

Contemporary India's Social Structure in Select Novels of Aravind Adiga and Application of Interactive English Language Learning System

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Abstract: Indian writers, over the years in their books, have addressed or touched upon issues regarding the powerful and consistent rise of the west and their influence on shaping global politics, colonialism and its impact on the existing socio-political structure of India and much more that has a sense of history attached to it. Very few have the knack of tossing up mild sarcasms and puns that depicts the rhetoric of the subaltern voices of the country. Aravind Adiga is a master at it. He throws in dark humor or sarcasms in his novels and touches upon the existing problems of contemporary India and urges the people to seek answers for it. Such is the attribute of him who constantly seeks for a positive change in India's social structure that has deep-rooted social evils. He addresses problems relative to globalization, consumerism, the rise of materialism and the social evils prevalent in modern society and a few more which has the potential to alter the contemporary human psyche. The paper examines the works of Aravind Adiga and sheds light on how he projects contemporary India and its citizens and what are the social evils he has tried to address.

Keywords: Social structure, globalization, subaltern, rise of materialism, modernization, urbanization, Social evils, contemporary.

I. INTRODUCTION

Aravind Adiga born on 23rd October 1974, in Madras (now Chennai) India, is the author of four critically acclaimed works of fiction: The Man Booker Prize-winning Novel **The White Tiger (2008)**, the short-story collection **Between the Assassinations (2009)**, **Last Man in Tower (2011)** and the recently released novel **Selection Day (2016)**. The **White Tiger** embarks on the irony that how the subaltern people are still being oppressed and exploited by the powerful class of the society despite India's consistent rise as a global superpower. Adiga's second book **Between the Assassinations** comprises of twelve interlinked short stories and they touch upon people of different classes, castes, and religions in India. The third novel **Last Man in Tower** depicts the struggle of middle-class men to stake a little claim in shining Mumbai real estate. In this novel, Adiga has depicted Mumbai as a commercial and financial hub which has emerged as a place of assorted opportunities.

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To have a posh and a luxurious house in Mumbai is a daydream of the middle-class section because of the

dominance of corrupt politicians and their close nexus with the developers[1]. The recently released novel **Selection Day (2016)** focuses on the distressing and absorbing story of aspiration of slums and their unhappiness over the inequality in contemporary India. His debut novel **The White Tiger** got huge critical acclaim and won him the 2008 Man Booker Prize award. After Salman Rushdie, Arundhati Roy and Kiran Desai, he was only the Fourth Indian-born author who won this prestigious award. Aravind Adiga, a well-known socially committed novelist, has created a lot of thought-provoking literature. Generally, his novels are of two categories, namely social and autobiographical. He often focuses his attention on the sufferings, misery, pains, and dejection of the oppressed section of the society due to the exploitation of the downtrodden of the Indian society. The themes he uses in his novels are Religious hypocrisy, corruption, feudal system, politics, democracy, the place of woman in the society, poverty, hunger, and exploitation. Aravind Adiga conveys a social message to the people of India regarding modern Indian society and how the poor people are surviving in crushing poverty. He stands apart among other contemporary Indian Writers in English. He writes realistically and his attitude towards society is realistic, and the characters he pens are usually the ones we come across our street or probably our neighbors next door or sometimes, us[2]. His novels, as well as the short stories, present minute pictures of Indian society, focusing on the plights of poor people. Aravind Adiga has an Eagle's eye on life around him like social evils, corruption and growing difference between the rich and poor. The four novels are the glimpse of contemporary India. He has constantly depicted the inequalities between the rich and the poor of the country, the unequal social structure that is prevalent and nonsensical superstitious beliefs that the society holds onto till date. His novels also talk about issues like poverty, terrorism, corruption, political turmoil, marginalization, Dowry system, caste and class discrimination, etc. He presents a critique of the individual vices such as hypocrisy, deceit, avarice and false pride in one's social status based on religion, caste and wealth and rotten religious, social and political systems which are working together for the disintegration of human values and society as a whole. Adiga implicitly suggests us to get rid of the individual vices, social evils, religious fanaticism, and rotten systems through revolutionary social, economic and political reforms.

II. ADIGA'S REPRESENTATION OF INDIA AND THE VOICES OF THE DOWNTRODDEN

In the *White Tiger*, Adiga talks about the poverty, missing health care and educational systems in rural India, corrupt officials in all parts of the country, and upper-class people with their presumptuously moral superiority. Adiga shows the deterioration of Indian society as the upper classes exploit the poor and socially marginalized, to gain themselves more political power and wealth[3]. Narasiman and Chawdhry point out that "Through Balram's eyes, we see India as we have never seen it before: the cockroaches and the call centers, the prostitutes and the worshippers and the water buffalo trapped in so many kinds of cages that escape is impossible".

Aravind Adiga has depicted clearly the sufferings of the oppressed people in his books. They have given them sound to talk. The discouraged are unmated and the essayists have given them the opportunity to raise their voice against mistreatment, unfairness, social and financial hardship done to them. The twenty-first century which is the uproar of the financial blast grew a more prominent monetary disparity in the general public as the poor being imperceptible than at any other time. In the midst of uproar of the financial blast, the proof of their association in wrongdoing is found in the ascent of equipped uprisings in numerous pieces of India. They generally attempt to break Rooster Coop to get their reality in the cutting edge world. The *White Tiger* (2008), a presentation novel, which won the Man Booker Prize, is an account of the focal character Balram Halwai nom de plume Munna described through a letter, routed to the Chinese Premier, Mr. Jiabao. The tale rotates around the tale of a hero, Balram Halwai and his boss Mr. Ashok. Balram Halwai isn't content with states of poor winning in India; he is profoundly anguished at the sumptuous way the rich of urban communities carry on with their life at the penance of premiums of the discouraged. He thinks that it's hard to keep his anguish covered up for long, and he leaks to unburden himself by uncovering his torment through his letter to the Chinese chief before his entry to Bangalore.

Balram Halwai a self-trained business person speaks to the oppressed, his boss Mr. Ashok, cool vendor, speaks to the rich. Balram Halwai is a solid voice of unprivileged who battles to dispose of seniority subjugation and consistent misuse. His challenge, outrage, liberality in wrongdoing, and development of businessperson caution the universe of the oppressor that the voice of discouraged can't be suppressed for long. He bound to be a sweet creator, turns into a fruitful businessperson Ashok Sharma[4]. The tale emblematically demonstrates the disruption of oppressed and records the narrative of an oppressed. Adiga depicts India into two unique nations in one 'India of light' and 'India of Darkness'. He tosses light on the darkness of India articulating voice to the discouraged and attempts to stop the separation between the rich and poor, by making a general public in which the principles of equality and Justice ought to be administered. Balram speaks to the Dark India which is established by workers, untouchables, marginal ranchers, Jobless young people, poor drivers, down and out, whores, bums and other unprivileged groups. Dark India is the making of our democratic policies, bureaucratic set-up, absence of education, neediness, joblessness, rank and culture strife isn't just restricted to country India however it

extended to the urban wilderness. Balram is the solid voice of underclass which includes landless workers, marginal ranchers, auto and cab drivers, hirelings, whores, beggar's, jobless young people, poor and unprivileged figures. The rich in the cutting edge urban India alleged an India of light treat their workers as local creatures and hold them under embarrassing observation as there is no space for poor in the shopping centers of new India like Balram experienced in Delhi under his lord Ashok. Adiga through Balram's adventure from Laxamangarh to Dhanbad then Delhi lastly to Bangalore embraces that the socio-mental state of the underclass stays unaltered. In spite of the fact that the urban communities give sufficient chances of employment, social behavior and mind of the upper class are indistinguishable wherever whether it is a proprietor or government official, administrator, rich man, upper position people, industrialist or business person. Wherever these oppressed are caught stuck in the pen of social lopsidedness, attempting to turn out. Rich carry on with an extravagant life while the discouraged are relied upon to serve them, similar to how the slaves worked for the whites in those days. The people were building home for the rich, however, they lived in tents secured with blue canvases sheets and divided into paths of appearances was supplanted by the odder stench of industrial sewage. Balram falls into a condition of free for all and cut the throat of Mr. Ashok. He kills him in the way Muslims kill their chickens. Balram is not a careless murderer yet it creates the impression that murder is the main way to break the shackles of servitude in which he has been caught. He has no other choice to understand his dream and to break social economic disparity.

III. THE SUBJUGATION OF WOMEN IN ARVIND ADIGA'S WORKS

The subjugation of women is a worrying issue all around the world and Women face segregation, subjugation, male-centric predominance that in this way lead to horrible violations against women, coming about on occasion in losing their lives or character. Universal Declaration of Human Rights and special covenants established for the rights of women couldn't accomplish the ideal outcomes, and violations against them proceed with unhindered and unabated. The subjugation of women takes a disheartening assortment of structures from household misuse, assault, tyke relational unions, female circumcision and so forth. In India, women constitute almost 50% of our populace and most among them are denied human rights from the support to the grave. Female child murder, sexual maltreatment and substance exchange or prostitution are consumed shades of malice, which compromise the presence of women as autonomous elements are unchecked, and the introduction of a young lady youngster isn't generally welcomed or invited[5].

Aravind Adiga also addresses dowry as a cure for women and their family who take loans and remain in debt throughout their lives or they suffer so long. Adiga criticizes the big burden of dowry system prevalent in India through his protagonist in the novel *The White Tiger*. The parents of the bride endure a ton because of masterminding the huge party and overseeing money to fulfill the eagerness of the bridegroom's family. Balram's family needs to borrow money

from the landlord as an advance to pay the cousin's settlement. They have sold themselves to the landlord to pay settlement. Along these lines, Balram needs to leave school and work in a tea shop. So also, in the novel *Between the Assassinations*, there is another instance of settlement unfortunate casualty who stays unmarried in view of share framework. The tale of Jayamma in "Day Five: Valencia (To the Crossroad)" in *Between the Assassinations* uncovered the scourge of settlement. Jayamma is number eight among nine daughters. she is presently promoter's cook and her life has been best in class. Aravind Adiga portrays that a large number of poor girls are constrained to pass unmarried life because of this evil in society. The poor parents are unfit to mastermind a rich dowry, they think that it's troublesome or rather difficult to wed their daughters to appropriate young men.

Indeed, even the birth of the daughter in the house turns into a reason for incredible stress for the parents and they like to do infanticide. These days, numerous women are constrained into prostitution either by their parents, spouses or beaus - or because of the troublesome financial and social conditions in which they get themselves. They are likewise enticed into prostitution, once in a while via "mail-order bride" agencies that guarantee to discover them a spouse or a vocation in remote nations. In any case, as a result, they often wind up wrongfully restricted in brothels in slavery-like conditions where they are physically abused. Adiga said in his novel *The White Tiger* that Prostitution is one increasingly dark area of India of Light. In the enormous urban areas, because of neediness or other reasons, the vast majority of the women are compelled to receive this profession. Indeed, even Balram himself endeavor to have a prostitute as he portrays the occasion in a pathetic way where he feels conditions of women.

IV. SOCIAL ISSUES TOUCHED UPON BY ARAVIND ADIGAL

Aravind Adiga in his works raises some indispensable issues with respect to minorities who are being oppressed and feeling of danger in a predominant culture. There is shared disharmony which causes contempt among various networks. Since from post-freedom of India, it has been seen that at whatever point there causes untoward, minorities dependably endured and enslaved. Aravind Adiga's tale *Between the Assassinations* uncovered the abrasive substances of an India settled in on the move and strife between the years 1984 and 1991 through a progression of open-finished short stories. Among them, Ziauddin, a Muslim kid, twelve-year-old 6th of the eleventh offspring of a ranch laboring family, works in a tea stall through which Adiga highlights how the Muslims are segregated and are not viewed as the piece of the standard society. Zia working during a time in which he ought to harvest the delight of guiltless youth, he builds up a feeling of detachment from society. He has left altogether to his very own minds and needs to battle for survival like a grown-up. Also, Adiga in his Man Booker Prize-winning introduction novel *The White Tiger* has highlighted religious disharmony through the scene of Ram Prasad who in genuine methods has a place with Muslims a marginalized minority, separated on the bases of religion. The ill will between one religious group to other particularly towards a minority is an excessive amount of that even a man like Ram Prasad, a

driver of Landlord Stork, camouflaged his personality in light of the enlisted landlord disliked Muslims.

Aravind Adiga likewise raises caste and class depravity in his books especially in *The White Tiger* and *Between the Assassinations*. There are distinctive characters like Balram in *The White Tiger*, Xerox, Shankara, and Jayamma in *Between The Assassinations* through which Adiga raise social issues. He has demonstrated the caste as a framework in which one is conceived leaves a permanent engraving on the individual's psyche and environment. These thoughts are profound established in our psyche and are impervious to change. One might be brought into the world poor, regardless of whether a poor man buckles down and needs to ascend in life it doesn't imply that he will be acknowledged by the upper-class society as an equivalent. In any case, he does everything to rise upwards. George, the mosquito man who spreads the pesticides attempts to win the core of a rich woman Mrs. Gomes yet understands that he will dependably be treated as a poor.

V. STATE OF THE ART

With the development and progress of the research of educational theory and practice, new research results are increasing. Educational informationization has made great changes in people's thinking and learning methods [6]. With the development of information technology, people begin to learn to adapt to leave paper and pen while they change their ideas, and they acquire and disseminate knowledge by means of information technology. Many educational and teaching research institutions have noticed this trend earlier, and have carried out fruitful studies successively [7]. According to the actual situation of international and domestic educational informatization development, Chinese scholars have clearly put forward the viewpoint that information technology should be combined with education and teaching to realize the structural change of school education system. Through the integration of information technology and curriculum, the reform of classroom teaching structure will be carried out to promote the development of educational informatization [8]. Some software enables the teaching organizers to establish a wide range of contacts with learners and parents through mobile phones, and publish curriculum arrangements, issue notices, advices, suggestions and so on, which effectively improves the efficiency of teaching management, and more learning software or resources can be delivered to guide learners to learn more through mobile terminals such as mobile phones [9]. Teachers select information technology to complete subject researches, and develop more suitable teaching materials and courseware for learners, so that teaching activities become more flexible, more vivid and more popular with learners, and the influence of academic theory is becoming wider and wider [10].

VI. METHODOLOGY

In English teaching of secondary schools, due to the influence of "examination-oriented education", in foreign language teaching, there is still phenomena that teachers pay more attention to teaching and ignore student activity, and they put emphasis on knowledge rather than ability training, and they also care more about the examination result than the teaching process [11].



In the absence of language environment, classroom teaching is the main channel to achieve foreign language teaching [12]. This kind of classroom teaching that despises the participation of students lacks the lighthearted interactive communication in teaching and makes students passively accept the knowledge will greatly affect students' interest and enthusiasm in learning foreign languages; and students can't take the initiative and happy to devote time in learning, and learning potential can't be played, thus affecting the quality of foreign language teaching and teaching effectiveness.

In order to find out the present situation of English teaching in comprehensive high schools and carry out teaching in a targeted way, the questionnaire about the learning situation of senior high school students and the questionnaire sample of teachers that was slightly modified in the survey of high school English in China carried by Zhang Zhengdong Chen Zhian, Li Li and so on in 2000 were selected; and according to the survey data of relevant teachers and students in ordinary senior high schools in China, the subjective investigation of senior middle school graduates and classroom teachers in six experimental schools of Chongqing was carried out in the same period. In six schools, there were more than 350 people in 2004th session. 250 questionnaires were sent out, 112 valid questionnaires were recovered, and the teachers in the third grade received the questionnaire skillfully. The questionnaire basically reflected the actual situation of English teaching in the comprehensive high school for three years.

In the survey, 90-100% of the teachers think that students are in a poor foundation, which affects the further English learning of students. In the study, the students who are interested in English or those who think it is easy to learn English are relatively low.

The classroom in traditional teaching is an environment where information is centralized and communicated. In class, teachers and students use simple and effective means and methods to share knowledge, and teachers explain the text and students receive the knowledge through auditory and visual sense. Teachers and students exchange views on questions through dialogues. The expressions of these classroom behaviors are accomplished through communications between the two parties. Therefore, the main goal of the system is to build an interactive platform for learners and teachers, so as to provide supports for the communication between teachers and students, and students can get counseling and help from teachers in autonomous learning.

At present, the intelligent level of mobile terminals is higher and higher, and the development of mobile communication infrastructures is very fast. The communication based on mobile Internet has also been developed from the original interworking SMS and telephone communication to the instant messaging communication such as audio and video. Some commercial instant messaging systems were applied to the study of the learning behaviors and learning habits of learners and English teachers; and combined with the development of Android platform technology, the research objective was established as a platform for designing and developing interactive English grammar learning platforms.

In this experimental study, the following hypothesis is tested: the interactive teaching model of English reading in senior high schools with communicative nature is superior to the traditional "sea trial" strategy. The advantages of the interactive reading teaching model are mainly embodied in the following aspects: it can improve students' English achievement, reading and writing ability and their interest and confidence in English learning, and promote a harmonious relationship between teachers and students [13].

Table 1. T test results of the pretest in the experimental class and the control class

Test item	T test results of the average of each test			
	Value of T	Significance (double tail)	Mean difference	Standard deviation
Reading	1.512	0.134	0.71	0.470
writing	-0.904	0.369	-0.17	0.184
The total score	-0.483	0.630	-0.74	1.517

Table 1 shows that the average of the pre-test reading in the experimental class and control class were 16.09 and 15.38 respectively, and the T test of independent samples shows that $p = 0.134 > 0.05$, and there was no significant difference; the writing averages were 6.71 and 6.88 respectively, and the T test of independent samples shows that $p = 0.369 > 0.05$, and there was no significant difference; and the average of the total scores were 65.64 and 66.38 respectively, and the T test of independent samples shows that $p = 0.630 > 0.05$, and there was no significant difference.

The average scores of the post-test reading in the experimental class and the control class were 21.51 and 21.44 respectively, and the T test of independent samples shows that $p = 0.926 > 0.05$, and there was no significant difference; the writing averages were 12.27 and 11.60 respectively, and the T test of independent samples shows that $p = 0.189 > 0.05$, and there was no significant difference; and the average of the total scores were 79.44 and 82.33 respectively, and the T test of independent samples shows that $p = 0.089 > 0.05$, and there was no significant difference, as shown in Table 3.

The reading performance of the experimental class was 0.71 points higher than that of the control class, and it was higher than that of the control class by 0.07 points after the posttest. Therefore, the hypothesis 2 that the interactive teaching model of English reading in senior high schools with communicative nature is superior to the traditional "sea trial" strategy proposed in this experimental study does not obtain the support of the research data.

Table 2. T test results of the posttest in the experimental class and the control class

Test item	T test results of the average of each test			
	Value of T	Significance (double tail)	Mean difference	Standard deviation
Reading	0.093	0.926	0.07	0.716
writing	1.3	0.189	0.67	0.503
The total score	-2	0.089	-2.89	1.680

The writing achievement in the experimental class was 0.17 points lower than that of the control class in the pretest, and it was 0.67 points higher than that of the control class in the posttest, but the T test of independent samples shows that there was no significant difference. Nevertheless, the research data supports the following conclusion: the interactive high school English reading teaching model is indeed beneficial to the improvement of students' writing ability.

In addition, the total English score in the experimental class was 0.73 points lower than that of the control class in the pretest, and it was 2.89 points lower than that of the control class in the posttest. Therefore, the hypothesis 1 of the experimental study has not been confirmed by data, that is to say, from the point of view of achievement scores, the teaching mode of interactive high school English reading in a short time may not be affirmed by the majority of teachers, students, parents and school leaders. This also explains why naval warfare is still very popular in the teaching of English reading in today's senior high schools from another angle. In order to make the interactive teaching model of English reading in senior high schools get real recognitions, the most important thing is to solve the problem of the assessment and evaluation of teachers and students [14].

Interactive teaching mode of English learning can improve students' interest in learning English, enhance their self-confidence, promote the formation of harmonious relationship between teachers and students, and heighten students' writing ability, which is superior to the traditional teaching model of English reading in senior high schools that improves students' reading ability by relying on the naval exercise. The types of tests, the scores and the uncertainty of the degree of difficulties in reading comprehension can lead to the fluctuation and instability of students' English achievements and their reading comprehensions [15]. The teacher should guide the students to see the significance of the interactive teaching model of English reading: interaction provides students with opportunities for communication; interaction reflects the characteristics of foreign language teaching (creating a learning environment and atmosphere for students); interaction increases the interest and self-confidence of students; and interaction embodies the new curriculum's

"student-centered" concept and the creativity and originality of the teaching of English reading[16].

VI. RESULT ANALYSIS AND DISCUSSION

Under the guidance of the idea of "examination-oriented education", many comprehensive high schools (50%) have never conducted English teaching in senior high schools (as shown in Table 3, the high-frequency content and percentage of questionnaires of teachers in comprehensive high schools and senior high schools). They are not familiar with the development of English teaching concepts in senior high schools, and lack the understanding of the English syllabus and the new English curriculum standards, and in understanding the teaching idea and selecting the teaching skill and strategy, there are still inappropriate places, which affects the English teaching quality and the teaching effect of comprehensive high schools.

Firstly, there is not enough understanding on the subject status of students, and the choice of teaching contents and methods is not based on the students' interests, cognitions and emotional needs, which puts overemphasis on the central position of the teacher and excessively emphasizes the purpose of "examination". As can be seen from Table 3, compared with ordinary high school students, there is no big difference in the students' interest in learning English, the time spent in extracurricular study, and the way of class that students like. However, in the learning effect and learning ability, there is a great distance, and the poor learning basis is one reason. But it is also necessary for teachers to reflect on their teaching ideas and teaching strategies.

Table 3. Relevant results of student surveys

Question number	Answer	Content	Comprehensive high school	Ordinary high school
1	C	The most interesting subject is English	31.8%	34.8%
4	D	The students think it is more effective to do a lot of exercises around the text	47%	48%
9	C	Extracurricular investment is more than 4 hours to learn English	42.5%	41.2%

Moreover, the nature and task of the English course are not clear, and the instruction of the teaching concept is biased, which leads to that English teaching focuses on linguistic knowledge and form

- grammar, and neglects the pragmatic competence of language - cultivation of comprehensive language competence.

In order to change this situation, improve the quality and efficiency of English teaching in comprehensive high schools and give full play to the potential of students' English learning, English teachers in comprehensive high schools should effectively change their concepts of foreign language teaching and guide students with the new curriculum standards and the spirits of quality education, and they also should let foreign language teaching go back to the track of training the comprehensive operational capability of the students in English, so as to pay equal attention to both knowledge and ability, and strengthen students' ability to communicate in English.

In our country, English classroom is the main place and main channel for students to learn English because of the lack of the language environment of learning foreign language / English. To provide learners with a pleasant, harmonious, and interesting classroom that students can be engaged and there is true or simulated communicative context (context) or scene is the key. Teachers, as mentors, in the teaching role of participant, facilitator and assessor, should take the student as the center. From the students' interests, hobbies, cognitions and emotional needs, they choose the appropriate teaching materials, teaching tasks and teaching methods, so as to help students to appreciate the success of learning, and develop students' English learning potential; through targeted classroom teaching interactive activities, it can cultivate interests of students in learning; and through students' successful participation and study, it is the primary task for the high school English teaching to train the students' confidence in learning English.

VII. CONCLUSION

In the paper, a changing picture of rural and urban India is depicted through Aravind's novels. It very well may be said that the pervasive corruption, decline of caste framework, rise of materialism, headway of innovation, modernization, social portability, law and lawmaker, cinema media, feeling of cutthroat rivalry, unfaithfulness, change in the norms of social institutions, distance, degree of urbanization, globalization, commercialization and such are similar attributes which constitute the method of the new generation and cause the adjustment in the psyche of the man of the new generation. Here the novelist wants to pass on a message that it is the toxin of casteism, communalism, regionalism, discrimination on social, monetary premise and so forth which are the obstructions in the method for advancement. This method of the new generation drives us to disharmonious flawlessness which keeps one from general flawlessness. Our stock ideas and propensities, "the want of sensitiveness of intellectual conscience, the disbelief in the right reason, the dislike of authority" take to the path of political agitation. These are bad signs for the coming generations of our nation.

In the study, the model theory of the three elements of mobile learning subject, object and assistance system was taken as the guidance, and the development practice was organized according to the incremental model of software engineering. In the aspect of software system design, it is

necessary to implement interactive learning at anytime and anywhere and focus on the system development. The system has not yet realized the tracking of the learning process and the analysis of the effect of the learning, and it has affected the pertinence of teaching, which is not conducive to the use and promotion of software. The client does not realize the deletion and management of all kinds of data resources on the server side, which has a certain impact on the data storage management.

Although the main functions of the system interaction are basically realized, the overall function of the software is not perfect, and the auxiliary function is less. In particular, the above problems can affect the user's use, which will be the further research direction.

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