned is of far more value than five found. Teach him to learn to lose and also enjoy winning. Steer him away from envy. If you can teach him the secret of quiet laughter let him learn early that the bullies are the

Easiest to lick. Teach him if you can the wonder of books, but also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun and flowers on a green hillside. Teach him to have faith in his own-ideas even if every one tells him it is wrong. Teach him to be gentle with gentle people and tough with the tough. Try to give my son the strength not to follow the crowd when everyone is getting on the band wagon. Teach him to listen to all men, but teach him also to filter all he hears on a screen of truth and take only the good that comes through. Teach him if you can how to laugh when he sad. Teach him that there is no shame in tears. Teach him to scoff at cynics and to beware of too much sweetness. Teach him to sell his brawn and brain to the highest bidder but never to put a price tag on his heart and soul. Teach him to close his ears to howling mob and to stand and fight if he thinks he is right. Treat him gently but do not cuddle him, because only the test of fire makes fine steel. Let him have the patience to be brave. Teach him always to have sublime faith in himself because then he will always have sublime faith in mankind. This is a big order, but sees what you can do. He is such a little fellow, my son.

Miss. S. Nimalini
NDE 1st year (Day)

Wit without learning is like a tree without fruit

Volcanoes

The word "Volcano" comes from Vulcan, the God of fire of the old Romans, who was thought to work somewhere deep down in the earth. There are many volcanoes in the world, though there are none in Sri Lanka.

A volcano is not always sending up fire and smoke. It is not always in eruption. Sometimes it will remain quite for centuries, and then all of a sudden, it will burst into activity. When it does so, great clouds of steam and smoke, ashes and dust burst out from the top, and rise straight up into the air for thousands of feet. Loud noises like the roll of thunder are heard, and rock which has melted in the terrific heat, called lava, flows slowly down the sides of the mountain. This may go on for days, and perhaps there may not be another eruption for the next hundred years. The ashes, dust, and lava thrown up by volcano, forming a sort of cup-like pit, while the lava that flows down the sides of the mountain and then hardens, gives the volcano its peculiar shape, reminding one of an ant-hill. Some volcanoes, like Stromboli, are almost always active.

Nearly two thousand years ago there was a terrible eruption of Vesuvius. The volcano had been "asleep" so long that people had forgotten that they had one in their midst, and the wonderful town of Pompeii had sprung up at the foot of the mountain. The city was built of stone and marble, and there were many wonderful houses where Roman nobles lived, and beautiful gardens everywhere.

Suddenly one day there shot up from the crater of Vesuvius clouds of smoke and ashes which hid the sun and turned day into night, and the whole city of Pompeii was buried in stones and lava before the people could get away.

About thirty years ago, after having been "asleep" for two centuries, a volcano on the island of Krakatoa, between the islands of Java and Sumatra, suddenly burst into activity. It blew away half of a small island that lay near by, and great waves a hundred feet high were formed in the sea, which swept over the surrounding coasts, drowning thousands of people. Ashes were blown into the air to such a height that they went all round the world.

Deep down in the earth it is very hot, and it is thought that volcanic eruptions are caused by the water of the sea getting down here through cracks in the earth. In the great heat down below, the water, it is thought, is turned into steam, which blows its way out through a volcano, driving before it some of the melted rock that lies deep down in the earth. Most volcanoes, it will be noted, are near the sea.

Miss. S. Brindha
NDE 1st Year (Day)

Tip of Sri Lanka

Geography:

Jaffna is a little peninsula at the tip of Sri Lanka. It also has seven small islands close to it. The total land area including inland waters is 1023km.

Jaffna is in the dry zone. There are no rivers to speak of Deep wells supply water. There are tidal wells where water level rises and falls twice a day.

The soil of the district varies from highly productive red and yellow soils in the central area to saline soil in the coastal area. These different soils offer scope for cultivation of wide range of crops. In certain areas limestone is available. The underlying rock is highly porous Miocene limestone.

History:

Jaffna was for many centuries the capital of the Tamil Kingdom in Sri Lanka. Legend has it that Jaffna was presented by a king to a blind musician. It was a barren land at that time. The instrument of the place came to be called as **Yarlpanam**. It became **Jaffna** in the mouth of the foreigners who came later.

A **Naga Kingdom** existed in the North of Ceylon continuously from the 16th century B.C to the middle of the 3rd century A.D. Its capital must have been **Kadiramalai** (Kandarodai) or **Mantota**. Roman coins have been found even on the surface of the soil.

Religion:

The people of Jaffna peninsula are predominantly Hindus. The Festivals field every year in the Hindu temples is the most notable religious and cultural event of the year in the lives of most Hindus. There was a strong tendency for each caste to desire its own temple in every village. There are in numerous temples in Jaffna. One of the oldest is **Maviddapuram Kandasamy Temple**. It was built by the Pandyan princess **Maruthappuraveekavalli** whose husband ruled from **Kadiramalai Nallurkandasamy Temple** which is the most famous was built by **Bhuvanekabahu of Kotte** (1470-1478), destroyed by Portuguese and again rebuilt, other ancient and famous temples are **Nainativu Nagapooshany Temple** (Manipallavam), **Vallipuram**

Alvar Temple, Selvachanthnithy Murugan Temple, Karainagar Sivankovil and Keerimalai Naguleswaram; Tellippalai Dhurgadevi Kovil holds a special place.

The Portuguese introduced **Roman Catholicism** in the 16th century. The Dutch brought their Calvinist state Church in the 17th century. The English brought with them the **Anglican Church**. The **Church of South India (CIS)** has many institutions. Now there are many denominations of Christianity.

The Sinhalese people visit **Magavihara** in **Nainativu** or **Naga deepa**. There are Buddhist shrines in Jaffna town and Kankesanthurai. There are several mosques too in Jaffna.

Education:

The Jaffna man is single-minded dedicated to getting his children educated. Education is considered the ladder by which one raises his social status. There are more than 500 school and 5000 teachers to educate about hundred and twenty eight thousand students.

The University, the Advanced Technical Institute, The Technical College, National College Of Education, Palaly Teachers' training College, Kopay Teachers' Training College and National Apprentice Industrial Training Authority are some of the institutions in Jaffna.

Economy:

The economy of Jaffna is badly affected by the prolonged war. Money sent by relatives from abroad helps our economy where as the district is badly in need of industries; all that the period of peace has made Jaffna is a sales centre for goods from other parts of Sri Lanka.

Jaffna used to be an agricultural land. The farms have shrunk due to the war. Paddy and other crops are cultivated for food and tobacco is cultivated for money.

Land and water are polluted by the excessive use of chemical fertilizers. The two major factories, the cement factory and the Paranthan chemical factory and were abandoned long ago. Thought this has affected our economy, environment lovers are happy that the damage to the environment is much less now.

Miss. R. Thayapathy
NDE 1st year (Day)

Beauty and Love

1. Beauty is a short –lived region.
-SOCRATIES-
2. Remember that the most beautiful things in the world are the most useless;
Peacocks and lilies – for example.
-JOHN RUSKIN-
3. There is too much beauty upon this earth for lonely men to bear.
-RICHARD LE GALLIENCE-
4. Men have died from time to time and worms have eaten them, but not for love.
-SHAKESPEARE-
5. Man's love is of man's life a thing apart, Tis woman's whole existence.
-BYRON-
6. To say that you can love one person all your life is just like saying that one candle will continue burning as long as you live.
-TOLSTOY-
7. Who ever loved, that loved not at first sight.
-MARLOWE-
8. It's love, it's love that makes the world go round.
-ANON-
9. "Beauty is truth, truth is beauty"- that is all ye know on earth, and all ye need to know.
-KEATS-
10. Beauty is excrescence, superabundance, random ebullience, and sheer delightful waste to be enjoyed in its own high right.
-DONALD CULROSS PEATTIE-

Miss. B. Shivahini
NDE 1st Year (Day)

Advertisements

If we turn the pages of a Newspaper or a magazine, we come across catchwords and phrases in bold print with attractive multi-coloured pictures aimed at pushing up the sales of all types of goods. Some times a full page in a paper occupies a single advertisement. Advertisements also appear in printed posters displayed on walls and boards at busy public places like bus and rail stations popularizing some product or goods. Some manufacturers use neon- lights to advertise their goods.

In big towns and cities one could see boys and girls carrying advertisement placards. Some manufacturers conduct contests and competitions offering big prizes to popularize their goods. Even the National T.V and Radio stations are engaged in commercial advertising to make big money.

Advertisements have better used as media moulding life and style of man than as an art of expanding trade. Yesterday's luxuries are today's necessities. This shows the role played by advertisements in the modern world.

Advertisement helps the producer to get a permanent market as well as the consumer. The consumer knows the whereabouts of the goods, their qualities, the ways and means of using them and the utilities of goods by the help of advertisements.

There is no doubt that the producer, manufacturer, traders, consumers and even governments enjoy the tremendous benefits and gains from advertisements. It is not an exaggeration to say that advertisement helps all the economic development of a nation as well as an individual. It is a profit-earning mechanism of the modern world of industrial magnates. The art of advertisement helps to earn the goodwill of the consumers. The consumer gets his needs by the help of advertisements of various goods and services.

Miss. M. Sutharsini
NDE 1st Year (Day)

Written English

Writing involves a set of symbols and punctuations. These symbols are arranged in a particular order to give meaning and sound. These symbols are visual signs and are developed from sounds called “alphabets” writing is represented by the 26 letters & the English alphabet.

The communication of written English takes place through visual symbols or signs. The visual signs when written in some order represent a particular sound and words are formed.

Written English has a better standard than spoken English. Written English permits few variations, and it has many styles, VIZ:-

- [a] Block letters.
- [b] Roman print of books.
- [c] Italicised forms.
- [d] Various sizes of print.

Another important feature of written English is the use of punctuation. It is marked by dozens of punctuation marks such as, capitals and italics devices. The conventions of spellings, capitals and punctuations were developed by printers. These are the materials of written language. The spoken English consists of sounds such as, vowels (5), diphthongs (17) and consonants (24). In written form “spelling” presents a lot of difficulties. Words are not pronounced according to the visual symbols. The spellings of English are highly sophisticated; it is quite illogical. In many words, there are silent letters which are not pronounced at all. The sounds and spellings are quite inconsistent.

There fore, it is said written English is an imperfect representation of the phonemic elements of the spoken language.

The spellings form words and the words are arranged in some order pattern to form sentences. This process of building up sentences is called “syntax”.

In writing “syntax” is an important factor and careful use of grammar is essential. Unlike spoken English, written English is in printed form and forms a permanent record. It gives the forms of languages. It is concerned with the production of grammatically correct sentences. In spoken English, the speaker’s pronunciation, accent and intonation matters a lot. But in written English the variations are less extensive and less obtrusive. Written English concentrates more on grammar, and neglects communicative aspects or functions. A “word” in written English is a meaningful sound or utterance.

Another marked difference is, written English is in passive form and spoken English is in active form. Written is meant to be read and understood but spoken is meant to be listened to.

In writings other than conversational, novels, or dramas, our expectation is “standard English” the kind of English that most people expect to hear, speak, and write and to know some of its traditional ways of usage and the kind of style used in books, magazines, and newspapers. Quite often a standard of grammar and spellings are maintained in writing. It must be pointed out here that in spoken language, correct grammar is not always maintained. Written language is formed by a filtering process; slang, bad grammar and words of taboo are avoided. In addition, in written English, there is always a tendency to include jargon or gobbledegook especially in specialized subject matters such as legal, political, scientific and Business languages. Since, written language is more formal than spoken, the choice of vocabulary and grammar patterns are also different from spoken English. Just as spoken English has a variety of Englishes or what we call “Regional variations,” written English also has variations but comparatively, it has less variation. The term “standard English” is more acceptable in written English than in spoken English. The way English is written is acceptable all over the world, as it is written according to grammatical norms but, no doubt that it is subject to a few variations.

Standard English enjoys the advantages and privileges of providing access to all forms of knowledge in the world. Written Standard English is an act of empowerment that gives you an assurance of greater authority and social mobility in all your dealings with the world, outside your homes and access to a whole world of knowledge. It has been accepted as a correct language throughout the world.

Written English has greater uniformity in grammar and spellings. Further, written English is an essential element in the field of Education and in the community at large.

Writing has the following advantages:

- (a) Writing forms a permanent record; it requires pen, paper, pencil and ink.
- (b) Writing allows repeated readings and close analysis of the materials. It is well organized; units and parts of sentences are identified by punctuations; punctuations add meaning to what is written.
- (c) Writing uses letters or symbols that are visible and its visuality is maintained for centuries.
- (d) Writing provides memory, records, facts, opinions and ideas.
- (e) Non-verbal language namely: tables, charts and graphs are in written form.
- (f) One can refer to books, take notes and prepare the text leisurely.
- (g) New drafts can be written and errors can be corrected.
- (h) Written language makes understanding easy; clears doubts.

A reader can go back to a passage, pause and read repeatedly, if he has either found the material difficult to understand or to get more information and to check the final product. This is not possible in speaking and listening unless the whole material is read and tape recorded.

(I) In writing the ideas follow one another, except for certain explanations in parentheses and sentences can be constructed or framed at leisure.

Before concluding I wish to remind you of one disadvantage in written language. While speaking, the speaker and the listener or recipient become directly involved. The speaker faces the audience and vice versa. Both the speaker and the listener are able to interact; there is immediate feed back ; both the speaker and the audience are able to watch each other, understand their feelings and facial expressions or in short the body language. In writing the author is unknown and there can be no feed back, as the author is distant from the reader.

Writing is one of man's most complex activities.

Mr.S.Jejaraja
Visiting Lecturer

Communicative Grammar

Grammar can be defined as the study of the principles which govern the formation and interpretation of words, phrases and sentences. Any native speaker of a language can be said to know the grammar of his native language. The grammar of a language is anathema to many and it is often regarded as a bitter pill, which a learner has to swallow to be proficient in that language. It is customary to associate one's proficiency in a language with his ability to produce grammatically correct utterances or sentences. Grammar is undoubtedly the most of vital factor- the linchpin of any language. We can't ignore or leave out grammar in teaching language.

The grammar of a language may be said to contain a set of rules which govern the use of a language. The language learner comes to associate certain meanings with certain forms. Chomsky and other grammarians state that a grammar is a way of talking about how words are used to make units that communicate a meaning.

There have been different methods of teaching English as a second language or foreign language. In the communicative approach students are expected to take part in genuine communication with each other. Errors are natural outcome of learning. So, they are tolerated. Meanings and functions of language are considered important just as structures. Authentic materials or real life situations are used to create opportunities to use language.

The dawn of the new millennium has brought an approach which is known as "communicative functions and structure based approach" at the school level. Language is structure bound. Therefore importance is given to structure patterns and grammatical features. The communicative grammars are in some degree text books in the methodology of grammatical presentation. These grammars also provide new information about the language besides indications of how to present it to the class. The authors or exponents of this grammar have already organized the description of presented the data in a form which the teacher can use more or less directly in presentation to his own pupils. These grammars present the fact of language in a

partially digested form. Instead of form or the structure of language they concentrate on the communicative functions of language. They stress the importance of a new factor known as the communicative competence. This required a skill oriented approach to English language teaching. One might have a fair knowledge of the rules of the language but he requires skill in using the language in real communicative situations for the ultimate aim of language is communication.

This was supposed to be the setting behind "English Every day" series and "world through English". The lessons in these texts were designed to include communicative functions of language such as greeting, introducing, making offers, requests, suggestions, apologies etc.

For example: - A dialogue can be used to learn a grammar.

A: Hello! How are you?

B: I'm not well. I'm sick.

A: Why? What's the problem?

B: I've got a stomach ache.

A: Then you ought to see a doctor.

B: Yes. I'll do that.

Communicative grammar which is widely accepted is now used in many parts to teach this grammar such as language, games, jumbled sentences, useful dialogues etc. Through these types of activities learners get to know how sentences are bound together to make a text cohesive and also what unifies a text or makes it cohesive.

Miss. S. Shylla
NDE (Day) 2003

English in our Tamil Society

In this age of globalization every one is aware that English is the foremost of all languages in the world. The language is widely spoken in more civilized areas and among highly educated people of this island. But in Jaffna people use their mother tongue, Tamil as primary language and they use English only sparingly. It was during British rule that English first came into use among the natives of Jaffna. English was taught for the sake of administrative purposes, but the effect was undeniable. Proficiency in English granted easy access to higher studies, employment opportunities and scholarships were given for study in Britain. So the natives tried their best to learn the language and an elite society with more sophisticated manners emerged.

But after independence the government and the educational planners introduced teaching in the mother tongue and English was given the place of a second language. The opportunities to use English knowledge vanished little by little. But in more civilized areas of this island, English has its sharp influence in Trade, Technology, Economy, Education, Mass media, Tourism and International affairs. But when we consider war torn Jaffna more people are educated. They enter Universities but their knowledge of English is not sufficient to communicate orally.

The students of Jaffna are well aware of the importance of English. But the atmosphere is not conducive to the use of English. Although in private schools English is being taught as one of the compulsory subjects. They give importance to English in school functions. As the students have no choice they study English only as examination oriented. Mostly they memorise required lessons for vocabulary and regurgitate them in exam papers. Learning English is very difficult and different for them. But the students of private schools have a better knowledge of English than the other pupils. Also in most of the schools in Jaffna there is a shortage of English teachers. This is another reason which makes pupils hate this language. They study English from nursery level but the knowledge of grammar is not adequate in the case of most of the students. But annually a good number of candidates in G.C.E ordinary level and now in G.C.E Advanced level obtain distinctions and credits in English. But

when the occasion arises they fail to show them outwardly. Although they gain good result in other subjects they don't fare well in English.

The other groups of people are the English teachers and lecturers. There is a shortage of English teachers in Jaffna. The experienced ones are comparably rarer than in the other subjects. The people who have qualified at the university with English as a subject do not receive any kind of training before they start teaching. But teachers' training colleges provide training to teachers in service. Although there are published guide books for teachers but they do not reach the users in time. Most experienced teachers say that the time spent for English teaching in schools is not sufficient and they admit that the atmosphere in Jaffna is not suitable for acquiring the language. They are the only people who help the students to study the language. They are also devoted to their work and they insist that their pupils should read and listen to English. They think that the four skills of learning English are being followed upside down. Our students learn English through writing. They always listen while their teachers speak but hesitate to speak. By introducing English medium again the teachers of other subjects are affected severely.

Through proficiency of English a cultured society could emerge. The learning of this language should be encouraged to maintain the literary traditions of Jaffna to go along with what is going on at the international level.

Miss. M. Kalaivani
NDE 1 st year (Day)

English and English in Sri Lanka

Language is a vehicle of communication. Language helps to understand each other. Language is used to teach subjects in educational institutions and schools. One such language is English. It is being taught as a compulsory subject in the advanced countries in the world. It is a developed language. It is an international language. English has many words derived from many other languages. English is spoken in all continents. Hence people are compelled to learn English.

English has become the most widely spoken language in the world today, 300 million people nearly 10th of world population speak. English and 600 million nearly 1/5th can reach it in some degree. It can claim a wider geographical range than any other language. The beauty of the English language is very vividly illustrated by not less than a person Mrs. Jasmine Balasingam in a poem. No doubt in Sri Lanka for a long time English has been the language that had held different racial groups together. Besides, English is spoken by most articulate social elite. The English language has 26 alphabets; therefore it is easy to study. There are nearly 500,000 words in English language. It is the key to scientific knowledge.

There are three kinds of English speakers in this globalise world.

- (1) Those who speak English as their first language.
- (2) Those to whom English is a second language or additional language.
- (3) Those who learn English as a foreign language.

The first group of language speakers are those for whom English is a first language and often the only language. The native speakers live in countries in which the dominant culture is based on English.

The second language speakers use English in addition to their own language. Each is used in different contexts. Speakers here often use a local form of English but may also be fluent in international varieties of English.

The third group of English speakers are the growing number of people learning English as a foreign language. People speaking English as their first language live in

America, Australia and Canada. Countries like India, Sri Lanka, Nigeria were under British rule and they had access to English as a second language.

Sri Lanka, East Africa and West Africa made English as their second language required often for further education and government jobs. English is spoken as a first language in over 30 countries and David Crystal calculates that world wide there are a little over 377 million speakers of English as a first language. In the last century, it was common to refer to English as the language of administration for one third of the world's population.

When a person whose first language is not English, tends to choose English for interaction. There is conflict between those who claim themselves to be highly parotitic and those who are enthusiasts of English. People who are bilinguals with varying degrees of bilingualism use this language to achieve personal gains in office. The other category consists of those whose hatred towards English is purely due to their incompetence in the language. English is undergoing remarkable changes because of American influence. The American variety of English is gaining greater currency, spelling, vocabulary, and structure. The difference between British and American English strikes us most. For example, curtains are drapes, a holiday is a vacation, cinema is the movie, a cookery book is cook book, a label is tag and a lift is an elevator, luggage is baggage etc.

In developing countries like Sri Lanka the knowledge of English is indispensable for a variety of reasons. However, it is pathetic that despite the growing demand for English emphasized by globalization which has its sharp influence in education, economy, trade, technology, mass media, tourism and international affairs in Sri Lanka, the state has failed to adopt proper measures to strengthen the bent status of English. Every school has its special days but not uniformly on a fixed month or date. It varies from school to school but these are also held for a special purpose in an educational sense. The English day is very important in schools. There is nothing English or any Englishness about it. It is meant to promote encourage and to concrete healthy interest both in the teaching and learning of English language skills. Today we all realize everywhere and in every land that any kind of education without the background of English only a shadow and mockery. In the words of the greatest grammarian and professor of linguistic RADOF QUIRK- "English has a great world spread than any other language recorded history". This is the reason we have the English day in our schools to give all the students a chance to master the skills in the

language- to speak, to read, to sing, to act and to write well in English. Now we are able to observe some bright lights over the horizon signalling the switch over to English medium starting from grade VI. This is a welcome and the students grant this move wonderful opportunity to prepare themselves for these changes.

Let the study of English advance day by day - students will have to work for it. A more English day once a year for a few will not bring about a miracle. Students must labour in earnest. For that matter memorizing an English proverb a day, mastering a single sentence structure a day and even the mastery of ten new English words a day will help students to learn this world language. The English medium had a substantial impact on many a domain. Those who received education in the English medium possessed a broader academic out look and appeared versatile. As far as English medium education of those good old days is concerned, there was fine mechanism operating invisibly that promoted the language skills of the students. Those were certain factors like the teacher-student interaction and student-student interaction in English and the conduction of examination and use of prescribed text books in English which contributed to the language skill progress among the students. These practices resulted in fertile minds and subsequently they acquired the ability to express themselves in oral as well as in written forms confidently. They encountered English discourses for they had ample opportunities to get themselves acquainted with the language.

A good knowledge of English is useful to all students of high studies. Today, it will also help us to go anywhere in the world for employment. A good number of candidates in their O/L examination obtain credits and distinctions in English annually. But communicative competence among them seems quite unsatisfactory. Specialists are involved in designing text books which contain teaching items to develop the communicative ability of students and it is true that a fair amount planning and thinking is invested in producing materials.

Today most of schools in backward areas suffer from lack of English teachers. They have obtained qualification from tertiary level courses like Universities and Advanced Technical Institutions and we have not enough teachers and guide books. Seminars organized for teachers are not sufficient to cater to their needs.

Mr. S.Nirojanan.
NDE 1st year (day)

Professional Mourners

Alagu Subiramaniam was a famous English writer of Sri Lanka. He has written many short stories in English. He was successful in depicting Sri Lankan experience in his short stories.

The story is about a funeral and the main characters are the "Master of ceremonies" and two women mourners, who keen in funerals for money. The person who died is the grand mother of the narrator.

1. SETTING

The setting is in a seaside village. "We walked through sandy lanes and narrow winding foot- paths. There were no dwelling houses about and no noise though I thought I heard the hissing of snakes under the bushes and the howling of jackals in the distance".

The description of a row of huts near the sea-shore depicts not only the row of huts, but flashes a scene that fishermen are mending their nets with their wives. Also there are some people putting their catamarans to the sea.

2. STRUCTURE

The structure can be categorized into opening situation, Rising (developing), Climax, falling action, and end of the story or resolution.

[i] Opening Situation

There were three children who never experienced a funeral and never knew about it. The cries and sound of drum beating from grand mother's house awakened them early in the morning with fear they ran to the grand mother's house.

"we were feeling afraid because it was the first funeral we had attended".

From the above lines we can follow that they didn't have any experience of a funeral.

[ii] Rising/Developing

After the entry of the children in to the grand mother's residence, the scene was set on the "master of ceremonies". He shouted in the house at the top of his voice to inform that the professional mourners had not arrived. He was furious at that moment and temperature rose so high and felt helpless. That he said, "*I will go and fetch them my self.*"

[iii] Climax

He met the mourners and ordered them to come immediately. The precarious situation is that the mother of the mourners too died in the same day. They revealed this with respect and begged him and told him about their difficult position in presenting themselves at the funeral. The man was wild with anger and tortured by hard words and made them to agree with him. The situation was difficult and the women could not show their protest or aggressive nature as they were treated as slaves as their position in the social status is very low as they do not have a social status.

[iv] Falling Action

The professional mourners did their usual duties at the funeral. "Their hands in the air unfastened their hair and began to cry. They were joined by other women, relatives and friends who sat crying in groups of two's and three's with their heads resting on each other's neck."

[V]. End of Story/ Resolution

The chorus of the mourners and the arrival of the priest end the story. "*why do you remain silent.....?*
Your grandson has come wakeup my darling"

3. STYLE

The author describes the short story with suitable language but uses hard words through the mouth of the "Master of Ceremonies." The words are;

- Impudence
- Stupid rascals
- Don't be a silly fool
- Insolence
- Nonsense

The author also adds some similes,

“Open those eyes that are shaped like a fish like those of Minakshi, Famed Goddess of Madurai.”

Humour is used by the author in the conversation between the mourners and the “Master of Ceremonies”. They said,

“on the next occasion when there is another is funeral at your place, we will come and howl until our throats give way!”

So Master of Ceremony is angry and sternly says,

“So your are wishing for another death in my house probably you desire mine.....”

4. TONE

The Story reveals the pathetic plights of the mourners very well. The author is sympathising with them.

5. THEME

The short story depicts the social setup- the gulf between the high class people and the low class people. The high class people are callous in their behaviour. They treat the low class of people with arrogance and indifference. They have the idea that they are the high and mighty people and others were slaves. Their wish is that the poor must live under their control. The author has depicted respect in this story by flashing scenes and conversations about the high class people refreshed by the “Master of Ceremonies” and the low class people by depicting the professional mourners. The following sentences show the power of the “Master of Ceremonies”.

“Stop, stop you stupid rascals”

you low minded fellows!

Nonsense! Where do these wretched live?

Two mourners are not enough for my aunt’s funeral

Remember who she is?

Insolence

The mourners plead:

"Please excuse today sir, our mother died this morning and we are too much over come with grief to come and cry."

"Please remove your hand, we are coming."

These are very effective in our minds.

6. TECHNIQUES

The use of proper language and the local words add colour to the narration. The difficult situation of the mourners is depicted clearly by the realistic conversation between the mourners and master of the ceremonies. This scene will definitely touch the hearts of readers and evoke sympathy for the two mourners. Also, the author portrays that children leave their old age parents and separate them selves from them. This will be depicted by the following,

"You had been waiting for me for many years"

"What fate was it that kept me away?"

"And when I come at last you lay unconscious on bed and I was not even able to speak to you."

Mr. R.Thayaparan
NDE (Eve) 2003

Failure teaches success

A Critical Analysis of Kamala Wijeyaratne's "White Saree"

Kamala wijeyaratne is an accomplished Srilankan's poet. She has written short stories, plays and poems. Her poems are very much related to contemporary problems in Sri Lanka, namely "White Saree", "The Soldier's wife weeps", "Check Point", "Mother laments" etc. I select the poem "White Saree" as it reveals the inner conflict of a person who has experience the effect of war. The Buddhists wear "White Saree" for the funeral and during religions observances.

The woman starts folding her white saree. She has to keep it in the almirah. On second thoughts she hangs it on the towel-rack as the saree may be needed soon. She keeps the saree on her breast and pressed in instead of ironing. She thinks of the youths killed brutally: Jagath, Hiran and Agith respectively. Jagath was killed when he got ready for dinner at home. Hiran was killed by the assailants on his way to work. Agith was killed at the building site of the dam. She was full of sorrow. During her childhood she remembers plugging her ear drums with her fingers to prevent her hearing the cries and the rest of the events associated with funerals. Her parents never told her now about the deaths in the neighbourhood to ward her off from the sorrow of the passing away. After attending the funeral her parents bathe and enter the house. Now, when she goes to funerals wearing the same old white saree, she could see young departed in the coffins and she feels "Why old were alive and the young departed in a hurry for no apparent reason". She conceals her eyes in the saree as tears well up with sadness. She hasn't got the courage to see the face of the deceased's mother. She shakes hands with the father of the ill-fated deceased. She knows well she requires the saree again and again and so she keeps it on the towel rack.

This poem is in simple English. The poet uses first names, namely Jagath, Hiran and Agith.

"I don't know when I will need it again.

Thrice in a week I have had"

The above lines stress that the death is always very common.

"They were also young scarcely thirty and their

Years were well before them”

It was unfortunate Sri Lankans faced the tragedy of many youngsters dying for no marked causes. This attitude to loss is typical of adolescence.

***“She never entered the house without rubbing
a half – lime on her head”***

This suggests that funerals are unclean unpropitious and a full cleansing of the body is warranted after going for a funeral.

***“And stare at the young faces. So painfully
accusing in death. Accusing us to old, of
Living on, Denying them that same life,
cheating them and extending over on.”***

Two distinct comparisons and contrasts the one young compared with old and the how the old are living on while young perish in their thirties is an epigram.

**Miss. S. Sorna
NDE 1st year (Day)**

Shanmugalingam's *Yarkolo Sathurar* Topical, Thought – Provoking

Kulanthai Shanmugalingam is perhaps the only Tamil dramatist who has consistently been writing/ producing plays over the last thirty years. Through his plays he has been commenting on the socio – political issues that were at the heart of a nation going through the most turbulent period of its history. Shan held the scale even, maintaining a balance – giving expression to the stifled voice of the oppressed and, at the same time, not over reaching his limits, becoming fanatic in the process.

Thus 'Shan' has highlighted the flaws in our Educational setup, the bane of the dowry system and the hankering after false values. He has exposed the excesses of both the Sri Lankan and the Indian Armies, satirized the enthusiasm of the Tamils in seeking asylum abroad and made a strong case for the liberation of women.

From his days with Kalai Arasu Sornalingam who excelled in Victorian Romantic productions, Shanmugalingam has come a long way. It won't be an exaggeration to say that our road to a Sri Lankan Tamil Theatre has landmarks most of which are Shan's. His theatre draws from many sources both Eastern and Western. He has made the Tamil theatre a powerful medium through which a discussion of the most topical/controversial issues becomes possible.

Shan's latest production *Yarkolo sathurar* staged for the fourth time at the Kailasapathy Hall on the 15th June is a treatise on War. The title borrowed from *Tiruvacakam* means literally 'who is cleverer?'. It is the appropriate time for a nation which has suffered a severe shock and setback wrought on it by a bitter, bloody war which no one won, to pause and look back. Shan's characters do reflect upon the motives of those who wage wars and the codes of their conduct in the battlefield.

The *Gauravas* and the *Pandavas* are ranged against each other in *Gurushetra*. It is a war for possession of land. They have fought for twelve days. And it is thirteenth day. The veteran, Drona *aacharya* for both the contending parties is on the Gaurava side. He has vowed to take Yudishtra captive. Drona has ranged his men in *pathma*

vyoohum (lotus formation). On the Pandava side only Arjuna and Bhima are capable of breaking into this formation. On this day Arjuna has accepted a challenge from the samsaptakas and is engaged with them. So Yudishtra sends the young Abhimanyu, son of Arjuna, to penetrate the enemy ranks. The valiant youth thrusts into the *vyooham* and inflicts heavy casualties among the Gauravas. Duryodana's son himself is slain. The king, grief stricken, urges his commanders to kill Abimanyu by whatever means. So, six *maharathas* surround him. Unfortunately for Abimanyu his uncle Krishna has taught him only the art of breaking into the *vyooham* but once the *vyooham* closes, he knows not how to beat a retreat. Bhima from another flank rushes to rescue him but Jayadratha throws on his route Lord Shiva's garland which Bhima cannot step over. So the tragedy builds up. Abimanyu stands alone, helpless. The six commanders play foul. One breaks his bow. Another kills his charioteer. And when Abhimanyu takes a sword and shield, a third destroys them. The hero, now desperate, seizes a wheel to defend himself. He is hit by a mace wielded by Jayadratha. And thus is recorded an unfair episode enacted by the most valiant of men.

Shanmugalingam exploits the Abhimanyu episode to provoke the audience to think about war. He uses an old man, a woman and two children as narrators. As in Greek tragedy they comment on the action. They also serve as the voice of the audience. At the end of each battle they discuss the highlights-the victories, the losses, instance of valour and of foul play. This is not just a narrative but a serious probe. Here are two examples:

Boy: Why didn't Abhimanyu kill the fallen Duchathana?

Old man: Even you have developed a taste for killing.

Old man: Wars don't just occur. They are waged.

Boy: What will remain when war ends?

Old man: War will remain.

It is amazing says Shan, that the feuding factions at the end of the day, go to the field, to pick up the bodies of the dead. They meet there without any malice-in fact; they help one another to identify the bodies. They part cordially to meet as foes the following morning. One is reminded of an incident in the Iliad. Achilles slays Hector

and ties his body to his chariot and drags it into his camp. Hector's father, Priam is grief-stricken. That night he drives to the enemy camp and is received by Achilles himself who feels for the old father, gives his son's body and gives him twelve days time to mourn for his son. Such a code of conduct cannot be expected in modern times. That makes Shan's play topical and relevant to us who have lived with War for so long that we tend to honour codes more in the breach. We have grown too complacent accepting that "all is fair in love and war"

True, tragedy involves the fall of a great hero. More important, though, is the conflict – the struggle of the protagonist with forces against which he is helpless. Furthermore, the tragic hero is gradually isolated. All these requirements are fulfilled in Abhimanyu. Interestingly, there are other characters, who through their inner struggle render tragic dimensions to their characters. Yudhishtira is one. It is he who charges the young man with the formidable task of breaking the *pathma vyooham*. He is answerable to the boy's father. He is laden with a sense of guilt. Drona is another tragic character. Arjuna is his favourite student. It is because of a stroke of Fate he has to fight for the opposite camp. When the young 'brat' breaks his *vyooham*, he is full of admiration for him, but when he causes havoc on the *Gaurava* forces-and the king himself accuses him of partiality – he is outraged. He 'organizes' the foul murder. Once it is committed he is overcome with remorse. The full range of all these emotions are well brought out by Thavendran.

Devanthi Sivanesan plays Abhimanyu. She does a wonderful job portraying valour, fearlessness, obedience, nobility and sagacity. Jeyadrathan is the 'villain' who deals the fatal blow with his mace on the helpless Abhimanyu. He is supposed to be from the Sindhu province. His physical appearance suits this role.

Mahabaratha is a store-house of sub-plots which are artistically woven into the main story. They can also stand by themselves as excellent individual stories. The Abhimanyu story is one and Shan's interpretation of it makes it timeless.

The play is highly stylized. Shanthini Sivanesan's choreography is brilliant. Well – steeped in Classical dance, she has taken up the challenge of training thirty-five young dancers for an epic – performance. The audience is aghast watching the

spectacle of the quick movement of troops in various dance forms, to the thumping rhythms. More powerful perhaps is the wheel, ever present as a backdrop, for the *dharma* which is put to the test by the warring factions.

Shan insists that it is team-work. Dr.S.Sivayogan has been the live wire of the whole venture. Besides functioning as co-ordinator, he was very much involved composing the music for the lyrics. Thavanathan Robert is an up and coming musician. His compositions are original and pulsing with life. As a singer *par excellence* Robert always brings out the appropriate *bhava*.

Murugaiyan, the lyric – writer, deserves special mention. As our leading poet well-versed in traditional Tamil poetry, he uses rhythms that suit the battle scenes with the ease typical of a master. Although the “aakaandy” (folk song) is an excellent piece, I have my reservations about its place in a purely classical ensemble.

The make-up, costumes, stage effects, sound and lighting have reached a perfection that gives credit to the School of Drama and Theatre. It is a costly production and Shan lamented that he couldn't see a packed hall. That was the reason why it had to be the last staging was fortunate to catch the last bus.

Mr. S. Pathmanathan
Visiting Lecturer

Ballads

Although most people in the British Isles were unable to read or write for centuries after the Norman Conquest in 1066, they, like everywhere, have been telling stories to one another. The folk popular or traditional born is a short narrative song preserved and transmitted orally among illiterate or semiliterate people. The story – song of this kind has been called ballads in all European countries. The Ballad means in literary usage a simple narrative lyric of known or unknown origin that tells a story. Nearly any type of lyric has been called a ballad, and certain musical compositions also are called ballads.

A tribe meets together to celebrate some occasion of common interest – a successful hunt, the wedding of its chief, the return of the god who brings summer, the end of a religious fast, a harvest etc. The object of the meeting is known to all; the deeds, which are to be sung, the chance which accompanies and illustrates the singing are likewise familiar to everyone. There is unity of feeling and a common stock, however slender, of ideas and traditions.

The word ballad is used rather loosely. A sundry, shorter poem, lyrics, hymns, political satires, mawkish stories last confession of male factors and so forth have gone by the name of ballad. Ballad societies have published a vast number of street songs board sides and ditties, which are not ballads in any sense.

The genuine ballad has these special marks of character. It is a narrative poem without any discernible indication of personal authorship. It is strong, bare, objective and free from general sentiments or reflections. It was meant originally for singing, and its name implies that it was connected at some time with dancing, it has been submitted to a process of oral tradition among unsophisticated people fairly homogeneous in life, habit and outlook and below the level at which conscious literary art appears.

Most of the English and Scottish ballads we know date from the fourteenth and the fifteenth centuries but were not collected and printed until the eighteenth century.

Love adventure, courageous feats of daring and sudden disaster are frequent topics of folk ballads. Ballads relate out of the ordinary incidents – ones that make headlines now, such as a shipwreck or an accidental death. Ballads rarely contain opinions on what has happened. The narrative usually dramatizes a single incident with little attention to characterization, back ground or description. We must read between the lines and supply or own answers as we hear the little dramatic scenes unfold. Indeed the ballad presents action as sparsely as possible, often through dialogue – the speech or characters involved. We should not think that ballads are simple or shallow. They may be brief and sparse but they contain sharp psychological portraits and much folk wisdom.

Misunderstanding the references of certain chroniclers, people have assumed the existence of a body of early ballads now lost. The old ballads were not made and sung for the people; they were made and sung by the people. Ballads were not produced in a final form. Some ideas of oral literature can be arrived at from the surviving variety of ballads or narrative folk songs.

The original authors of ballads are unknown. In fact a given ballad may exist in several versions because many different people recited and revised the ballads as it travelled from village to village. Nevertheless, when a version seemed just right, its teller would be urged to recite the story again and again without changing a thing.

All ballads are essentially narrative poems with great or lesser infusion of lyrical elements, and the strength of the lyrical qualities is another discriminated in the classification of the balladries.

Folk ballads are anonymous narrative verses intended to be sung and passed on by oral tradition. The folk ballad is a popular literary form; that is, it comes from unlettered people rather than from professional minstrels or scholarly poets. Thus the ballad tends to express its meaning in simple language, although the countries – old dialect of many folk ballads may make that language seem complex at first. The narrative style of the typical ballad is straight forward as well, relying heavily on dialogue and moving quickly from scene to scene.

The so called ballad stanza consists of four lines, a quatrain, rhyming abcb, with four accented syllables within the first and third lines and three in the second and fourth lines for example:

- a. There lived a wife at usher's well,
- b. And a wealthy wife was she;
- c. She had three stout and stalwart sons;
- d. And send them o'er the sea.

Some folk ballads make use of refrains, repetitions of a line or lines in every stanza without variation. Refrains add emphasis and a note of continuity to the ballads.

In recent times the term ballad has been applied to all poems written in "ballad metre" – four lined stanza of iambic (an unstressed syllable followed by a stressed syllable) tetrameter (four feet)

The conditions favourable to making ballads disappeared by about the fifteenth century and therefore any songs written after that to "ballad metre" are not considered real ballads.

Arthur Compton and Rickett in 'A History of English Literature' say, the charm of the ballad lies in its narrative simplicity and primitive feeling. To call it artless as some do is a mistake, for it has its own rules of diction, its tricks of phrasing and conventional refrains. But it has the ease and sincerity of genuine poetry and is deep – rooted in its love of earth and primal human qualities Homely pathos, old time magic, a fierce love of independence and a brooding sense of tragedy – these are the things that pervade such pieces as Chevy chase. The Bonny Earl of Murray; while the love of out – door life and the changing seasons meet us in the Robbin Hood Ballads.....

Ballads differ from the lyric in being descriptive rather than impressionistic the teller of tale, not the expression of a mood, while technically it is simpler, more primitive, less wrought upon an art form.

Miss.S.Sivananthini
NDE 1st year (Day)

The Third woman

The short story is a popular form of literature. The salient features of the short story are brevity and concentration. Normally a short story is based on a small event. It throws light on a problem. A short story is a dew drop on the blade of grass, which reflects a tall palm tree nearby.

Punyakante Wijenayke, James Gunawardane, Alagu Subramaniam, Martyn Wickramasinghe and Chitra Fernando are the famous Sri Lankan short story writers. These writers have successfully portrayed Sri Lankan experience. Most short stories and novels by them have been well- received.

'The third woman' is one of the best short stories written by Punyakante Wijenayke, a Sri Lankan writer. This story is written in the 1st person narrative. Her style of writing is very simple. She describes the life of the people vividly. Also she clearly portrays the rural culture of Sri Lankan people. The incidents and the setting of the story are contemporary.

The main character in this short story is Diyonis Baas. The writer exposes strongly the background and nature of a "Polygamist" called Diyonis Bass. All the disadvantages found in the community are clearly portrayed through this "Polygamist", Diyonis Bass. The other important characters are Diyonis Bass's three wives, named Bissohamy, Kirimenike and Suduhamy. The readers learn about them through Diyonis Bass. The other characters are Leon Singho, Appuhamy and Davith Bass. To develop the theme the writer has produced Leon Singho, who is a passive listener. This story progresses as a dialogue between these two men, Davith Bass, a friend of Diyonis Bass who works with him. The other minor character is Appuhamy, who opposes with Diyonis Bass in the jungle and incident changed the story's direction.

The writer expresses the theme through the main character Diyonis Bass. The theme is closely kindred to settings and the characters. The writer tries to portray the

life and the problems faced by the polygamist and also how he suffers after having three wives.

The writer uses many techniques in this story. She uses similes in her story to enhance her writing. Below lines show this:

Eg: *"like a gem in Ratnapura"*

"No, there are no women like those three"

"Life with him now will be like eating curd without jaggery"

"She is not timid and gentle like a deer"

Metaphor is also used here by the writer.

Eg: *"You low country dog."*

Also the writer uses meaningful lines to remind Diyanis Bass's past life.

Eg: *"My Bissohamy, now, how well I remember the first day I saw her."*

"Diyonis Aiya without you my life is nothing" said Bissohamy.

Punyakante Wijenayake uses such a simple language that everyone can understand the situations of this story. The characters use local idioms in their conversation. This shows that the writer tries to portray rural people's culture and their atmosphere.

Eg: *"Let the lightning strike you dead for uttering such lies!"*

I felt like a man who had reached the top of "Sri Pada" after a long and weary climb.

Eventually, Diyonis Bass had lost his three wives and he is left frustrated. The writer's attitude is that Diyonis Bass suffers for his fault. And also deserves the punishment he gets.

That is the moral of the story.

Mr.K.Vasanthakumar
NDE 2nd Year (Eve)

Personality

The term 'Personality' is often used to denote physical appearance by most of the people. But, it has an enlarged scope to be covered in the Science, Social Psychology and other Social Sciences. Everyone starts life without knowing the difference between his own body and the rest of the world. Gradually, there is a tendency to develop our own distinct personalities in the social situations in which we learn to interact with others. But there is not instance of two individuals having the same personality type.

Some Psychologists say that personality is the most characteristic organization of the "traits" in an individual. It should be noted that the definition of personality should include the contributing items like ability, attitude, aptitude, interest, capacity and other capabilities, because these important items have their influence on personality. The integration or constellation of traits in an individual is found to be different in different persons. That is why we visualize various kinds of personalities. The arrangement of personality traits is on the basis of the environment he gets, the family he belongs to, the school he studies and the kind of society he lives in. First of all, the home which is the primary concerns of the child, has its own contribution to the making up of the personality of an individual. Cultural patterns and behaviour patterns are supplied by the family to the individual.

The tendency to depend upon the parents in one's childhood is manifested in the tendency to depend upon the leader in his adult age. For example, a child in a culture – bound family will not be allowed to think freely. Then, the child may probably develop a submissive personality. But if we allow a child to think freely, it will develop a habit of free-will or an entirely different character.

Then the school which is secondary in importance has a far reaching influence on personality. The classmates and the play groups mostly influence the personality of a child. Only here, the child learns the meaning of co-operation with his equals. The teachers also have considerable influence on the personality of the child.

Thus the type of family, the kind of schooling and the play group have been assigned as the bases of personality development.

Miss.B.Shivakini
NDE 1st year (Day)

Grammar – The What – The Why and the How of Grammar

The interest in the study of Grammar has a long drawn out history going back to the times of the ancient civilizations – Greek, Roman and Indian. It has been studied from the early days of literate civilizations both from the point of view of Individual languages and from that of general theory.

Despite the early notion that Grammar was universal and classical languages based, the trend of thought today, is that there isn't a Universal Grammar and that all languages have a grammar – be it Languages with the spoken or written forms or Languages with only the spoken form. R.H.Robins asserts "Grammar is concerned with the structures of stretches of utterances or stretches of writing." One of the most important characteristic of Languages is the presence of Grammar. Every human language has a grammar. Grammar is a human characteristic. It's an error to believe that there are languages with little or no grammar. It's believed that even the most remote languages; spoken by the least technologically advanced people have masses and masses of Grammar. A well known language teacher M.Finocchiaro – in "Reflections on the Past, Present and the Future" observes, I was invited to give a one hour talk on the subject "Is Grammar Out?" I said simply, "Of course not," and sat down. Immediately rose again, however, to add, "There is no Grammar less language."

Grammar is the mechanism according to which language works when it is used to interact in social life and negotiate meaning. It's the framework within which language operates. R.H.Robins asserts, "Grammar is concerned with the structure of stretches of utterances or stretches of writing and with the grouping and classification of recurrent elements of utterances by virtue of the functional places they occupy and the relations they contract with one another in the structures" It is the kind of relationship that provides the material of Grammar. Formal Grammar is Grammar that both in theory and in method is concerned with the observable forms, structural functions and interrelations of the components of sentences or stretches of utterances. Grammar or Linguistics in general is based on observable phenomenon.

Grammar could be seen as a set of rules which allows to put words together in certain ways but which do not let others. At some level speakers of a language must know the rules – the fundamental features of a language, otherwise they will not be able to put words together in a meaningful way. It is the framework within which language works. It is the central part of a language which relates sounds and meanings – Phonology and semantics. The meaning of a message conveyed by language has to be converted into words put together according to grammatical norms and then conveyed by sounds and signals. It's a set of rules which describe how we use language – without which there will be no communication. Grammar is an armour in the language user's scabbard to help in the efficient communication of ideas - in the negotiation of meaning. We need to understand the grammatical resources of a language and the ways in which they may be exploited for purposes of effective communication. Grammar is a device that specifies the infinite set of well-formed sentences and assigns to them one or more structural descriptions.

The field of grammar is often divided into two domains – morphology and syntax. Morphology focuses on the structure of words dealing with such matters as inflexional endings and the way words can be built up out of smaller units, while syntax focuses on the structure of sentences. The field of grammar encompasses the lexis of the language, their forms and functions and their positioning in sentences. The lexical items could not be used arbitrarily nor linked together arbitrarily. Word order is significant in the English Language.

There are different approaches to Grammar conditioned by differing attitudes towards it. The different approaches are termed – Prescriptive and Descriptive. Prescriptivism is associated with Traditional Grammar while Descriptivism is associated with modern Linguistics. Prescriptivism lays down norms and standards to be strictly adhered to – The oft quoted examples of the Prescriptive approach is – “It is I” not “It is me” and the injunction “Don't use a split infinitive”. “Don't end a sentence with a preposition.” There was no tolerance of error and flouting of these directions – meant sub-standard or non -standard use. R.L.Trask in his work “Language – The Basics” says “Prescriptivism is the belief that we have no business speaking our language in the way that seems natural to us, but that instead we should deliberately change our language to make it conform to the regulations laid

down by some group of self appointed experts – no matter how ignorant or crazy these regulations might appear. Linguists, in great contrast, reject prescriptivism in favour of Descriptivism, the policy of describing languages exactly as they are found to exist – without making value judgments. There is a tolerance of error. All serious linguistic work is descriptive.

F.R.Palmer in his work “Grammar” identifies some of the misconceptions about Grammar.

- (A) A Grammar of a language is a book written about it.
- (B) The Grammar of the Language is found only in the written Language – spoken languages have no grammar or at least fluctuate so much that they are only partially grammatical
- (C) Some languages have grammar – others do not and English has precious little.
- (D) Grammar is something that can be good or bad, correct or incorrect. It is bad (incorrect) to say “It’s me” for instance.
- (E) Some people know the Grammar of their Language, others do not.

A Linguist was asked – “Is Grammar necessary – he replied “Why not, it’s like saying that you can have a chicken walking around without bones. It is the frame work within which Language operates. Grammar is like the Highway Code which provides for the smooth flow of traffic without let or hindrance and few casualties. Likewise, Grammar does provide for the smooth flow of utterances and sentences. It facilitates the communication of meaning both in the spoken or written form – intelligibly, meaningfully and faultlessly. The violation of the highway code naturally leads to confusion and chaos on the High Way. We likewise encounter ambiguity, imprecision and unintelligible speech or writing when one tends to ignore grammar – the guide to the effective proper and meaningful use of language. “An understanding of the usage of the language is a sine quanon for the use of the Language” Geoffrey Leech and others in their “English Grammar for Today” adduce reasons for the acquisition of a knowledge of Grammar. They assert “If we study the Grammar of the NATIVE Language, then we are trying to make explicit the knowledge of the language that we already have. We might do this act of pure curiosity to ascertain how language works, but we might also find the knowledge useful for other purposes. We might

wish to teach English to foreigners, or work out how a foreign language is different from our own, or we might want to work out how the language of poetry or advertising makes an impact on us, or learn to criticise and improve our own style of writing”

Currently these undoubtedly is little emphasis in the Teaching and Learning of grammar in the process of imparting English as a second – Foreign Language. When Traditional Grammar held sway Grammar held sway Grammar formed an important component of the Language Lesson. A Grammar Text Book was a must. The pupils were introduced to the parts of speech, their definitions, paradigms and had to parse lexical items and analyse sentences into clauses, their attainments were evaluated on a variety of Grammatical items. It was almost a thorough going grammar lesson. The Audio Lingual method arose as a revolt against the Grammar Translation method – Traditional Grammar. Here there was a wholesale ignoring of Grammar. The parts of speech were never mentioned. The Language Lesson centered round the teaching of the basic structures of the language. The structuralists' point of view was that the language was based on a number of structures and knowing the language meant partially knowing the structures. Language Teaching was structure based – the vital structures were identified and presented to the students in a sequence. They were presented, repeated, drilled in and through mimicry memorisation the structures were made part and parcel of their language habits. Unlike in traditional Grammar a Grammar Book wasn't a must. The English Text books presented the structures. Every lesson unit introduced the Learning Units – the structures - in sentences – in isolation. This was followed by two passages for reading based on the structures introduced to the students. The passages weren't authentic but concocted to teach the relevant new structures. This was followed by exercises based on the learnt material. There was over learning and the achievement of the students was evaluated on the basis of the learnt structures. This approach was found to be defective. Emphasis was on the usage of the language and not the use. The learners were unable to communicate, their efforts at learning the structures appeared to be fruitless. The students remained bench stuck, barefaced, tongue tied and tight lipped when it came to communication. Hence arose the communicative learning approach – holding sway in the field of Language Learning today.

The communicative language approach sought to overcome some of the draw backs of the Audio – Lingual Method. Since communicative competence depended to an extent on linguistic competence – competence in the language – the teaching of Grammar had a role in Language Teaching. The students were made familiar with the word classes and syntax. Every Lesson Unit is focussed on a relevant Grammatical Item and the material presented in each Unit contained the Teaching Items sought to be introduced to the students. The material is authentic and life like. It's the task of the teacher to pinpoint the Grammatical Items sought to be taught. The end of each unit had exercises relevant to the Grammatical Items Introduced and taught. The communicative Approach to Language Teaching wasn't lop sided – it sought to inculcate not only the usage of the language but the use as well. It is a task based with active student participation and less teacher talk.

Mr.R.Kanapathypillai
Visiting Lecturer

Present Diplomatic Activities In Wannu

Wannu has become an important place of activity where foreign diplomats of donor countries and country's heads of international funding agencies meet L.T.T.E. political wing leader S.P. Tamilselvan very often. People widely talk about the agreement that would be signed soon between India and Sri Lanka, but there is another agreement in the offing between America and Sri Lanka. It would be called as FTA (Free Trade Agreement). If such an agreement is signed and if Sri Lanka favourably considers L.T.T.E'S proposals, India believes that its state in Sri Lanka would be lost or weakened. This fear has made India to induce president Chandrika to dissolve parliament and go for elections thereby creating a leadership vacuum in Colombo.

America signed such an agreement with Singapore. Singapore has benefited immensely all goods exported to America from Singapore are exempted from tax and America gets same benefit from Singapore. This has allowed America to ANCHOR in south East Asia. If such an agreement is signed with Sri Lanka, then Sri Lanka becomes another ANCHOR to America which would affect Indian economic dominance in this region which India does not like.

It is observed that India is leaning towards Chandrika at the present political situation. It is understood that all military affairs are built up on economic affairs, and when economic affairs do not expand artilleries come to the front and when a country's economy expands artilleries recede to the background.

The real architect of the India-Sri Lanka agreement is Mr Ranil Wickkramasinghe. This is considered as a part of International network Ranil is weaving for his political stability. Chandrika does not have such a network because of her inability.

Do we say that Chandrika is less dangerous than Ranil? As far as Tamils are concerned we need not worry as to who is more dangerous. According to this Chandrika's agreement reaches short range whereas Ranil intends to have an agreement with all capitalist countries which have a very long reach.

The urgent need of the Tamils is stability. So Wannu is using the present political vacuum in Colombo to their advantage.

In short L.T.T.E. on behalf of Tamils has achieved this. This is crystal clear when all diplomats of donor countries and agents of international agencies met L.T.T.E. top leaders in Wannu last month to explore the possibility of helping war torn North- East.

Miss.S.Garthiga
NDE 2nd Year (Day)

Report Writing

Report writing is quite different from that of normal writing such as a letter or an expression of what you see, hear or read.

Report writing is actually a written communication whereby the person reading must be able to grasp what is mentioned in the report.

Report can be defined as a document in which a problem is examined and facts brought out for conveying certain information. It could also contain findings with solutions suggested for solving the problem.

When writing a report the following three points should be observed. They are:-

- a) Accuracy
- b) Brevity (of facts)
- c) Classification

The other most important aspect of writing is, a report is to make it easy for the reader to make a decision immediately after reading the report. Therefore, arrangement of a report is very necessary. It should be arranged in such a manner, as to lead the reader step by step from the known to the unknown.

Further, a report should be done carefully in order to clarify a complicated subject, when findings are presented in the report it should be concise, rather than a lengthy one as the reader will want to gather all the information in a nut shell. Conclusions and findings should always relate to the facts given about the problem.

The title of the report, and the sub-headings should be selected carefully to identify the subject and not merely to describe the subject matter under each heading. Whenever a report has to be submitted, it would be far better to give illustrations and not describe same at length. An illustration would instil in the mind of the reader more than a lengthy summary report. When writing a report the most important aspect that should be observed is never to distort the facts.

Asterisks” and “appendices” can be used in a report provided it is carefully done. In using appendices, the following should be observed:-

- (1) Give the facts and source from which they are obtained, and analyze the facts, if necessary. Recommendations to be based on the facts supplied.
- (2) Refer or summarize matters presented in the appendices

When concluding a report the following should be observed:-

- a) Summarize the discussions in the main sections.
- b) Summarize findings & inferences.
- c) Make recommendations on your findings and inferences.
- d) What sort of action to be taken in relation to the recommendation and by whom.
- e) Emphasis should be made on the subject matter.
- f) Can also refer briefly outside the terms of references on which the report may have a bearing.

Beside a normal (business) report or technical reports, scientific reports have certain other facts that are to be considered.

The main facts are:-

- 1) Summary of synopsis
- 2) Introduction
- 3) Description of experimental work
- 4) Statement (and if necessary, discussion) of results.

To these may be added appendices and Bibliography.

Report writing is considered to be a special field and a good reporter would be a good Journalist.

Miss.K.Vijitha
NDE 1st Year (Day)

Population

Population is a term referring to the total human inhabitants of a specified area, such as a city, country, or continent at a given time. Population study as a discipline is known as demography. It is concerned with the size, composition and distribution of population; their patterns of change over time through births, deaths and migration; and the determinants and consequences of such changes. Population studies yield knowledge important for planning, particularly by governments in fields such as Health, Education, Housing, Social Security, Employment and Environmental preservation. Such studies also provide information needed to formulate population policies, which seek to modify demographic trends in order to achieve economic and social objectives.

Modern national governments and international organizations place a high priority on the accurate determination of national and worldwide populations. Describing the present population and predicting those of the future with reasonable accuracy requires reliable data. The most common source is the population census, a count of all persons by age and with specified social and economic characteristics within a given area at a particular time. A register is a continuous record of births, deaths, migrations, marriages and divorces often maintained by a local government.

Population growth rates are measured by the annual percentage increase in a country's population. The increase rates are highest in Africa and the Middle East. Growth rates are relatively flat in the United States, Europe and the countries of the former Soviet Russia. The frightening rate of increase in the total population of Sri Lanka is a serious problem. The government must take immediate action to solve the problem. The peace process and the talks have failed to show any positive signs of a speedy solution to the ethnic problem. The population of Sri Lanka is now estimated to be somewhere near twenty millions. Increasing population demands for more houses, more jobs, more places and more and more of everything.

Population growth rate is oscillated by various reasons such as war, disease, climate, food supply and mental condition. Famine, war and disease could also affect the growth rate of population. The high degree of literary and technology result in the

modest cost of importing the vaccines, antibiotics and insecticides. The rapid decline in deaths among people who maintained generally high fertility rates led to annual population growth that exceeded 31 percent. In many developing nations population doubles in 23 years. Population growth in less developed nation occurs at a much faster rate than in developed nations.

The rise in population results in a variety of problems. Every hour brings in new mouths to feed, new hands to work and need for more space to live more land to cultivate, more facilities as in the field of Education and Health. No country can seek peace and prosperity unless population growth is brought under control. It's a vital need and it is the only way to educate the people on family planning and the need for smaller families along with plans to develop the economy rapidly.

Miss.N.Mehala
NDE2nd Year 2003

Punyakante Wijenaikē - My Favourite Sri Lankan Novelist

Punyakante Wijenaikē is one of the living Sri Lankan novelists. Punyakante is the only major woman writer of fiction in Sri Lanka. Though she hails from an upper middle class, she wrote and brought characters of feudal Sri Lanka. Her novels reveal indigenous habits and tradition.

'The third woman' Punyakante's first work will help to clarify her position and her achievement as a writer. She began writing at a time when Sri Lankan English had a hard time. She was not only a woman writer but also a dominant force in Sri Lankan Literature. Normally her theme was not the destructiveness of the outside world. She openly focussed the ills and sexual behaviours without any fear of criticism. Her work 'The Third woman' is a best example based on a village setting. The so called critics granted Punyakante as an eminent Sri Lankan woman writer. Her full talent as a novelist can be seen from her second novel "Giraya" which was published in 1971. She points out the real life of walawu. She clearly portrays the darker side of the feudal Sri Lankan village involving murder, illegitimacy, homosexuality and even of lesbian affection. It is said by critics that the novel Giraya is a failure. Though Punyakante a novelist, she is famous for her short story writing. This veteran novelist was awarded the Sahithyaratna in 2003. She had a soft corner towards women. This can be seen in almost all works of Punyakante.

When we think of Sri Lankan writers of Novel and short stories the first and foremost image comes to our mind is Punyakante Wijayanayake. At her early childhood Punyakante was a little story teller to her little sister who developed her talent and gift of God for reciting stories into writing.

She studied in Bishops College Colombo. Though born to the Colombo elite English speaking class her journey was always towards Sri Lankan Culture and history and especially rural village and its rural folks. She was forcibly influenced by the socio and economic factors of Sri Lankan Villages.

Her famous works "The Third woman" and "The waiting Earth" spoke of village life. Their social factor of the typical life style of the walawu was reflected in her famous novel "Giraya" which was produced as a tele drama by the veteran film Director and winner of several national and international awards Dr. Lestar James Peris. In this master piece she exposes the feudal society of Sri Lanka. Punyakante in her famous collection, "The third woman" deals with the social habits of the indigenous tradition and behaviours. These factors have their domination in her work. In " The Third woman" she vividly points out a village polygamist through the character of Diyonis Baas. It was very nicely brought to our mind how Diyonis think of his women of his choice. The "Third woman" relates mainly about love or it may be twisted as lust marriage and sex life in a rural setting. The distinctive feature of Sri Lankan social life is beautifully illustrated by Punyakante in her works. Though Punyakante belongs to English speaking class the social factors of villages influenced her very much in her works.

Though there are many Sri Lankan Novelists, I love this woman writer very much.

Miss.K.Manohari
NDE (Eve) 2003

Learning a Language through Linguistic Approach and English Literature

English language learning is a complex phenomenon for a learner. It will be rewarding, if it is learnt with pleasure. But many people feel that English language learning should be handled in a serious way. Without enthusiasm language learning will become just like a daily routine of their household duties for the learners. Hence, in second language learning the components such as language, linguistics and literature should be incorporated in order to get the linguistic competence. However, there are many affective barriers for the learners in building up the linguistic competence.

A mastery of the four skills is very essential in reaching the goal of learning the English language. The learners should be trained to build up the vocabulary. Certainly, vocabulary is one of the major problems for the learners. The learners realise very well that building up their word power is very important for their self-expression, interpretation and communication, but they get a kind of boring and frustration in doing so. We can understand that some of the learners are thorough with the knowledge of grammar of the English language. But practically, it serves little purpose without an adequate vocabulary. Without vocabulary, it is very impossible to communicate. In fact, when a learner has enough linguistic competence, it shows his ability to manipulate the language components effectively and expertly. Further, some learners feel that grammar is really a constraint on using the English language, but it is not so. Communication mostly depends on the form of a language. So, a break down in grammar leads to a parallel break down in communication. Learners should know that with the help of grammar a number of sentences can be produced. When the learners are taught about the structure of the words regularly and systematically, it would be easier for them to construct sentences in their own. For this, a knowledge of linguistics would be tremendously helpful.

It is true that a learner of linguistics gets the chance to learn about a language. By learning a language through linguistic approach, a learner can be familiar with the sound system of correct pronunciation and to a greater extent he can improve the stress and intonation patterns of a second language. For instance, phonological theory is very useful to the learners of the English language. In order to make the

learners ease to speak fluently, English language learning should be approached linguistically. In vocabulary building skills, if a learner approaches the linguistic way to find out the roots, prefixes and suffixes, he can easily build a good stock of words. Also, on the basis of these affixes he would be able to group the words into paradigms.

Beside the above facts, there is no such thing other than English literature that would help to enrich the learner's vocabulary. Certainly, there are multiple sentences that are found in English literature. The learner gets the chance to enlarge his vocabulary and understand the usage of it. Vocabulary cannot be taught and learned by heart by the learner. It must be learned by the learner throughout its presentation, explanation etc., when it is included in all types of activities. Further, when a learner learns English literature, he can learn the English language as well. As literature depicts a good writing, there are certain extra-grammatical items found in it. English literature is the best thing that can show the English language at its actual use. By learning English literature, a learner can sharpen his awareness of the language patterns.

In English literature a learner can find the intricacies of sense, sounds, rhythm etc., as accessories to meaning. There may be layers of meaning seen in it and thereby a learner's intellectual horizon is developed. Due to the density of the conversational rhythms and variety of phrases, a learner seeks the way to get the meaning for more complex structures. It enables the learner to enrich his comprehension. English literature is really the source to a learner for using the writing skill. When he learns English literature, certain model based writing activities, analytical explanations and some other exercises can be done by the learner.

Hence, any learner can understand that language is not mere speech and writing. He must realise that the English language is learnt for communication. Communication is the first and foremost thing that conveys the meaning in the form of a message between the speaker and the learner. Hence, English language, linguistics and English literature may help the learners to know the mechanical nature of a language.

Mrs.S.Subhakaran
Asst.Lecturer

A Good English Teacher

English is an international language. It is one of the five official languages of the United Nations. Polyglots have admitted the fact that English is the only language which is widely spoken and taught. The universal recognition that it has gained bears out this truth. This is a language governed by strong principles of grammar.

The role of a teacher means, responsibilities, power, duties, systems and standard of behaviors as expected by the society. The person who takes up English teaching as his career should be aware that his teaching is not confined to mere imparting of knowledge but rather it is much more than that. He must provide the children a conducive atmosphere for learning English. A teacher should organize learning situations to the students using existing resource to the maximum. The teacher's role is to create conditions in classrooms that will enable students to learn English as well as their mother tongue or any other subjects they would like.

The teacher's role towards the students can be divided into three elements. The teacher should serve as a facilitator of the learning process. That is, he is the person who teaches the lesson and he will be the planner of what he is going to teach. He will organize the learning situations for the students and guide their learning process. This means that he decides content to be included in his lesson.

The more difficult and important task of an English teacher is to guide the students to make the learning meaningful. He should try to make it interesting for both himself and for the students. Another role of the teacher is to be an evaluator of the learning process. The teacher must see that the evaluation becomes an effort in working together to find an answer to the questions. The next role of a teacher is to be a classroom psychologist. An English teacher should have the knowledge of Psychology so as to observe and understand the students in order to help in the problems that arise during their learning process. The learner feels lonely and disturbed when any problem arises during the class time and it affects his personality development. So in the process of learning, counselling is often needed. In this situation the teacher should give proper guidance.

There are several ways in which the relationship between teachers and students may be viewed. Sometimes the teacher should act as a manager -that is classroom manager. In this concept the English teacher should be able to maintain discipline in and out of the classroom. The teacher should be an exemplary character- as a model to all who possess a keen sense of justice and integrity.

The most important thing is that the teacher should have a personal interest in the students as human beings. He should also be unbiased regarding caste, creed etc. He should be an educational technologist. Children learn through activities which appeal to their natural and acquired interests.

A good rapport should be maintained between the pedagogues and the parents. Then only the parents would come to know about their children's level of proficiency in the English language. He should create a cordial atmosphere by discussion with parents regarding the progress of students. A good relationship is the first thing that students and teachers should try to achieve. The teacher should use new methods of teaching to solve creatively very complex problems that might arise.

Above all students who are not interested in learning English are forced to study because it is one of the essential subjects. The teacher should motivate such students and make them study English. A student who likes the subject will improve his abilities much quicker than one who doesn't. But he has to be supported by the use of the modern technology such as video, tape-recorder etc..... with which the teacher should be familiar.

In my opinion a teacher should be very flexible in his approach. In general I think it is better to use pair-work group-work enable students to master new structures by themselves. It is the teacher who has to choose the method to improve the skills and create a liking for the lessons.

"A teacher of today should be a student on the previous night." This is a famous statement made by a lecturer of English. That means a teacher should be well-prepared before stepping into the classroom. Before entering the classroom a

teacher must consider 'What to teach? How to teach? Whom to teach? and when to teach? Unpreparedness will create suspicion in the minds of the children. This also makes the teacher upset as he doesn't know what to do in the class room. I think I don't need to explain why a teacher should be skilled.

On my side I would like to say teaching in the primary classes is more effective than in the secondary classes. The former likes English more than other subjects. And they like to participate in English competitions. Most of the parents say that their children study English very keenly in primary classes and gradually they give up their interest in that particular subject.

Sri Lanka is a multi-racial, multi-religious and multi-lingual country. A nation may be small in size but needs to be big in mind and heart. Teaching English as a second language in Sri Lanka is a failure because of the lack of teachers, environmental facilities etc. Those who teach English as a second language in remote areas are unable to converse or write.

Teacher absenteeism is another factor which obstructs the smooth running of a good teaching-learning process. Frequent absence of a teacher makes the students, lose their confidence in him.

During the class time the teacher must use English effectively and imaginatively.

Reading in the first step is called scanning. This helps children to get only some special information. Reading for total understanding is called skimming. This helps total understanding of a literary work and it's critical evaluation.

English is a second language in our country. People do not speak in society because of the lack of necessity. Even in schools students are never used to talking in English. The teacher should help the children to speak using simple words during the class time.

English language is a set of skills, fortified with strong and complex grammar structure. Students have to organize their ideas first and write. For writing skill they

should use correct words and spelling. Sometimes they have good ideas but they can't express their thoughts because of poor vocabulary.

Teachers are the up holders the moral of the community. This way of looking at the relationship between teachers and students is an important one. What a student ought to do depends upon the conception of the goal of education and the way in which the relationship of a student to the school and the teacher is concerned and this is the central theme of all schools.

So teacher should teach the children to distinguish between wrong and right; should teach the students to understand each other; to face uncertainties and to behave as a human showing compassion and kindness among people. And I think teachers are persons who help the students to become human. I think a teacher should dedicate himself whole heartedly because teaching is an honourable job.

Miss. R. Rathika
NDE 2nd Year- (2003)

Riddles Using Homonyms

- ↪ If four couples went to a restaurant, how many people dined? Eight, ate.
- ↪ If they are not here, where are they? They're, there
- ↪ What coin can detect odour? Cents, sense, scents.
- ↪ What would we do, if we found bad plants spoiling our lawn? We'd, weed.
- ↪ What are the groups of sailors on an ocean pleasure trip? Cruise, crews.
- ↪ What is a group of musicians that is not allowed to play? Banned, band.
- ↪ If a devil is completely sinful what is an angel? Wholly, holy.
- ↪ What can hold water? Can, can.
- ↪ Who is married to uncle beetle? Aunt, ant.
- ↪ How can you call a bucket that has seen a ghost? Pale, pail.

Drinking for what?

We drank for happiness and became unhappy.

We drank for joy and became miserable.

We drank for sociability and became argumentative.

We drank for sophistication and became obnoxious.

We drank for friendships and became enemies.

We drank for sleep and awakened without rest.

We drank for medical purposes and acquired health problems.

We drank for relaxation and got the shakes.

We drank for confidence and became doubtful.

We drank to forget and were forever haunted.

We drank to solve problems and saw them multiplied.

We drank to cope with life and invited death.

"Tough Tongue Twisters"

- „ The sixth sick sheik’s sixth sheep’s sick.
- „ Rubber baby buggy bumpers.
- „ She shells seashells by the seashore.
- „ Toy boat or troy boat.
- „ How much a wood would a wood chunk if a wood chuck would chuck wood?
- „ If you stick a stock of liquor in your locker, it is slick to stick a lock upon your stock.
- „ Peter piper picked a peck of pickle paper, a peck of pickle paper Peter piper picked, if Peter piper picked a peck of pickle paper where is the peck of pickle paper Peter piper picked.
- „ Bily Bunter bought to malve, batter, the butter Bily Bunter bought was Bitter; Billy bought better butter to malve the bitter butter better.

English Proverbs Embedded in Jaffna Advanced Technical Institute

- J: Jack of all trades master of none.
A: All that glitters is not gold.
F: Failure is the way to success.
F: Fighting your own shadow.
N: Necessity is the mother of invention.
A: A friend in need is a friend indeed.
- A: All are not saints that go to church.
D: Death always comes too early or late.
V: Venture a small fish to catch a great one.
A: A bad workman quarrels with his tools.
N: Nothing succeeds like success.
C: Casting pearls before swine.
E: Every cloud has a silver lining.
D: Don't look a gift horse in the mouth.
- T: Too much of anything is good for nothing.
E: Empty vessel makes the most noise.
C: Coming events cast their shadows.
H: Health is wealth.
N: No news is good news.
I: If the blind lead the blind both fall into the ditch.
C: Cut your coat according to your cloth.
A: All happiness is in the mind.
L: Look before you leap.
- I: If the cap fits you, put it on.
N: Nature must obey necessity.
S: Slow and steady wins the race.
T: The face is the index of the mind.
I: If you wish good advice, consult an old man.
T: There is no smoke without fire.
U: Union is strength.
T: Time and tide wait for no man.
E: Enough is as good as a feast.

Miss. B. Shivahini
NDE 1st Year (Day)

The Features of Comedy as in the Genre of Drama

The classic concept of comedy began with Aristotle in ancient Greece of the 19th century B.C. and persists through the present. Comedy is primarily concerned with a man as a social being, rather than as a private person. The function of comedy is frankly corrective. The comic artist's purpose is to hold a mirror up to society to reflect its follies and vices in the hope that they will be mended.

The word 'comedy' seems to be connected by derivation with the Greek verb, meaning "to revel" and comedy arose out of the revels associated with the rites of Dionysus, a god of vegetation. The origins of comedy are thus bound up with vegetation and ritual.

Aristotle, in "The Poetics" differentiates comedy from tragedy as, "Tragedy imitates men who are better than the average, and comedy, who are worse. He further observes, "tragedy shows men as greater than they are whereas comedy shows them as less than they are." The English essayist William Hazlitt says in his "English comic writers": Man is the only animal that laughs and weeps; for he is the only animal that is struck with the difference between what things are and what they ought to be. Soren Kierkegaard, the 19th century Danish Existentialist says, "Wherever there is life, there is contradiction, and wherever there is contradiction, the comical is present. The tragic is the suffering contradiction, comical, painless contradiction." Sir Philip Sidney, in his 'The Defense of poesies' quotes, "comedy is an imitation of the common errors of our life, which, the comic dramatist represented in the most ridiculous and scornful....."

Comedy achieves its hold on its audience by means of its treatment of men and women, who may be king or commoner, rich or poor in terms of their essential everyday humanity, encountering not the supernatural fate, but facing the challenges of daily existence in the milieu of a familiar and easily recognizable society reasonably contemporary to that in which the audience themselves exist. Comedy normally avoids the extravagances of tragedy and can present its protagonist as one who may refuse to shout and who may run, hide, whisper or beg. Such characters and the actions that they encounter are no less attractive as dramatic figures than

their tragic counterparts. In fact, the logic and the rationale of what they are and what they experience may win audience far more easily and send them home far more satisfied, for they have seen before them individuals far closer to what are themselves.

The popular idea is that comedy is funny and it has happily ending. But a comedy can have death suffering of all kinds. The main thing that distinguishes it from serious drama is the detached point of view. Any comic situation carried out through its logical conclusion would probably end in disaster, but the audience would recognize that the pain is not damaging, nor the disaster is permanent. Comedy does not allow the audience become emotionally involved.

Comedy continually emphasizes the inferior, second rate nature of common people pulling them down from the heights with a reminder of their vulnerability and the foolishness of their posturing. It makes audience to full flat on their own faces.

The extremes of comedy are generally identified as 'high' and 'low'. High comedy, in its best form, defined from time to time as social comedy, comedy of manners or Drawing Room Comedy. High comedy is intellectual in its appeal, relying heavily upon sex, sophistication and brilliant wit. High comedy is mostly dramatic, rather than theatrical with very little action. It is static, given to words, more than deeds. Most of the characters are fairly well rounded, and they are aware of the fact that they are playing an elaborate game in a comic world. The game, however, is taken very seriously and the rules by which it operates bring laughter through the reversal of normally expected values.

The low comedy is told 'farce', but that does not mean inferiority. High comedy has a fairly narrow intellectual appeal, while low comedy in farce, has a broad and anti-intellectual appeal. Incident piles on incident; the jokes, the sight gags and wise cracks come thick and fast. Farce is theatrical, and its premise is that of a wacky world without much sense, inhabited by a lot of zany people, where logical and reason have unknown function. Farce is visceral- the 'belly laugh'.

The large in between area, neither high, nor low, is inhabited by 'straight comedy' or the 'comedy of sensibility'. Those who inhabit this middle genre of comedy are

comparatively unsophisticated people who can in the course of events, experience death and suffering as well as fun and games. Plot development depends mostly on its emphasis on character behaviour and attitude, avoiding the vulgarities of farce as well as the intellectual appeal of high comedy. This broad range of comic shows the fundamental charm of average, plodding, ordinary people, but the characters maintain their character, permitting their audience no opportunity for lingering sentimentality even if the pain and suffering get a little close to home.

Satire may be said to govern the movement of comedy in one direction and romance governs its movement in the other. Satiric comedy dramatizes the discrepancy between the ideal and the reality and condemns the pretensions that would mask reality's hollowness and viciousness. Romantic comedy also regularly presents the conflict between the ideal shape of things as hero or heroine could wish them to be and the hard realities with which they are confronted.

Whatever its kind, comedy, by its light movement, makes the audience to laugh, at the same time it points out their own nature. It may emphasize on social or individual reformation, but the emphasize is not through the violence, advice or didacticism, but through tempting laughter, laughter and laughter.

Bibliography

1. The New Encyclopedia Britannica – Macropediat , volume 23
2. The New English world Book – Vol . 04
3. Drama by. Gamini Salgado

Ms.P.Theivachchelv
Visiting Lecturer

Information For You All!

Advanced Technical Institutes function under Sri Lanka Institute of Advanced Technical Education (SLIATE), Ministry of Education.

ATIs Islandwide:

ATI	Address	T.P. No
1. ATI, Jaffna	No.78, Palaly Rd, Jaffna	021 222 2595
2. ATI, Trincomalee	Inner Harbour Rd, Trincomalee	026 222 3232
3. ATI, Dehiwala	Vaihthiya Rd, Dehivala	0112 714270
4. ATI, Galle	Kaluwella, Galle	09 44550
5. ATI, Kandy	No16, Keppiddypola Rd, Kandy	08 226644
6. ATI, Kurunegala	No 58, Kumaratunga Mawaththai, Kurunegala	037 24911
7. ATI, Badulla	Grenland drive, Badulla	055 23818
8. ATI, Maddakulia	No 42, Rodrigo place, Maddakulia.	0112 521152
9. ATI, Labuduva	Sri thamma Mawaththai, Labuhuva, Akmeemana.	09 46180
10. ATI, Naiwela	Naiwela, Essalla, Viyangoda	033 87519
11. ATI, Ambara	Inkiniyakalai Rd, Ambara	063 22056
12. ATI Section Anuradahapura	Technical College, Anuradhapura	025 22666
13. ATI Section, Warakkapola	Technical College, warakapola	035 67243
14. ATI Section, Ratnapura	Technical College, Ratnapura	045 32390
15. ATI Section, Kalutura	Technical College, Kalutura	034 22325
16. ATI Section, Beliyadda	Technical College, Beliyaththai.	047 43229
17. ATI Section, Sammanthurai	Technical College, Sammanthurai	067 60086
18. ATI, Section, Batticaloa	Technical College, Batticaloa	065 46557
19. ATI, Section, Maththarai	Technical College, Maththarai	041 22525
20. ATI, Section, 21. Colombo-10	Technical College, Colombo-10	0112 421580

The following courses are conducted in the above Advanced Technical Institute/Sections.

1. Higher National Diploma in Accountancy (HNDA) (Day & Eve) – 4 years
2. Higher National Diploma in Management (HNDM) (Day & Eve)- 4 years
3. Higher National Diploma in Engineering (HNDM) (Day)- 4 years
4. Higher National Diploma in information Technology (HNDIT) (Day)-2 ½ years
5. National Diploma in Agriculture (NDA) (Day)- 3 years
6. National Diploma in Business Studies (NDBS) (Day)- 2 years
7. National Diploma in Business Finance (NDBF) (Day)- 2 year
8. National Diploma in English (NDE) (Day & Eve)- 2 year

Information For You All

Advanced Technical Institutes function under Sri Lanka Institute of Advanced Technical Education (SLIATE), Ministry of Education.

ATIE Identification (AT)	Address	T.P. No
1. ATJ Jaffna	No. 78, Kotala Rd, Jaffna	021 232 2292
2. ATJ Trincomalee	Inner Harbor Rd., Trincomalee	026 232 2232
3. ATJ Batticaloa	Vaidya Rd, Batticaloa	012 214230
4. ATJ Galle	Kalwala Galle	09 44250
5. ATJ Kandy	No. 6, Kapudugala Rd, Kandy	08 226644
6. ATJ Kurunegala	No. 28, Kumaranaya, Marudiyala, Kurunegala	017 24911
7. ATJ Badulla	General drive, Badulla	052 28418
8. ATJ Madulata	No. 65, Maduga place, Madulata	012 231230
9. ATJ Labuhan	Sri Lanka Aluwathara, Labuhan, Akkaramana	09 46180
10. ATJ Panvela	Naiwala Estate, Vyanagoda	011 87310
11. ATJ Anurad	Indinayakani Rd, Anurad	063 22046
12. ATJ Section Anuradapuram	Technical College, Anuradapuram	022 22066
13. ATJ Section Anuradapuram	Technical College, Anuradapuram	022 67343
14. ATJ Section Kurunegala	Technical College, Kurunegala	042 22300
15. ATJ Section Kalutara	Technical College, Kalutara	034 22 222
16. ATJ Section Batticaloa	Technical College, Batticaloa	012 42220
17. ATJ Section	Technical College, Kurunegala	067 60080
18. ATJ Section Batticaloa	Technical College, Batticaloa	062 45322
19. ATJ Section Mahipala	Technical College, Mahipala	041 22222
20. ATJ Section	Technical College, Colombo-10	012 421880
21. Colombo-10		

The following courses are conducted in the above Advanced Technical Institutes/Sections:

1. Higher National Diploma in Accountancy (HND/A) (Dy & Ev) - 4 years
2. Higher National Diploma in Management (HND/M) (Dy & Ev) - 4 years
3. Higher National Diploma in Engineering (HND/E) (Dy) - 4 years
4. Higher National Diploma in Information Technology (HNIT) (Dy) - 3 years
5. National Diploma in Agriculture (NDA) (Dy) - 3 years
6. National Diploma in Business Studies (NDBS) (Dy) - 2 years
7. National Diploma in Business Finance (NDBF) (Dy) - 2 years
8. National Diploma in English (NDE) (Dy & Ev) - 2 years

Our Sincere Thanks are due to.....

- The Director Mr. T. Rajaratnam for his full support in bringing out the Third issue of ECHO successfully.
- Our Lecturers, Mr. V.Karunanithy and Mrs. S. Subhakaran for their valuable advice and guidance in publishing our ECHO a success.
- Our visiting Lecturer, Mr.S. Pahmanahan for giving the final touches and helpful guidance.
- The Art master, Mr. S. Shanmugarajah for providing us the cover photo.
- E-Kwality Graphics, Colombo for front cover offset printing
- S.S.R. Com., Offset & Screen Printers for printing this magazine
- And all other well-wishers, advertisers and friends who contributed in various ways for the success of our magazine.

Well-wishers

- 1) V.M.K Jewellery
- 2) Harikanan Printers
- 3) Pettah Essence Suppliers
- 4) V.K.Rjarnatnam
- 5) Srikumaran Hardwares
- 6) S.T.R
- 7) Sankarapilai & Sons
- 8) New Asokans
- 9) Jeyakrishna Jewellery
- 10) Thulasi Madam (Fancy House)
- 11) Kannalanathan & Sivatharsan Electrical Goods
- 12) Mr. S. Srikanth
- 13) Ms. Janaki

Contribution collected by Ms. R. Vijeyakala (NDE 2nd Year Eve)

- 14) Ms. S. Sinniah
- 15) Mrs. S. Sivanesan
- 16) Mr & Mrs. Manivannan
- 17) Mr. S.Puspathas
- 18) Mr. N. Sriramachandran
- 19) Mr. K. Navaratnam
- 20) Mr. K. Ratnasingam
- 21) Mr. R. Sritharan
- 22) Mr. S. Pararajasingam
- 23) Ms. Y. Kanthappu
- 24) Mr. S. Kengatharan

Contribution Collected by Ms. N. Sivashanchary (NDE 2nd Year Eve)

- 25) Mr. K. Subamaniam
- 26) Ms. J. Vadivelu
- 27) Mr. S. Vijayekumar
- 28) Mr. T. Kathirgamanathan
- 29) Mr. K. A. Kanhasamy

Contribution Collected by Ms. E. Karthika (NDE 1st Year Day)

- 30) Mr. S. Sivarupan
- 31) Mr. S. Mahendren

Contribution Collected by Ms. M. Yasothini (NDE 2nd Year Eve)

- 32) Mr. S. Selvakumar
- 33) Mrs. K. Selvabaskari
- 34) Mrs. K. Thevarajah
- 35) Ms. V. Vamathi
- 36) Mrs. J. Kugathanan
- 37) Ms. R. Kobitha
- 38) Mr. Jeyatheva

- 39) Ms. A. Sinthuja
- 40) Ms. J. Kovarthani
- 41) Mrs. S. Enpanithi
- 42) Ms. R. Reka
- 43) Mrs. L. V. Joseph
- 44) Mrs. M. Abirami
- 45) Ms. S. Kalaiselvi
- 46) Mr. Muthuvel
- 47) Mrs. S. Sangeetha
- 48) Mr. S. Selvachandran
- 49) Mr. R. Tharmalingam

Contribution Collected by Ms. S. Shylla (NDE (Day) 2003)

- 50) Mr. P. Vigneswaran (Ambalprinters)
- 51) Mr. Velajuthapillai (Niru Tuition Centre)
- 52) Mr. R. Keethapriyan (Rhythms Music Centre)
- 53) Mr. Yogarajan (Yoga Pudaviyakam)
- 54) Ms. K. Kiyanthi

Contribution Collected by Ms. S. Garthica (NDE 2nd Year Day)

- 55) Mr. V. Sachchiananthan
- 56) Mr. S. Saravanabavan

Contribution Collected by Ms. T. Tharani (NDE 2nd Year Eve)

- 57) Mr. K. Saravanabavan
- 58) Ms. T. Thevaki
- 59) Ms. T. Anbarasi
- 60) Mr. S. Ravikumar
- 61) Mr. R. Ganeshan
- 62) Mr. P. Sivagnanavel
- 63) Ms. S. Lakshitha
- 64) Mr. R. S. Xavier

Contribution Collected by Ms. V. Sumathy (NDE 2nd Year Eve)

- 65) Mrs. V. Nageswary
- 66) Mr. S. Jeyakumar
- 67) Ms. J. Sivamathy
- 68) Mr. S. Kannan
- 69) Mr. J. Kajendran
- 70) Mr. V. Manivannan
- 71) Mr. I. Naguleswaran
- 72) Mr. T. Parameswaran

- 73) Ms. S. Mythily (NDE (Day) 2003)
- 74) Mr. N. Mauran (NDE (Day) 2003)
- 75) Ms. N. Uthayani (NDE (Eve) 2003)

What is a 18+ Youth Savings Account ?

18+ is a unique Savings Account specially designed for the Youth between 18-35 years of age with a wide range of special benefits.

How to open a 18+ Account ?

- ◆ All Rankekulu Savings Accounts of those attaining 18 years of age will automatically be converted to 18+ Accounts at their request
- ◆ Youth between 18-25 could open new 18+ Accounts with an initial deposit of Rs.100/= and enjoy the benefits till they reach 35 years of age

Interest Rate

- ◆ 18+ account holders will enjoy an interest rate of 0.5% higher than the normal savings accounts

Special Benefits for 18+ Accounts

- ◆ **Insurance Cover**- An 18+ Account holder who has maintained a minimum balance of Rs. 10,000/= for a period of at least 6 months immediately before a calamity will be entitled to the following Insurance Cover up to Rs. 500,000/=
 - An Insurance Cover of 10 times the balance in the 18+ account, if the account holder suffers a permanent total disability or death.
 - An Insurance Cover of 5 times the balance in the 18+ Account, if the account holder suffers permanent partial disability.
- ◆ **A Wedding Gift of a Gold Sovereign** - The Bank will present a wedding gift of a gold sovereign for those maintaining a minimum balance of Rs. 25,000/= for 12 months immediately before the wedding.
- ◆ **Savings Account for the first born child** - The Bank will open a Ran Kekulu Savings Account with Rs.500/= for the first born child of a 18+ account holder who has retained a minimum balance of Rs.10,000/= during a period of 12 months immediately before the birth of the child.
- ◆ **Scholarship for Higher Studies** - Those maintaining a minimum balance of Rs.5,000/= during January to December will be considered for the draw for educational scholarships in the following year.
- ◆ **Credit Card**- An 18+ account holder maintaining a minimum balance of Rs. 5,000/= in the account will be entitled to apply for a Credit Card. Ladies could apply for an 'Apsara' Credit card.
- ◆ **Cey Net (ATM) Cash Card** - Those opening 18+Accounts in branches having CeyNet facilities will be given an ATM Cash Card free of charge.
- ◆ **Loan Facilities** - An 18+ Account holder depositing monies to the account on a regular basis and having repayment capacity will be given preference in granting loans.

Please contact the nearest Branch Manager for further details.

To Youth
With Love...

18+ Plus
Savings Account

Bank of Ceylon
Allow to your needs

With the Best Compliments from

பூலாசிங்கம் புத்தகசாலை

பாலர் வகுப்பு முதல், பட்டதாரி
வகுப்பு வரைக்குமான சகல
பாடநூல்களுக்கும், மற்றும்
பாடசாலை உபகரணங்களுக்கும்
யாழ் நகரின் மத்தியில்
நாட வேண்டிய ஸ்தாபனம்

பூலாசிங்கம் புத்தகசாலை
இல, 4. ஆஸ்பத்திரி வீதி,
யாழ்ப்பாணம்

TP. 021 222 6693

With the Best Compliments from

CITY MEDICALS

**CITY MEDICALS,
487, HOSPITAL ROAD,
JAFFNA.**

சகலவிதமான மருந்துப்பொருட்களுக்கும்
குழந்தைகளுக்கு தேவையான
அனைத்துப் பொருட்களுக்கும்
யாழ்ப்பாணத்தில் நாட வேண்டிய
சிறந்த ஒரே இடம்

CITY MEDICALS

With the Best Compliments from

ஸ்ரீ நிகேதபவன்
(வீஷ்ணு வீநாஸ்)

சைவ உணவகம்

163, மின்சார நிலைய வீதி,
யாழ்ப்பாணம்.

With the Best Compliments from

VEMAKE

**Importers & Distributors
Ceremic Procelain & Glass wares**

No.27/3, POWER HOUSE ROAD,
JAFFNA.
T.P. 222-6738

Head Office,
51, Dam Street,
Colombo12
T.P. 423030

With the Best Compliments from

New

SHOBHANA TEXTILES

முதிய

சோபனா ஆடையகம்

**Wholesale & Retail Dealers in
Textiles, Sarees, Shalwars, Boys
suits, Ready-made Garments**

**இல 16, பெரியகடை வீதி,
யாழ்ப்பாணம்.**

**No16, Grand Bazaar, Jaffna,
Mobile: 0777-574027**

With the Best Compliments from

BABY PHOTO

பேபி போட்டோ

படப்பிடிப்பாளர் அன் வீடியோ

**பலாவி ரோட்,
கந்தரிமடம்,
யாழ்ப்பாணம்.**

**No.245 Palaly Road,
Kandarmadam,
Jaffna.**

Tel:021-222 6912

With the Best Compliments from

PC HOUSE (PVT) LTD

PC House

Innovative

Solutions !

**PC HOUSE (PVT) LTD,
#1k, Stanley Road,
Jaffna, Sri Lanka.**

**T.P/Fax:0777 555855
2226671-72**

E-mail: jaffna @ pchouse.lk

Website:www.pchouse.lk

With the Best Compliments from

ஸ்ரீ சுப்பிரமணிய புத்தகசாலை

**சகல வகுப்புகளுக்கும் உரிய
பாடப்புத்தகங்களை,
மொத்தமாகவும், சீல்வறையாகவும்
பெற்றுக்கொள்ள நாட
வேண்டிய இடம்**

ஸ்ரீ சுப்பிரமணிய புத்தகசாலை

**K.K.S. Road,
Jaffna.**

With the Best Compliments from

F. Satyanaarajah சீமாட்டி (புடைவைக்கடல்)

அனைத்து புடைவைகளின் மொத்த
சீல்லறை வியாபாரிகள்



SEEMATI

DEALERS IN TEXTILES &
FANCY GOODS

No.122, Power House Road, Jaffna.

Tel: 021 2196 Fax: 021 2102

Branch: Mangai Silks, Modern Market,
No.15, Power House Road, Jaffna.

With the Best Compliments from

இழந்த சக்தியை மீண்டும் பெற்றிட
டாக்டர்கள் சிபார்சு செய்வது

ரோயல் குளுக்கோஸ்

உங்கள் வியாபாரிகளிடம் நீங்கள் குளுக்கோஸ்
வாங்கும்போது குளுக்கோஸ் என்று கேட்காமல்

ரோயல் குளுக்கோஸ் தாருங்கள்
என்று கேட்டு வாங்குங்கள்

PACKED BY.

Royal Industries, Colombo.

T.P. 011 2334603

ஏக விநியோகஸ்தர்கள் சீவா நல்லமனப் பூங்கா

288, ஆஸ்பத்திரி வீதி
யாழ்ப்பாணம்

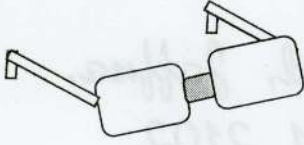
T.P. 021 222 2567

(சத்திரச்சந்த் அருகில்)

With the Best Compliments from

V. Ganeshalingam

உங்கள் கண்களை சிறந்த முறையில் பரிசோதித்து
முக்குக் கண்ணாடிகளை வெற்றுக்கொள்ள
நாடவேண்டிய நம்பிக்கைக்குரிய நிறுவனம்



ERIC GANESH
OPTICIANS

566, Hospital Road, Jaffna,
Phone: 222-2486

With the Best Compliments from

ராஜா

கிரீம் ஹவுஸ்

36, கஸ்தூரியார் வீதி, யாழ்ப்பாணம்.

ஐஸ்கிரீம் வகைகள்

சொக்லட் கிரிபஸ்

ஜெலி ஐஸ்கிரீம்

புருட்சலட் ஐஸ்கிரீம்

வனிலா ஐஸ்கிரீம்

நட்ஸ் ஐஸ்கிரீம்

சொக்லட் ஐஸ்கிரீம் மற்றும்

கட்லட்
மஸ்கட்
ஸ்பெஷல்பீடா

மட்டன்ரோல்

கேக் வகைகள்

மிக்ஷர்

பந்தீஸ்
மைதூப்பாசு
குளிர்பானங்கள்

யாவற்றையும் ஒரே இடத்தில் சுவைத்து மகிழ்ந்திட
நீங்கள் நாடவேண்டிய ஒரே ஸ்தாபனம்

People Bank

- Quick services in all private and business sector through fully computerized branches
- Various Saving accounts according to the livelihood from infancy
- Saving Accounts with minimum deposit of Rs.500/=
- Saving Account for those who live in abroad (EHERA JSURA ACCOUNT)
- Children are our valuable property and our future for them
- "Sisu Uthana" saving Accounts for students' future improvement
- Various Concession such as Insurance, Scholarship fund, medical expense etc, for the students who approach our bank service during their schooling
- "Isuru Uthana" Saving Account to your infants
- "YES" (Young Executive Saving) for students who would like to continue their higher studies after their schooling
- Offering prizes with interest worth of lakhs through lottery.
- Loan facilities for various Sort of people according to their needs.



People Bank

Quick services in all private and business
sector through fully computerized branches

Various saving accounts according to the
financial needs of the

Saving Accounts with minimum deposit of

With the Best Compliments from

Sri Muthumari Amman Traders

ஸ்ரீ முத்துமாரி அம்மன் றேடர்ஸ்

பலசரக்குப் பொருட்கள் வொத்தமாகவும் சில்லறையாகவும்
வெற்றுக்கொள்ள,

**Sri Muthumari Amman Traders,
No.338, Hospital Road,
Jaffna.**

T.P. No.222 3328

I can facilities for various part of people
according to their needs

With the Best Compliments from

So much to choose

G.S. LINGANATHAN & CO
No 13.14, GRAND BAZAAR, JAFFNA. TEL:3139

Specialis in Wedding Sarees,
Sarees, Blouse Materials,
Shalwar Kameez

**ஜி.எஸ்.லிங்கநாதன்
அன் கோ**

சல்வார், சார், திருமணபட்டு சாற்களுக்கு
நாட வேண்டிய ஒரே இடம்

இல.13, 14, பெர்மகடை வீதி, யாழ்ப்பாணம்.

தொ.பே:3139

With the Best Compliments from

ACX இன்நாட்டு, வெளிநாட்டு துர்த் துபாற்சேவை
&
செலூலர் சென்ரா

மிகக் குறுகிய நாட்களில் உள்நாடு வெளநாடுகளுக்கு உங்கள்
கடிதங்கள், வொதிகளை அனுப்பவும்,
கையடக்கத் தொலை பேசிகளுக்கான சகல உதிரிய் பாகங்கள்,
வற்றுக் கொள்ளவும், அவற்றைத் திருத்தம் செய்யவும்
நிங்கள் நாட வேண்டியது

ACX

கில 8, நவீனசந்தை (மேல்மாடி)
யாழ்ப்பாணம்.

T.P. 021-2226151
0777-519440

ACX Cellular centre,
No.08,
New Market (upstair)
Jaffna

With the Best Compliments from

SAMUEL & SONS COMPANY LTD

POINERS IN THE FIELD OF TECHNOLOGY IN
NORTHERN SRI LANKA

Comes handy in all your NEW INDUSTRIAL enterprises & Provides
for greater technological efficiency. We provide for the state
of the ART in all Engineering fields.

We provide efficient services in the fields of buildings construction
and Technical Advice in the form of

**BUILDING CONSTRUCTIONS EQUIPMENT
SERVICE STATION AND GARAGE EQUIPMENT
COMPUTERS AND EQUIPMENT RELATED ELECTRICAL ENHANCERS
GENERATORS & WATER PUMPS**

For more Details

Contact

SAMUEL AND SONS Com.Ltd, Colombo.

Marketing Dept: 268 Nawala Road, Nawala.

412, 414, Hospital Road,

Jaffna.

T.P. NO-021-2222665

T.P. No: 074-409960-4

Fax- 074-409965

Email-Sales@samuel-sons.com

With the Best Compliments from



SOLAX OPTICAL

சொலாக்ஸ் ஒப்ரீக்கல்

மூக்குக் கண்ணாடியகம்

- * இங்கள் கண்களைப் பரிசீலித்து கவர்ச்சிகரமான பிறைம்களில் கண்ணாடியினைப் பொருத்திப் பெற்றுக்கொள்ளலாம்
- * நுவின ரக சண் கிளாஸ்களை மிகக் குறைந்த விலையில் பெற்றுக் கொள்ளலாம்
- * சங்குப் பற்களை அழகாகக் கட்டவும், மிதப்புப் பற்களை கிளப் பொருத்த இலகு முறைபில் சீர் செய்து கொள்ளவும்

யாழ் நகரில் மிகக் கவர்ச்சிகரமான காட்சியறையுடன்

ஆரம்பித்து வைக்கப்பட்டுள்ளது.

சொலாக்ஸ் மூக்குக் கண்ணாடியகம்,
516, ஆஸ்பத்திரி வீதி (O.P.D.) முன்பாக,
யாழ்ப்பாணம்

T.P:222-7631

With the Best Compliments from

சுவைமிகு, தூய்மைமிகு சைவ உணவுவகைகளுக்கு
பிரசித்திபெற்ற இடம்

ஸ்ரீ வாணி விலாஸ்

144, கண்டிவீதி

வவுனியா

சுவைப் பிரியர்களின் அபிமானம் பெற்ற
ஸ்ரீ வாணி விலாஸ் இப்போது தன் சேவையினை
யாழ்ப்பாணம் மண்ணிலும் ஆரம்பித்துள்ளது என்பதை
மக்களுக்கு மகிழ்ச்சியுடன் அறியத்தருகின்றோம்.

★ தங்களுக்கு விரும்பிய உணவு வகைகளை விரும்பும் நேரத்தில் உடனுக்குடன் பெற்றிட
வருகைதாருங்கள்

★ எம்மிடம் கீழ்வரும் உணவு வகைகளைப் பெற்றிடலாம்

☞ புரியாணி ☞ குருமாவகைகள்
☞ தோசைவகைகள்
☞ சகல சைவ சிற்றுண்டி வகைகள்

✿ ஒரே முறை சுவைத்தால் மீண்டும் மீண்டும்
சுவைக்கத் தூண்டும் சைவ உணவுகம் ஸ்ரீ வாணி விலாஸ்

✿ தரம், மணம், சுவை, சுத்தம் சிகாண்ட சீரந்த உணவுகள்,
தித்திக்கும் இச்சுவைப் பண்டங்களுக்கு

ஸ்ரீவாணி விலாஸ்

இல:372,

ஆஸ்பத்திரி வீதி,

யாழ்ப்பாணம்.

With the Best Compliments from

Special in wedding sarees & shalwars

Nalli Silks & Rasi Silks

திருமண முகூர்த்தப் பட்டுப்புடவைகள் சேட்டிங் சூட்டிங்
சேட்டைகளை ஸ்கேட் & பிளவுஸ்

கூடிதார் இந்தியன் சாநீவகைகள்

சல்வார் சீறுவர் சீறுமியர்க்கான ஆடைகள்

மற்றும் அனைத்து ஆடைத் திரவிகளும் நீங்கள் நாடவேண்டிய
வண்ணக் களஞ்சியம், உங்கள் கனவுகளை நனவாக்கும்,
ஒரே இடம்.

புதிய ராசி சில்க்ஸ்

70,71, நவீன சந்தை (உட்புறம்)

யாழ்ப்பாணம்

T.P.021-222-5571

Nalli Silks,

127/1, Power House Road,

Jaffna.

T.P.021-222-5573

With the Best Compliments from

TVS Scooty Pep, Fiero F2

மோட்டார் சைக்கிள்கள்

சகலவிதமான மோட்டார் உதிர்ப்பாகங்கள்
சீரந்த பயணத்திற்கான மோட்டார் சைக்கிள்கள்
மற்றும் உங்கள் போக்குவரத்தில் கூடலரும்
நம்பிக்கையுள்ள தோழன்,
அங்கீகாரம் பெற்ற TVS விநியோக முகவர்



யசோ மோட்டோர்ஸ் & ஹார்ட்வரீஸ்

இல.163, ஸ்ரான்லி வீதி,

யாழ்ப்பாணம்

Yaso Motors & Hardwares,

No 163, Stanley Road,

Jaffna.

With the Best Compliments from

தயா அச்சகம்

சகல விதமான அச்ச வேலைகளுக்கும்
வேண்டிய வர்ணத்தில், சிறந்த
முறையில், குறித்த தவணையில்,
குறைந்த செலவில், உங்கள்
விருப்பத்திற்கேற்றவகையில்
செய்துகொள்ள,

தயா அச்சகம்,
138, நாவலர் வீதி,
யாழ்ப்பாணம்

T.P.021-222-2881

With the Best Compliments from

Saragaz'z Center

Dealers in all kinds of
grinders and spare parts
and other Electrical goods,
kitchen appliance and etc.

Saragaz'z Center,
789, K.K.S. Road,
Sivalingappuliady,
Jaffna, Srilanka.

With the Best Compliments from

Specialist in wedding Sarees & Shalwar

Nalli Silks & New Rasi Silks

திருமண முகூர்த்தப் பட்டுப்புடவைகள் சேட்டிங் டிரெஸிங்
சேட் வகைகள் ஸ்கேட் & ரீளவுஸ் சுடிதார்
இந்தியன் சாநீ வகைகள் சல்வார்
சீலுவர் சீலுமியர்க்கான ஆடைகள்

மற்றும் சினைத்து ஆடைத் தெரிவுகளுக்கும்
நீங்கள் நாட வேண்டிய வண்ணக் களஞ்சியம்,
உங்கள் கவிவுகளை நனவாக்கும் ஒரே இடம்

புதிய ராசி சில்க்ஸ்
70,71 நவீன சந்தை (உட்புறம்)
யாழ்ப்பாணம்.

T.P.021-2225571

Nalli Silks,
127/1, Power House Road,
Jaffna. T.P.021-2225573

With the Best Compliments from

**நாதன்ஸ் வாச் அன்
டிரேடியர்**

திருத்தநரும் விற்பனையாளரும்

**NATHAN WATCH
& RADIO**

Sales & Repair

62/34 ஸ்ரான்லி வீதி,
யாழ்ப்பாணம்.
(தபால்கந்தோர் அருகாமை)

62/34, Stanley Road, Jaffna
Near the Post Office

With the Best Compliments from

Sivasangary Fancy

House

Jaffna Road, Avrangal

உங்கள் கண்கலரும் அழகுசாதன,
அப்பளிப்பும் பெருநூல்கள், பாடசாலை
உபகரணங்கள் மற்றும்
காலகரிகளை மலிவு விலையில்
பெற்றுக்கொள்ள நாடேவண்டிய
நவநாகரிக சுவர்க்கழும்

**சிவசங்கர் பாவிச்
ஆவஸ்**

யாழ் நோட், ஆவரங்கால்

With the Best

Wishes.....

From.....

**THE PENINSULA GROUP
PHARMACEUTICAL
DIVISION**

**518. Hospital Road,
Jaffna.**

With the Best Compliments from

**Sri Nagapooshani
Amman**

Multi Traders

**ஸ்ரீநாகபூஷணி
அம்மன்**

பல்பொருள் அங்காடி

Point Pedro Road, Avrangal.

T.Phone:0776003080

With the Best Compliments from

வெண்களின் மனதைக் கொள்ளை
கொள்ளும் அழகு வண்ணப்
வயான் நகைகளுக்கு நாடுங்கள்

SRI VENGADA JEMS AND JEWELLERY

சகல வையவங்களுக்கும் யோருந்தும்
நகைகளை உங்கள் எண்ணம்
போல் தேர்வு செய்திவும்
புதிய டிசைன்களில் ஆபரணங்களை
வடிவமைத்துப் பெற்றுக் கொள்ளவும்
யாழ் நகரில் நம்பிக்கையான நிறுவனம்

SRI VENGADA JEMS AND
JEWELLERY JAFFNA

With the Best Compliments from

தரம் நம்பிக்கை அழகு ஜெவாலிக்கும்
தங்க நகைகளுக்கு

NEW தாரங்கி நகையகம்

புன்சுகை சீந்திரும்
ஸென்களின்,
மீன்சீரும் ஸொன்சுகைத் தெர்வுகள்
இங்கு மட்டுமே

வருகை தாருங்கள்,
மனநிறைவுடைவீர்கள்.

NEW தாரங்கி நகையகம்,
கஸ்தூரிபார் வீத,
யாழ்ப்பாணம்

With the Best Compliments from

சகல வாகனத் திருத்த
வேலைகளையும் திருப்தியுடன்

NAGA RAJESWARY MOTORS

என்றும் உங்களுடன் ஒரு
நண்பனைப் போல

Naga Rajeswary Motors
K.K.S. Road.
Jaffna

With the Best Compliments from

யாழ்நகரில் மானவ உலகின்
சிறந்த வழிகாட்டி

NEW SCIENCE HALL

சீந்திர முன்சுகை ஆசிரியர்களுடன்
கல்விச் சேவையில்
முன்னோடியாகத் திகழ்வது

New Science Hall,
Jaffna

With the Best Compliments from

யாழ்ப்பாணக் குடாநாட்டில் மிக்ஷர்
தயாரிப்பதில் இன்றைய முன்னோடிகள்

மல்லிகா மிக்ஷர் தொழிலகம்

பிறந்ததாள் கொண்டாட்டம், பூப்புனித
நீராட்டு விழா, திருமண வைபவங்கள்
மற்றும் காரியாலய, பாடசாலை,
கனியாட்ட விழாக்கள் ஏதவாயினும்
இன்று திக்கெட்டும், தரம் விரும்பும்
இல்லத்தரசிகள் அனைவரும்
நம்பிக்கையுடன் தேர்ந்தெடுப்பது நறு,
நறு, மொறு மொறு, காரமான
சுவையுடைய மல்லிகா தொழிலக
உற்பத்திகளையேயாகும்.
உங்கள் நாவினிக்கும் சிற்றுண்டி
உணவகம்
மல்லிகா மிக்ஷர் மாளிகை

149, மின்சார நிலைய வீதி பஸ்நிலையம்,
யாழ்ப்பாணம்

With the Best Compliments from

றெனி பல் மூக்குக் கண்ணாடி அகம்

கண் பரிசோதித்துக் கண்ணாடி பெற்றுக்கொள்ள
உறுதியான பற்களைக் கட்டிக் கொள்ள
மீதப்பூப் பற்களுக்கு கிளிப் செய்குகொள்ள
நீங்கள் நாடவேண்டிய ஒரே இடம்

RENNY DENTAL & OPTICAL SERVICE

றெனி பல்மூக்குக் கண்ணாடி அகம்
இல 540, ஆஸ்பத்திரி வீதி,
யாழ்ப்பாணம்.

T.P. 2223703

கிளைகள்:

288, நாவலர் வீதி, கண்டி வீதி,
ஆனைப்பந்தி, (பழைய
யாழ்ப்பாணம். A.G.A. Office முன்
சாவகச்சேரி
பிரதான வீதி,
(வேலாயுதம் பாடசாலை
அருகில்) K.K.S. வீதி,
பருத்திக்குறை சன்னாகம்.

With the Best Compliments from

SITHIVINAYAGAR JAPAN BAZAR

சுலமமாக ஓடக்கூடியதும்
நீண்டகாலம் செலவின்றி
பாவிக்கக்கூடியதுமான ஒரு
யப்பான் சைக்கிள் வாங்க.

Sithivinayagar Japan Bazar,
631A, K.K.S. Road,
Jaffna.

With the Best Compliments from

SRIKANTH ESSENCE & GROCERIES

SOKE

ஸ்ரீகாந்த் எசன்ஸ் அன் குரோசரிஸ்

Dealers in all kinds of Essence liquids, Colour
Powder, Scent & Ointments Etc.

Srikanth Essence & Groceries,

161, K.K.S. Road,

Jaffna.

T.P. 021-222-2219

With the Best Compliments from

தாரணி பதிப்பகம் & ஆட்ஸ்

ஓவ் செற் பிறிண்டிங்,
ஸ்கிரீன் பிறிண்டிங்,

பாடசாலை ரை, பட்ச் (Badge)
வகைகள் தயாரிப்பாளர்கள்

541(319), கே.கே.எஸ். வீத,
யாழ்ப்பாணம்.

With the Best Compliments from

VE NE STORES

**WHOLESALES
AND
RETAIL DEALERS**

165, K.K.S. Road,
Jaffna.

Prop.K.Kangaiveniyan,
T.P. 2661, 2046

With the Best Compliments from

புவிதா கிரீம் ஹவுஸ்

Puvitha Cream House,
Clock Tower Road,
Jaffna.

With the Best Compliments from

**RUBA VERSATILE
TRADERS**

104 A, Stanley Road,
Jaffna.

With the Best Compliments from

Shanjaeya Rest House

A/C, Non A/C Rooms Available
With
Food Facilities

414, Hospital Road,
Jaffna.

No5, Rakka Road,
Jaffna.

Shanjaeya Foodland

All Kinds of Veg- & Non Veg. Foods.

Friday Only Vegetarian
Catering Facilities Available.

Tel. No.021-2226600 414, Hospital Road,
0777-144254 Jaffna.

With the Best Compliments from

VISITALK.NET

(Net Café with Calling Center)

315A, Palaly Road,
Thirunelvely

Dealers in all Kinds of

Internet Phones,

Net 2 Phone, Delta three,

Go to calls, Quick net 2

info talk mnutes accounts.

Max Home Calling Cards

With the Best Compliments from

லைடன் புடவை நிலையம் LEYDEN TEXTILE CENTRE

Dealers in Textiles &
Ready-made Garments

ஆஸ்பத்திரி வீதி, யாழ்ப்பாணம்
410 Hospital Road, Jaffna

Phone:021 222 2381

With the Best Compliments from

ஹரிணி ஹாட் வெயர்

*மேட்டார் சைக்

*மேட்டார் உதிர்ப்பாகம்

*வாகா ரயர் வகைகள்

*பந்தர் வகைகள்

*எர்லாய் / மீக் சமையல்

குக்கர் வகைகள்

*உதிர்ப்பாகங்கள்

மல்வாக கீடைக்கும் இடம்

ஹரிணி ஹாட் வெயர்

164, ஸ்ரான்லி வீதி,

யாழ்ப்பாணம்

With the Best Compliments from

NEW LYRA

AVARANGAL

தொலைத் தொட்பு

0602212916

0712701261

பக்ஸ்

0602212916

போட்டோக் கொப்பி

லெமினேற்றிங்

With the Best Compliments from

மணி ஸ்ரோர்ஸ்

சுவரங்கால், புத்தூர்

சைக்கிள்

உதிர்ப்பாகங்கள், உரவகைகள், கிரும்
நாசினிகள், மின்சார உபகரணங்கள்
அப்யாயசப் புத்தகங்கள், நீர் இறைக்கும்
இயந்திர உதிர்ப்பாகங்கள், அவமனிய
பாத்திரங்கள் மற்றும் பலப்பொருள்
விற்பனையாளர்கள்

With the Best Compliments from

ASEER VANIGA NILAYAM

K.K.S. Road,
Jaffna

With the Best Compliments from

Sri Sivanchhana Nakaiakam

proprietor:- mr.s.sivamoorthy
149A, Kasthuriyar Road,
Jaffna.

T.P:021-2225481

சிறி சிவஞ்சனா நகையகம்

நவீன அழகிய தங்க ஆபரணங்களுக்கு
சிறந்த ஸ்தாபனம்

கலை 149A, கஸ்தூரியார் வீதி,
யாழ்ப்பாணம்.

திரு.சி.சிவமூர்த்தி,
உரிமையாளர்

With the Best Compliments from

ASOKA JEWELLERS

அசோகா நகை அகம்

Manufacturers of Gold Jewels

R. Tanakumar,
Proprietor

இல 111, கஸ்தூரியார் வீதி,
யாழ்ப்பாணம்.

T.P. 222 8290

With the Best Compliments from

கொம்பியூட்டர் தொழில்நுட்பத்தில்
தரமான வொலிமர் இறபர்
ஸ்ட்ராம்ங்களை செய்து வற்றுக்
கொள்ளவும். பிளாஸ்டிக் பெயர்
பலகைகளை செய்து கொள்ளவும்
நாடவேண்டிய ஸ்தாபனம்

MERWIYNS

மேர்வின்ஸ்

91/1 நிச்சார நிலைய வீதி,
யாழ்ப்பாணம்

T.P. 077 8-158715

With the Best Compliments from

சாரங்கா நகை மாடம்

Saranga Nagai Madam

தங்கப்பவுண் நகை வியாபாரம்
22 Kt Gold Jewellery

157/1 கஸ்தூரியார் வீதி,
யாழ்ப்பாணம்

Tel. 021-222 8972

Tel/Fax 021-2222480

கிளை:

சாரங்கன் நகையகம்

Tel. 021-222 8059

அருள்முருகன் நகையகம்

96/1, கஸ்தூரியார் வீதி, யாழ்ப்பாணம்

With the Best Compliments from

Baba Trade Centre

Jaffna

With the Best Compliments from

Vickna Institute

*Stanley Road,
Jaffna*

With the Best Compliments from

*For
Modern
Distinctive
and
Genuine Quality Jewels*

THURKKA

**71, Kannathiddy,
Kasthuriar Road,
Jaffna.**

With the Best Compliments from

VITHURAN MOTORS & HARDWARE

*Avaranjal Junction,
Achovely*

எம்மடம் மோட்டார் சைக்கிள் உதிர்ப்பாகங்கள்
கட்டப் பெருட்கள் பெயிண்ட் வகைகள்
எர்பெருட்கள் அகைத்தையும் ஒரே
கூறையின் கீழ் பெற்றுக் கொள்ளலாம்

ஆவரங்கால் சந்தி,
அச்சுவேல்

Tel. 021-222 4059

Tel. 077 4093747

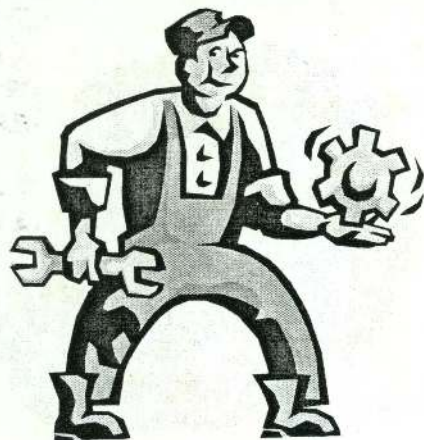
With the Best Compliments from

மீதவண்டி, மீதவண்டி உதிர்ப்பாகங்கள்,
ஆண்வகை, பெய்ன்றவகைகளைப்
பெற்றுக்கொள்ள.

செல்வாஸ்

பருத்தித்துறை வீதி,
ஆவரங்கால்.
(துபாலகத்திற்கு அருகாமை)

வளர்மதி உதிரிகள் வாணிபம்



யாழ்நகரில் புதிதாக ஆரம்பிக்கப்பட்டுள்ளது

வளர்மதி உதிரிகள் வாணிபம்

இங்கே சகலவகையான மோட்டார் சைக்கிள்களினதும்

உதிரிப்பாகங்களை வாடிக்கையாளரின்

தேவைக்கேற்றவாறு மொத்தமாகவும்,

சில்லறையாகவும் மிகவும் குறைந்த விலையில்

பெற்றுக் கொள்ளலாம்.

அத்துடன் சகல இந்திய தயாரிப்பு மோட்டார்

சைக்கிளிற்கான உதிரிப்பாகங்களும் எம்மிடமுண்டு

எனவே நீங்கள் நாடவேண்டிய இடம்

வளர்மதி உதிரிகள் வாணிபம்

இல 19, ஸ்ரான்லி வீதி

யாழ்ப்பாணம்

தொலைபேசி இலக்கம் : 4590020

A VARIETY OF SAVINGS TO SUIT YOUR NEEDS AT COMMERCIAL BANK

At Commercial Bank we have brought our banking services to you, instead of the other way round. our islandwide network of Branches, ATMs and Minicom centres let you access your account from anywhere, anytime. you will also find a wide range of Savings Accounts to choose from.

Regular
Savings Account

ARUNALU
Minors Savings Accounts

ISURU
Minors Savings Plan

.com
Teen Saver Accounts

PROGRESSIVE
SAVER ACCOUNT

Spin
Junior Saver Accounts

All our account holders will enjoy the following facilities as well:

- * Comnet
- * ATM Facility
- * Comtel - Tele Banking Services
- * ComSMS - Mobile Phone Banking
- * Minicom Supermarket banking
- * Holiday Banking
- * Saturday Banking
- * Internet Banking
- * Standing Orders
- Free of Commission



To open your savings account
contact your nearest
Commercial Bank Branch