

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 605



SCHOOL OF DISTANCE EDUCATION

POST-GRADUATE DIPLOMA IN THE TEACHING OF ENGLISH

INDIAN WRITING IN ENGLISH

COURSE – II

(2016-2017)

Assignment I

1. What is your understanding of your role as an English teacher? Are you sure about your vocation and how do you organize your teaching according to the demands of the constituency? Do we go by the needs of our students, or are we trapped in a dated system that pays no attention to the real world? Discuss these in the light of your own experiences as a student and teacher of English in India.

[600 words]

2. With Globalization, there seems to be an increase in the demand for English in India. Do we need to neglect our regional languages and literatures and cater to this demand, or should we be cautious of the imperialism inherent in large-scale globalization? Discuss in relation to your own understanding of the situation.

[600 words]

Assignment II

What were the factors that delayed the rise of the novel in India (in English as well as Indian languages)? How were these factors removed/obviated during the second half of the 19th century and how was the emergence of fiction made possible? (Your answer must be a critical synthesis and not just a summary)

[1000 words]

Assignment III

1. Examine critically Raja Rao's *Kanthapura* as a novel constructed on Gandhian ideas of nation and religion.
2. In what ways is Saleem similar to India's diversity and complexity of history and mythology? Comment with reference to the text.

[1000 words]

Assignment IV

1. Dalit critics argue that caste plays an important role in literary imagination in the Indian context. What is your view?
2. Discuss Narendra Jadhav's *Outcaste* as a Dalit text. Substantiate and illustrate your answer with examples from the text.

[600 words]

[600 words]

