



LIB SPACE

LIBRARY NEWSLETTER





Dr.S.R.RANGANATHAN

(SHIYALI RAMAMRITA RANGANATHAN IYER, 1892- 1972)

FATHER OF LIBRARY AND INFORMATION SCIENCE IN INDIA

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“

When i got my
library card, that's
when my life began.

Rita Mae Brown

”

EDITOR



Dr. MIDHULA SOMAN V.S
LIBRARIAN
SREE SANKARA COLLEGE

“
Keep reading.
It's one of the most marvelous adventures that anyone can have”

Lloyd Alexander

It is with profound pleasure we are releasing the second issue of our biannual newsletter LibSpace. On behalf of the LibSpace editorial team, I would like to extend a very warm welcome to the readership of LibSpace.

The college library has been rechristened as Sri Abhinava Vidya Theertha Learning Resource Centre. LRC's mission is to provide services, indigenous resources, and traditional library resources. LRC includes traditional educational resources like books, journals, software, and audio/visual materials, as well as electronic information resources. Subscriptions to electronic journals, databases, free websites, and web-based resources are examples of these.

In this issue, we will recount the various activities and initiatives of the Learning Resource Centre for the past six months. Among the achievements, the major two are Sri Abhinava Vidya Theertha Learning Resource Centre is the first college library in Kerala to launch a newsletter, and it is also the first library to hold a special collection of author's autographed copies, Authorial.

This issue of the Newsletter comes with an article on Global Academic Rankings and Indian Universities by Dr K G Sudhier, Assistant Professor, Department of Library and Information Science, Central University of Tamil Nadu. This issue also covers an article by Dr. G. Vinod Associate Professor, Department of Physics, Sree Sankara College.

A summary of books by Library Club Volunteers and faculties is included in this issue which gives a descriptive and evaluative account of the book. It provides a summary of the content, assesses the value, of the book, and recommends them to other potential readers.

I take this opportunity to thank our authors, editors, and reviewers all of whom have volunteered to contribute to the success of the Newsletter.

Happy Reading.

Dr.Midhula Soman V.S

ASSOCIATE EDITORS



Dr. ANJANA SANKAR S
ASSOCIATE PROFESSOR
DEPARTMENT OF ENGLISH



Dr. GEETHA P
ASSOCIATE PROFESSOR
DEPARTMENT OF ECONOMICS



Dr. K.N HARIKRISHNA
SHARMA
ASSOCIATE PROFESSOR
DEPARTMENT OF SANSKRIT



SMT. LAKSHMI PRIYA M R
ASSISTANT PROFESSOR
DEPARTMENT OF MALAYALAM

It gives me immense pleasure and pride to address you through this second edition of the Newsletter LIBSPACE which is the first newsletter published by any college library in Kerala. I sincerely hope that this newsletter would serve as a wonderful avenue to record the activities of the library of Sree Sankara College. I congratulate

the Editorial Board of this newsletter who have taken a significant effort in accomplishing the tasks and bringing out such a wonderful piece of publication.

Dr. Preethi Nair
Principal





LIBRARY OVER THE

IRINS INSTANCE

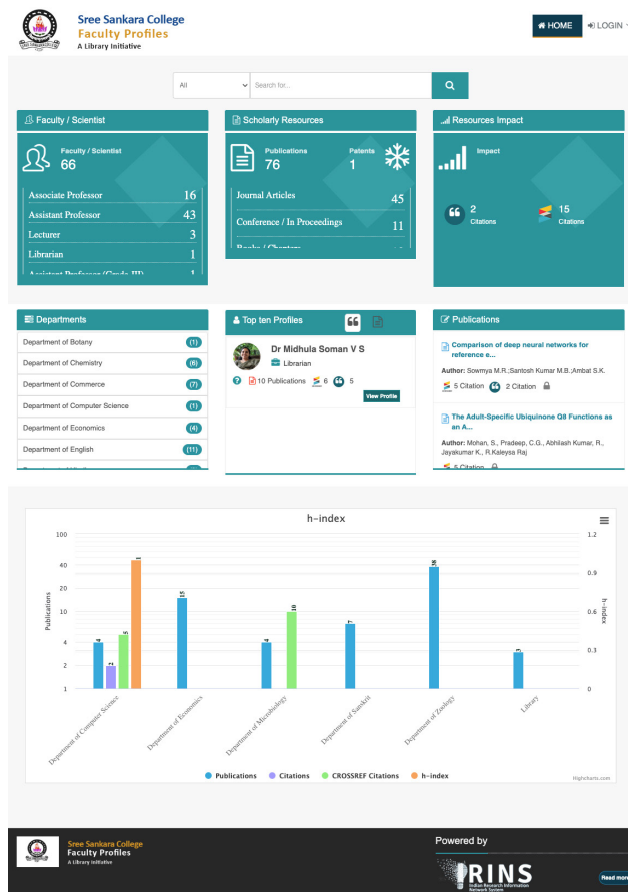
IRINS is web-based Research Information Management (RIM) service developed by the Information and Library Network (INFLIBNET) Centre. The portal facilitates the academic, R&D organizations, faculty members, and scientists to collect, curate, and showcase scholarly communication activities and provides an opportunity to create a scholarly network. The IRINS is available as a free software-as-a-service to academic and R&D organizations in India. The IRINS would support integrating the existing research management system such as HR system, course management, grant management system, institutional repository, open and commercial citation databases, scholarly publishers, etc

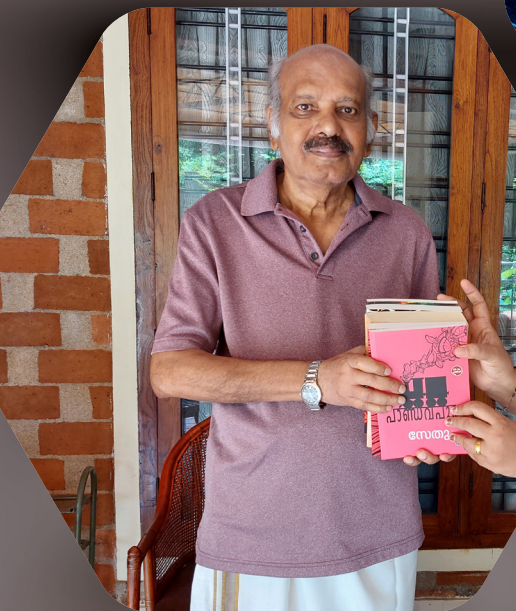
The creation of an IRINS instance for the college is a library initiative to highlight the faculty's research presence, publications, projects, and achievements (<https://ssc.irins.org/>).

Since IRINS is integrated with academic identities such as ORCID ID, SCOPUS ID, RESEARCH ID, Google Scholar ID, and so on, it ingests scholarly

publications of the faculties from various sources and thus provides key information to update the scholarly activities of the institute.

PAST SIX MONTHS







Authorial

AUTHORIAL is a unique collection of books that authors have personally signed. It is the first of its kind in Kerala, maybe even in India, and it contains a collection of books that authors have personally signed. These books are kept in the library's rare reference collection.

It is both one of the LRC's standout features and a feature that sets it apart from other college libraries in Kerala. For book lovers or bibliophiles,

signed books are priceless and valuable because they include a personal touch from the author, making them even more meaningful and unique.

The purpose of building such a collection is to guarantee that among Kerala's college libraries, we have access to the best special collection. The value of a library's special collection is immense. The collection "Authorial" is so unique and special.

Programs & Events

NEWSLETTER LAUNCH

World Book & Copyright Day is celebrated on April 23. To commemorate this day, the Sree Sankara College Library launched its newsletter, LIB SPACE.

LIBSPACE aims to raise user awareness of the library's services and resources. Every six months, it highlights the library's activities.

Dr.Suresh A, Principal Sree Sankara College released the first issue of the Newsletter. Library Advisory Committee Members & Editorial Members of the Newsletter were present at the event.



Dr. Suresh A, Principal, Sree Sankara College releasing the first issue of LIBSPACE

ONLINE TUTORIAL

An online tutorial on the topic: Research Quality Evaluation Metrics was organized by the Library in association with the Post Graduate & Research Department of English on 23-07-2022, 11 am to 12.30 pm via Google Meet. The invited speaker Dr. P K Suresh Kumar, Head of the IT Division, University of Kerala introduced the matrices in research evaluation in detail. A feedback forum was developed and distributed among participants and the total feedback on the program was excellent.

**SREE SANKARA COLLEGE
KALADY**

Post Graduate and Research Department of English ;
Sri Abhinava Vidya Theertha Learning Resource Centre

**RESEARCH QUALITY
EVALUATION
METRICS**

July 23, 2022 11.00 am-12.30pm

Invited Talk

Dr. P.K.Suresh Kumar
Head, IT Division
Kerala University Library

Convenors
Dr. Anjana Sankar S
Dr. Midhula Soman V S

Join with Google Meet
meet.google.com/wku-dofv-dpu
(US) +1 502-309-4421 PIN: 513 335 424#

READING DAY



The LRC celebrated Reading day, 2022. In association with the Department of Malayalam, LRC hosted an essay writing contest for students on June 20, 2022, at 1 p.m. "Marunna Vayana" was the topic of competition's, and Malayalam was the preferred writing language. The competition featured students from various departments and Sri. Lakshmi Priya M. R., the Head of the Department of Malayalam, judged the essays submitted by the students. Prizes for the winners were distributed by Dr.Preethi Nair (Principal) and Dr.Manju T (IQAC co-ordinator) Sree Sankara College



INDEPENDENCE DAY

The LRC organized a display of 75 books with the subject "Know Our India" in connection with the country's 75th Independence Day. The books included topics like Indian Independence, History, Freedom Fighters, and Independence, and there was also a display of newspapers with news about 75 years of Independence.



TABLE OF CONTENT SERVICE



Table of Content Service (TOC) is a current awareness service that gives users, academicians, etc. the opportunity to review the most current tables of contents for journals of interest. Benefits of this service include helping them keep up to date with their specific areas of interest or research; increasing usage and customer satisfaction

The library started the Table of Content service on June 2022 and the list of tables is displayed in the library OPAC. (<https://ssclibrary.texicon.in/#collapseEight>)

“

An original idea. That can't be too hard. The library must be full of them.

Stephen Fry

”

USER ORIENTATION

The prime objective of libraries is to provide library users with the necessary information in a timely manner. The Library professionals are responsible for providing good services to users while also ensuring that resources are used to the greatest extent possible to benefit the institute's readers. To make the best use of a library, user orientation or user education is essential. Students must first become acquainted with their surroundings in order to make the best use of the library.

Undergraduate and graduate students were given orientation programs about the library's services, resources, rules, and regulations. Instructions on how to use WebOPAC, renew books online, reserve books online, access e-resources, etc. were given to the students during the User orientation program.



Global Academic Rankings & Indian Universities



Dr. K. G. SUDHIER

Assistant Professor

DLIS, Central University of Tamil Nadu, Tiruvarur.

India's system of higher education is one of the largest in the world, after China and the United States. Higher education in India has witnessed phenomenal development— both in quantitative and qualitative terms, since independence. The Government has been steadily increasing the budgetary allocation for education and the country has also made significant strides in higher and technical education. From a brief analysis of the Five Year Plans, one can infer that the government considers education as the main pillar for sustained economic growth and social welfare. Keeping this in mind, substantial financial resources have been allocated to the education sector in the yearly budgets and subsequent plans.

The higher education system in India still has a lot of challenges to overcome. The present number of institutions is much lower in accordance with the growing young population. India's higher education Gross Enrolment Ratio (GER) is at 27.1 per

cent and stands well below the global average of 36.7 per cent. Though the Indian Government's target is to achieve a GER of 32% by 2022, it is not very ambitious. In addition, the performance of undergraduate students in India is considerably low; out of approximately 30 million students enrolled at the UG level, only six million graduated last year. By 2030, India is expected to have the largest number of people of college-going age— a staggering 14 million. Currently, 1056 universities educate 38.5 million students with 19.6 million male and 18.9 million female students. To accommodate this huge influx of students, India will need at least another 800 new universities and 40,000 new colleges by 2030 (Jalote, 2019).

Also, there is a lack of Indian universities in global rankings. Only four Indian universities featured in the top 500 in the Times Higher Education (THE) World University Rankings 2022. The competition for quality education in India can be estimated by comparing the number of students from senior

secondary schools to the total number of seats available at top institutions. That is to say, leading educational institutions such as the Indian Institute of Technology have less than 30,000 (approx.) seats across the country. The budgetary allocation in higher education is also declining. Despite a growing economy, the budget allocation by the Ministry of Education (MoE) for education has not grown proportionately. The National Education Policy 2020 (NEP) calls for public investment in education to be 6% of GDP. India's education budget has never touched this number yet. As per the Economic Survey presented by Union Finance Minister, the expenditure on education as a percentage of GDP was: 2019-20: 2.8%; 2020-21: 3.1% (as per the revised estimate); 2021-22: 3.1% (as per the budget estimate).

The ranking of universities by Times Higher Education (THE), Quacquarelli Symonds (QS ranking), Academic Ranking of World Universities (ARWU) and at least half a dozen other agencies has only exacerbated many

administrators greed to improve their institution's rating by any means. The advent of the National Institutional Ranking Framework (NIRF), an initiative of the Ministry of Education (MoE), has brought many institutions that would not have found a place in international rankings into the ranking game.



Of late, higher educational institutions in India, including the Indian Institute of Management (IIM), Bengaluru have started to give monetary rewards to individual researchers who publish papers in journals with a high impact factor (IF). Some institutions have extended this practice to presenting papers at conferences, writing books and obtaining grants. Recently UGC under its new provision, has allowed PhD holders from foreign universities/ institutions ranked among the top 500 in the world universities to apply for direct recruitment as an Assistant Professor in Indian universities and colleges. The top universities shall be referred from the three world university ranking systems- QS ranking, THE world university rankings and the ARWU (Shanghai).

UNIVERSITY RANKINGS

Over the last years, the global university rankings appeared to measure the performances of higher education institutions from all over the world after some pre-established indicators. The rankings make it possible to evaluate complex information according to various combinations of various factors. Global university rankings tend to focus more on the research area and less on the teaching and learning environment.



The impact of international rankings is viewed by many as relatively objective measures of institutional quality, and the similarities in the rank order of universities in the different ranking systems only serve to legitimize this view. They influence the judgments and decisions of many university leaders and faculty, prospective students, state policymakers and regulators, and industry and philanthropic investors. It is often assumed that highly ranked institutions are more productive, have higher quality teaching and research, and contribute more to society than lower-ranked institutions. Therefore, the rankings are often used as promotional material for universities, allowing them to compete internationally for economic and human resources. A compact ranking definition is an established approach, with corresponding methodology and procedures, for displaying the comparative standing of whole institutions or of certain domains of their performance (Sadlak, 2010).



The rankings of universities on a global scale then became the next natural development. It was believed that such an exercise would provide the government with a way of assessing its research funding efforts, provide academics with valuable assessment tools, and help senior management gain the support of their colleagues and the government for their strategic plans. Comparisons were often made on the basis of peer review, publications in international journals, career destinations for top researchers, and international prizes. These measures of research performance gave many

academics an idea of how their institution fared globally in their field of expertise.

The first international rankings, the Academic Ranking of World Universities (ARWU) or Shanghai Rankings, were published in 2003 by Shanghai Jiao Tong University in China. These were initially used to establish the standing of Chinese universities internationally following the launch of a government initiative to create world-class universities. These rankings were followed by the QS World University Rankings and Times Higher Education (THE) World University Rankings. The ARWU is regarded as one of the three most influential and widely observed university rankings.

Rankings are not only controversial because of their impact on reputation but also because the nature of the measurements they use is a cause of concern. The high number of critiques has led to the continuous 'improvement' of ranking methodology and has given a new set of rules and safeguards and a watchdog institution (IREG Observatory on Academic Ranking and Excellence) which promotes good practices within the ranking industry. In 2006, members of the International Ranking Expert Group (IREG), founded in 2004 by the UNESCO European Center for Higher Education (UNESCO-CEPES), established a 'set of principles of quality and good practice' to produce a framework 'that ultimately will lead to a system of continuous improvement and refinement of the methodologies used to conduct (the Berlin Principles).

NEED OF INDIAN RANKING

Global university rankings depend heavily on the research performance and impact of the universities. For example, THE ranking gives 30% weight to citations, 30% to research, and of the 30% to teaching, about 8 % is related to the PhD program. Some others consider awards, fellowships, papers in top journals, etc.

As a result, all these top universities are well-known research universities with a strong emphasis on research.

In India, as in many other countries, it is a matter of pride to have some universities in the top 200 brackets. And every time rankings come out, and there are articles in newspapers as to why so few (in QS rankings) or none (in THE rankings) Indian universities are in the top 200 (IISc is in the 301-350 range rank in THE- 2022 ranking). And then there are exhortations and views about the reasons and solutions. No serious study has been done to understand the key characteristics of the top global universities and the top Indian universities and compare and contrast them—an understanding which can help plan a path for taking some of the Indian universities in the top bracket. In the top 200 universities in the world, more than 90% have a student strength of more than 10000, while in India, only about 15% have a student strength of more than 10000. And while about 70% of the top world universities have a faculty strength of more than 1000 and only 6% have a faculty size of less than 500, in India only about 2% have a faculty size of more than 1000 and about 80% have a faculty size of less than 500 (Jalote, 2019).



NIRF rankings were created by MHRD in 2016 to remove the disadvantages of Indian institutions in international rankings by developing a set of parameters that were relevant to the Indian situation. It was also an exercise to force Indian institutions to collect and document data on themselves. Since this data was to be made public, the

objectivity of the exercise was not to be in doubt. The NIRF looks for a good learning environment, a good research culture, the impact of graduates, social inclusivity and, finally, reputation among the public, peers and employers.



CONCLUSION

Rankings provide the public with information on the relative standing of higher education institutions with the purpose of guiding individual or group decision-making. They can also foster a climate of healthy competition amongst higher education institutions, provide evidence about the performance of particular institutions, and offer an additional rationale for the justification of funding. Rankings are sometimes controversial because of their impact on institutional reputation and concerns over the nature of what is being measured. However, the frequent critiques of ranking exercises have also led to continuous improvement of their methodologies, and many believe that HERS will become more established over time. There are also currently existing rules and safeguards as well as watchdog institutions which enforce good practices amongst ranking providers, such as the Berlin Principles and the IREG Observatory on Academic Ranking and Excellence. The proliferation of ranking systems and the consequent need for quality mechanisms within the ranking systems themselves suggest that university rankings are now undoubtedly influential comparative manifestations and will continue to exert influence on the higher education sector over the coming decades.

Most international ranking systems are heavily biased towards traditional universities established for years with research-intensive profiles. Some even emphasize the research income

a university attracts from businesses and if it can persuade enterprises to back it with investments. The university's overall ranking will not provide details, for instance, on the number of accomplished researchers teaching undergraduate classes. Yet, many universities still need a research focus and have yet to have a history of developing an age-related reputation. Each university has different strengths to offer, making it much more difficult to make fair comparisons. Younger universities may be more focused on producing job-ready graduates for a diverse range of careers through vocationally-oriented studies, such as teaching, nursing, design, fashion, media and journalism.

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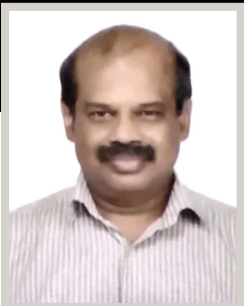
I don't have to look far to find treasure. I discover them every time I visit a library

Michael Embry

”

God Plays Dice

PHYSICS NOBEL FOR NO-BELL



Dr. Vinod G
Associate Professor
Department of Physics
Sree Sankara College, Kalady

This year's Nobel Prize in Physics was shared by John F Clauser, Alain Aspect and Anton Zeilinger for experiments with entangled photons, establishing the violation of Bell inequalities and pioneering quantum information science. This article is an attempt to explain how the work of these laureates proved beyond doubt that the so called Bell inequality was wrong thus saving the orthodox interpretation of quantum mechanics.

The Beginning of the story

Relativity and Quantum Mechanics are the two major developments that occurred in Physics in the last century which revolutionized the human perception of nature and which changed the world we live in. While the former was developed by the most celebrated genius of the period Albert Einstein almost single-handedly the latter was nurtured by the works of several eminent physicists including Einstein himself. In fact, most of the Nobel prizes in Physics during the first three decades of the last century were awarded to contributions in quantum

mechanics. Formulation of the Theory of Relativity was complete by 1915 and almost its predictions were verified within a few years except the prediction of Gravitational Waves which were detected only a century later. So the theory got wide acceptance in the scientific community even though it overthrew the notions of absolute space and absolute time. Quantum mechanics, which explains the microscopic world, was structurally different from classical physics. Almost all observed phenomena were explained well by quantum mechanics and it predicted new phenomena which led to several new technological inventions that are part and parcel of our daily life. Despite its phenomenological success, quantum mechanics suffered interpretational problems from the very beginning itself. Quantum mechanics is basically a mathematical formalism, the applicability of which is agreed universally. But on the question of

interpretation of the key ideas, the answers are widely divergent. We live in a classical world, and hence most of the ideas put forward by quantum mechanics are incomprehensible to common sense. Quantum theory challenges our understanding of the nature of fundamental particles and the process of measurement of physical quantities and it is essential to adopt some kind of interpretation based on some philosophical inclination.

The Bohr-Einstein Debate

By 1920, almost all mathematical tools of quantum mechanics were developed. Erwin Schrodinger and Werner Heisenberg developed their own techniques independent of each other. A common feature of all developments was the rejection of classical determinism. Probability and uncertainty became the central players in the new physics. The orthodox interpretation of quantum mechanics developed by Niels Bohr and his associates in Copenhagen is based on the philosophical outlook called positivism. Positivists are of the view that a physical theory describes elements of empirical reality that depends on the observer and the measuring device for its existence. Einstein was greatly disturbed by the rejection of determinism in physics. He believed that all aspects of reality should have a concrete and fully tangible existence. His reluctance to accept the Copenhagen interpretation was evident in his famous statement "God does not play dice." The famous Bohr-Einstein debate on the interpretation of quantum mechanics started in the Fifth Solvay Conference held in October 1930, in Brussels, Belgium. The announced theme of the conference was "Photons and Electrons", but with formal and informal discussions among the delegates, eventually the theme of the conference became "Quantum Mechanics: What does it mean?". During dinner on each day, Einstein would propose a thought

experiment that falsify the Copenhagen interpretation. During the breakfast on the following day, Bohr would be ready to refute Einstein's claim. In the sixth Solvay conference (1930) also, Einstein proposed a clock mechanism in a sealed box connecting to a shutter arrangement, and using his famous equation $E=mc^2$, he tried to disprove the Copenhagen interpretation. Einstein's argument was cracked down by Bohr the next day with a concept in Einstein's General Theory of Relativity. Thus Einstein's greatest creation was used to deflect his attack on the Copenhagen interpretation. After this, Einstein abandoned the attempt to find a logical contradiction in quantum mechanics. He even proposed Schrodinger and Heisenberg for the Nobel Prize in 1931. He admitted that quantum mechanics undoubtedly contained a piece of the ultimate truth.

Entangled States

Entanglement emerged as a decisive way to distinguish between the two contradictory versions of reality. In entanglement, two separated particles remain connected without being in direct contact.

Einstein along with Boris Podolsky and Nathan Rosen (EPR) argued that some hidden variables are required to explain quantum entanglement. Einstein dubbed the effects of entanglement as "spooky action at a distance". In 1964, John Stewart Bell devised an experiment that could verify whether Einstein or Bohr was right there by translating a philosophical debate into science and provided testable predictions. He arrived at a mathematical expression which is now known as Bell's inequality. In Bell's theory, the entangled particles were electrons. In 1969, US physicist John F Clauser along with Michael Horne, Abner Shimony and Richard Holt transformed Bell's theorem into a specific experimental product by proposing the CHSH inequality (named after its proposers).

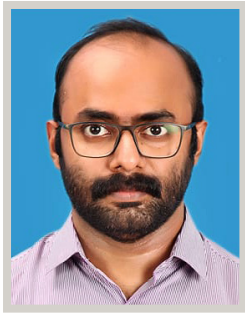
In 1972, Clauser along with his student Freedman found that two widely separated particles can be entangled. Clauser-Freedman experiment was the first test of CHSH inequality. Clauser had placed a bet that his experiment would prove Einstein to be right; but his experiment vindicated the Copenhagen interpretation. Followed by this, Alain Aspect conducted a series of tests in Paris, and by 1982, his team confirmed the violation of Bell's theorem. Again some loopholes in the experiments remained which allowed some space for Einstein. Finally, in 2017, Austrian physicist Anton Zeilinger demonstrated a loop hole-free test that finally closed the door on hidden variable theory. So we have to admit that God plays dice!

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Libraries will get you through times of no money better than money will get you through times of no libraries.

”

Anne Herbert



*Dr. Rahul Ramesh
Asst. Professor, P. G. Department of Commerce,
Sree Sankara college, Kalady*

'THE LAST JUDGEMENT'

BY KAREL ČAPEK

Seven times Nobel Prize nominated Czech writer Karel Čapek who primarily pens down science fiction novels even before science fiction was a genre, sets down on a different path with Ferdinand Kuglar, in his short story *Poslední soud* (Translation: *The Last Judgement*). The story starts off with the scene of the death of Kugler, a thief and a killer, and his passage to the netherworld, where he awaits his Last Judgement.

Though like every one of us expects God to be there to judge him, including Kugler, he meets with three "old, meritorious" judges "who looked strict and thoroughly miserable." Then the witness, the Almighty God, is called upon, who is described as "a huge powerfully built and extraordinary-looking old man", at the very sight of whom "the judges had got to their feet, as had Kugler." The blue cloak that was studded with golden stars' gives even more majestic look to the image of God and the mentioning of a 'recording angel' with the 'Book of Life' completes the portrait that they are in Heaven.

As the scene of the death of Kugler concludes, the narrator says "And thus our man escaped earthly justice" - but did he really? Because even in Heaven he was being judged by humans, which displays the innate irony and sarcasm that reminds me of the famous quote by French philosopher, Jean-Jacques Rousseau, "Man is born free but everywhere is in chains." When God mentions that "Human beings shouldn't face any justice other than

human justice", we might get a feeling that the reason why a criminal is being judged by people who were judges back on Earth is because humans are not worthy of divine judgment, but what the author tries to portray is that only people judge people and therefore only people can judge people.

As the judgment progresses, God asks the judges whether he should mention the good deeds of Kugler, to which the judges reply that it's irrelevant. A beautiful way of representing the quote 'you are remembered by the one mistake you've done against them, rather than the thousand things you've done for them.' In another instance where God says "You mustn't think that everyone is a complete and utter scoundrel," he is referring to Kugler as well to not judge people only for the bad things they seem to do.

The fact that during the beginning of the judgment, the only thing that the judges ask of God, the Almighty and All Truthful, is to "keep to the point and don't wander off into matters that aren't relevant to the law," proves that He does this often - that the burden of knowledge weighs upon Him as well, that he cannot see humans in a binary perspective or label them as good or bad. His kind and benevolent nature is clearly depicted when he empathises not only with the victims but also the killer when He shows sympathy towards the time when Kugler was in immense pain due to his arthritis.

When posed with the typical court trial question "What are you guilty of?" in

the beginning, Kugler replies "Nothing" - it may seem like a typical reply from a criminal. Further in the story, we can see that Kugler does not even flinch or show any kind of remorse when his murders and accusations to crimes are being testified by the All-Knowing witness. But the moments when he shows shyness, eagerness, bowing his head overcome, blurting out, mutter in amazement and bite his fingers we can see a throbbing heart of emotions inside the so-called cold-blooded criminal. But only God sees that and even cares about that, and it is evident when He says, "I cannot judge you because I know everything about you."

Čapek implies that no person is perfect - that everyone is a mixture of good and bad - like yin and yang, and that is what makes us humans, humans. While the world always judges people solely based on their downfalls, no one, not even the ones for whom they stood for, conveniently forgets their kindness. The author discretely ponders upon the fact that those individuals who sees people for what they are, with all their imperfections and embrace the agathokakological nature of human beings, are close to the divine.

ഒരു മലയാളി ഹിജഡയുടെ ആത്മകഥ

ജനീന

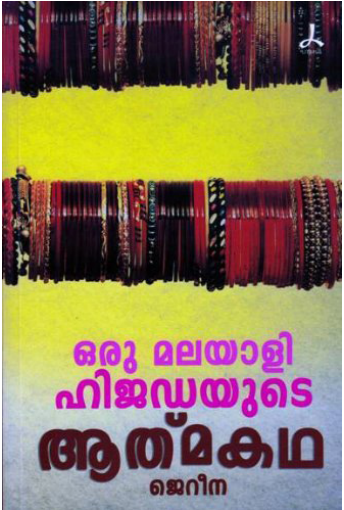


Chythannya Muraleedharan
DC 2 Physics, Sree Sankara college, Kalady

ഒരു എഴുത്തുകാരന്റെ ദൗത്യം പൂർത്തിയാകുന്നത് തന്റെ എഴുത്തിലൂടെ താൻ പ്രകടിപ്പിക്കുന്ന ആശയങ്ങളും അതിന്റെ വസ്തുതകളും അതു വയിക്കുന്ന വായനക്കാരുടെ മനസ്സിനെ സ്വാതീനിക്കുകയും ചിന്തിപ്പിക്കുകയും ചെയ്യുമ്പോൾ ആണ്. ആ അർത്ഥത്തിൽ ജനീന എന്ന ട്രാൻസ്ജെൻഡർ വനിതയുടെ ആത്മകഥയുടെ പ്രസിദ്ധീകരണത്തിലൂടെ വിജയൻ കൊടൈഞ്ചേരിയും, B ഹരിയും തങ്ങളുടെ ദൗത്യം വിജയകരമായി പൂർത്തിയാക്കി എന്ന് പറയാം. ആണിന്റെയും പെണ്ണിന്റെയും മാത്രമായ ലോകത്തിൽ നിന്ന് കൊണ്ട് തന്റെ അസ്ഥിത്വം തിരയുന്ന ട്രാൻസ്ജെൻഡർ എന്ന മൂന്നാമതൊരു വിഭാഗത്തിന്റെ ജീവിതം ഈ പുസ്തകം നമുക്ക് കാണിച്ചു തരുന്നു. സ്ത്രീയുടെയും പുരുഷന്റെയും സമന്വൃതമായ ശരീരവും സ്ത്രീയുടെ മനസ്സുകൊണ്ടും പെണ്ണിന്റെയും ആണിന്റെയും ലോകത്ത് നിന്ന് പുറത്താക്കപ്പെട്ടവർ തങ്ങളുടെ അസ്ഥിത്വം തിരിച്ചറിയുമ്പോൾ സ്വന്തം വീട്ടുകാരാൽ തന്നെ അവർ പരിവേഷിക്കപ്പെടുന്നു. നാട്ടുകാർ അവരെ പരിഹസിക്കപ്പെടേണ്ടതും വെറുക്കപ്പെടേണ്ടതുമായ ഒരു വസ്തുവായി മാത്രം കാണുന്ന സമൂഹത്തിന്റെ ഇന്നത്തെ ഈ ചിന്താഗതിയിൽ ജെനീനയുടെ ഈ ആത്മകഥ തികച്ചും സ്വാഗതാർഹമായ ഒന്നാണ്. ഇത് ജേനീനയുടെ മാത്രം ജീവിതമല്ല ജെനീനയെ പോലുള്ള ആയിരക്കണക്കിന് ട്രാൻസ്ജെൻഡറുകളുടെയും കൂടി ജീവിതമാണ് ഈ പുസ്തകത്തിൽ പരാമർശിച്ചിരിക്കുന്നത്. ഇവിടെ തന്റെ സമൂഹത്തിൽ നിന്നു കൊണ്ട് അവരുടെ

പ്രതീകമായി തന്റെ ജീവിതം നമുക്കുമുന്നിൽ ഇറങ്ങുകാട്ടുന്നു. തങ്ങളുടേതല്ലാത്ത കാരണം കൊണ്ടും വ്യത്യസ്തമായ ശരീരപ്രകൃതിയോടും മനസ്സോടുകൂടി ജീവിക്കേണ്ടിവരുന്ന ഇവരുടെ ജീവിതം വെറുപ്പ് കൊണ്ടും പരിഹാസ മൂനകൾ കൊണ്ടും കണ്ണിരിന്റെ കരിനിലങ്ങളാക്കി മാറ്റുന്നു. സ്ത്രീകൾക്കും കുട്ടികൾക്കും വേണ്ടി പ്രതികരിക്കുകയും പ്രവർത്തിക്കുകയും ചെയ്യുന്നവർ പോലും ഈ വിഭാഗത്തെ മനപൂർവ്വം തങ്ങളുടെ പ്രവർത്തന മേഖലകളിൽ നിന്ന് ഒഴിവാക്കുകയും അവർക്ക് വേണ്ടി ശബ്ദം ഉയർത്തുന്നവർ പോലും വിമർശിക്കപ്പെടുകയും മൂകരക്കാപ്പെടുകയും ചെയ്യുമ്പോൾ അവർക്ക് ആരാണ് അഭയം നൽകുന്നത്. എല്ലാവർക്കും നിയമത്തിന്റെ പരിരക്ഷ ഉറപ്പാക്കുന്ന നീതിപീഠം അവർക്ക് നേരെ കണ്ണുകൾ അടക്കുന്നു. നിയമം പരിരക്ഷിക്കേണ്ട സ്ഥലത്തുനിന്ന് അവർക്ക് ലഭിക്കുന്നത് ശിക്ഷ മാത്രമാണ്. അവരെ കാണുമ്പോൾ നിയമപാലകർ പോലും ശാസ്ത്ര കൗതുകികളാകുന്ന സാഹചര്യത്തിൽ തങ്ങൾക്കു ലഭിക്കേണ്ട നീതിക്കും പരിരക്ഷയ്ക്കുമായി അവർ എവിടെയാണ് കയറിയിറങ്ങേണ്ടത് എന്ന ചോദ്യം ഈ പുസ്തകം വായിക്കുന്ന വായനക്കാരുടെ മനസ്സിൽ തങ്ങി നിൽക്കുന്നതായി കാണാം. അവർക്കു നേരെ വെറുപ്പിന്റെയും പരിഹാസത്തിന്റെയും മൂനകൾ എടുത്തേറിയ സമൂഹത്തോട് അവർക്ക് പറയാനുള്ളത് ഒന്നു മാത്രമാണ്, ഞങ്ങളും മനുഷ്യരാണ് ഞങ്ങളെ ജീവിക്കാൻ അനുവദിക്കൂ എന്ന് മാത്രം. ഈ ദയനീയമായ രോഗനത്തിനു മുന്നിൽ നാം കണ്ണടക്ക

മ്പോൾ ഒന്നോർക്കുക നമ്മുടെ മനസാക്ഷിയോടു തന്നെയാണ് നാം മുഖം തിരിക്കുന്നത്. ഏതൊരു മനുഷ്യജീവിയേയും പോലെ ഈ ലോകത്തിൽ ജനിച്ചുവീഴുവാനും അന്തസ്സോടെ ജീവിക്കുവാനുമുള്ള അധികാരം അവർക്കും ഉണ്ടെന്ന് നാം തിരിച്ചറിയണം. ഏതൊരാളെയും പോലെ നിയമത്തിന്റെ പരിരക്ഷ അവർക്കും ലഭിക്കേണ്ടതാണ് എന്ന് നാം ചിന്തിക്കണം. ഈ പുസ്തകം അതിന് നമ്മെ സഹായിക്കുന്നു. ഇതിൽ അവർ അനുഭവിക്കുന്ന വേദനയെന്തെന്നും നമ്മോട് പറയുന്നുണ്ട്. ട്രാൻസ്ജെൻഡർ എന്നാൽ എന്താണെന്നും അവരുടെ സംസ്കാരത്തെയും ജീവിതത്തെയും കുറിച്ചുള്ള കൃത്യമായ അവബോധവും നമ്മളിലൊരാളായി നിന്നുകൊണ്ടുള്ള ലേഖകന്റെ നിരീക്ഷണവും ഈ പുസ്തകത്തെ ഹൃദ്യമാക്കുന്നു.



FACULTY ACHIEVEMENTS (2022)



JITHASHA BALAN

Assistant Professor, Department of Microbiology has been awarded PhD in Microbiology by Mahatma Gandhi University, Kottayam for her thesis entitled "Kitchen Waste Degradation Using Microbial Consortia" under the supervision of Dr Sumi Mary George.



SEENA K THOMAS

Assistant Professor, Research and Post Graduate Dept. of Chemistry has been awarded PhD in Chemistry by Cochin University of Science and Technology for her thesis entitled, "Development of Sustainable Natural rubber Latex composites with functionalized nanocellulose whiskers." Under the supervision of Dr.P.M.Sabura Begum.



SOWMYA M. R

Assistant Professor of Computer Science, Sree Sankara College, Kalady have received an Indian Patent for their innovation titled "An Automated Irrigation System Based On Crop Water Requirement (AISCR) And Its Method Thereof."

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