

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD 500 007



SCHOOL OF DISTANCE EDUCATION
POST-GRADUATE DIPLOMA IN THE TEACHING OF ENGLISH

INDIAN WRITING IN ENGLISH —I
2016-2017

(This set of assignments is printed on 3 pages.)

Instructions: Study each block carefully before you attempt the assignments for that block. Try to adhere to the word limit prescribed for each question. Do not reproduce content from books, web sites or the course material. Write in your own words and cite any sources that you refer to.

Assignment I
(Based on Block I)

I. Why did Indians hanker to learn the English language and literature at the beginning of the colonial rule in India? What is the contribution of studying literature in the shaping of a culture? Write from your own experience of learning and/or teaching English.
[1000-1500 words]

II. “We have to educate a people who cannot at present be educated by means of their mother-tongue. We must teach them some foreign language. The claims of our own language it is hardly necessary to recapitulate. It stands pre-eminent even among the languages of the West.”

Comment on the above statement of Macaulay’s in terms of the context and purpose of his Minute on Education, and with reference to the dominant role played by the English language in Indian society and culture today. Does education help in structuring this role in any way? Explain.
[1000-1500 words]

Assignment II
(Based on Block II)

I. Discuss the use of New Historicism in analysing Indian drama in English. Illustrate your answer with reference to at least two plays that you have studied in this Block.
[1500-2000 words]

II. Explain the use of ‘melos’ and ‘lexis’ in any two of the plays you have studied in this Block.
[1500-2000 words]

**Assignment III
(Based on Block II)**

- I. The play *Mahadevbhai* is often described as a 'one-man show'. Why? Explain how this influences the mode of presentation of the play. Which mode of presentation do you think is appropriate for the staging of this play and why?

[1000-1500 words]

**Assignment IV
(Based on Block III)**

- I. Makarand Paranjape identifies 'Indianization of English' and 'Anglicization of Indians' as the two pre-conditions for poetry in English by Indians (page 4, Unit 1 of Block III). Explain this statement illustrating your answer with reference to any two poets that you have studied in this Block.

[1500-2000 words]

- II. Write a critical note on how Sarojini Naidu constructs India in her poetry, based on the following two poems by her:

[1500-2000 words]

a) Suttee

Lamp of my life, the lips of Death
Hath blown thee out with their sudden breath;
Naught shall revive thy vanished spark . . .
Love, must I dwell in the living dark?

Tree of my life, Death's cruel foot
Hath crushed thee down to thy hidden root;
Nought shall restore thy glory fled . . .
Shall the blossom live when the tree is dead?

Life of my life, Death's bitter sword
Hath severed us like a broken word,
Rent us in twain who are but one . . .
Shall the flesh survive when the soul is gone?

b) The Purdah Nashin

Her life is a revolving dream
Of languid and sequestered ease;
Her girdles and her fillets gleam
Like changing fires on sunset seas;
Her raiment is like morning mist,
Shot opal, gold and amethyst.

From thieving light of eyes impure,
From coveting sun or wind's caress,
Her days are guarded and secure

Behind her carven lattices,
Like jewels in a turbaned crest,
Like secrets in a lover's breast.

But though no hand unsanctioned dares
Unveil the mysteries of her grace,
Time lifts the curtain unawares,
And Sorrow looks into her face . . .
Who shall prevent the subtle years,
Or shield a woman's eyes from tears?

Assignment V
(Based on Block III)

- I. How is the vision and the language of the post-Independence poets in India different from that of the pre-Independence poets? Explain these differences with illustrations from the poems of any two post-Independence poets that you have studied in this Block.

[1500-2000 words]