

**DCE**

**ASSIGNMENT BOOKLET**  
**Assignments for Courses 1,2,3,4 and 5**

**ASSIGNMENTS**  
**(For July 2018 and January 2019 Sessions)**

**Diploma in Creative Writing in English**  
**(DCE)**



**School of Humanities**  
**Indira Gandhi National Open University**  
**Maidan Garhi, New Delhi – 110 068**

## Diploma in Creative Writing in English

**Dear Students,**

We hope you are already familiar with the system of evaluation to be followed for the Diploma in Creative Writing in English. At this stage you should read again the pages of the Programme Guide that give the details of the evaluation procedure. A weightage of 30 per cent, as you are aware, has been earmarked for Continuous Evaluation, which would consist of one assignment per Course.

The Assignment booklet for Courses 1,2,3,4 and 5 is being sent herewith. It has a total of 5 assignments, of which 4 must be submitted by you. The assignment for Course 1 is **compulsory** and every student must attempt this. You are required to do the assignments for only three courses, out of DCE-2,3,4 and 5.

Following is the calendar for submission of assignments:

Course 1	} <b>Last Date of Submission of Assignments :</b>
Course 2	
Course 3	
Course 4	
Course 5	
	<b>For July 2018 Session: 31<sup>st</sup> March 2019.</b>
	<b>For January 2019 Session: 30<sup>th</sup> September 2019</b>

All assignments must be submitted on or before the date set.

All assignments pertaining to any Course must be submitted in one batch. **No piecemeal submission is acceptable.**

In case you are not able to keep this deadline in the first year, say 2019, you should submit your assignments in 2020, 2021 or 2022 that is, you have a total of 1+3 years to submit your assignments.

At the commencement of every academic year, your progress will be intimated and you will be asked your plan of studies for that year. At this stage, please ask for the assignment Booklet of **that** year, not for your year of enrolment. Irrespective of your year of enrolment, **you do the assignment in force for the year in which you submit it.**

Do not plan to take the terminal examination for any course if you have not done the assignments set for it first. You will not be permitted to do so.

## Instructions for submitting your assignments

1. You should attach a slip in the following format to the top of the relevant course assignments

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Course Title _____	Name _____	For Office Use
Assignment No. _____	Address _____	Grades:
Enrolment No. _____	_____	Letter _____
Date sent on _____	_____	
_____	_____	Evaluated by
	_____	_____

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PLEASE FOLLOW THE ABOVE FORMAT STRICTLY TO FACILITATE EVALUATION AND TO AVOID DELAY.

2. The answer sheets should be complete in all respects. Make sure you have answered all the questions in an assignment before you submit it.
3. Use only foolscap size writing paper (but not of very thin variety), for writing your answer.
4. Leave 5 cms margin on the left, top and bottom of your answer scripts so that comments, if any, can be made.
5. Start every assignment on a fresh sheet so that you can prepare separate sets for each block.
6. You should not send printed articles as your answers to assignments.
7. Please write **ASSIGNMENT FOR DIPLOMA IN CREATIVE WRITING IN ENGLISH** on top of the cover in which you send your answer/response sheets.

## DCE 01

**Maximum Marks 100**

1. What do you understand by the terms ‘authenticity’ and ‘credibility’? Illustrate with appropriate examples, citing the differences in the perception of a child reader and an adult reader. (20)
2. Using the autobiographical mode, write a brief account of a young Indian girl working as a banker trying to cope with her grandparents’ attitudes and ways of thinking. (20)
3. Why does a writer need to study the locale/customs of the setting in which his/her story is placed? Exemplify. (20)
4. A boy recently sat for his examinations and gave in to the temptation of using unfair means. He now feels guilty and wishes to set things right. Write a monologue that expresses his train of thought. (20)
5. In what way is editing an essential part of writing and publishing? (10)
6. Read the following story and answer the questions that follow:

Once, in a certain lake, there lived a turtle and a pair of swans. The turtle and the swans were friends. They would spend all their free time together telling each other stories, and exchanging news and gossip. The turtle especially loved to talk and chatter, and always had something to say.

One year, the rains did not come, and the lake began to dry up. The swans became worried. Supposing it did not rain at all, and the lake dried up completely? Where would they live in that case? But the turtle had a plan. She suggested that the swans fly in search of a lake that still had plenty of water. Once they found such a lake, all three of them could move there.

The swans agreed and flew off. After flying for several hours they found the perfect lake. They returned to the turtle with the good news. But now another problem arose: the new lake was too far for the turtle to walk. How was the turtle to get there? The swans did not want to leave their friend behind.

The turtle thought for a while and came up with another plan. She asked the swans to find a strong stick that they could hold in their beaks. The turtle would then hang on to the stick with her mouth, and the swans could fly with her to the new lake.

The swans liked the idea, though they were worried that the turtle might begin talking and fall off the stick. ‘You must be careful not to open your mouth while we are flying with you,’ they warned her. ‘Do you think you will be able to be quiet for such a long time?’

‘Of course,’ said the turtle. ‘I will be careful – I know when to stop talking.’

So the swans did as she asked. They found a strong stick and each swan held one end of it in its beak. The turtle held on to the middle with her mouth, and away they flew, all three of them.

It was the most exciting thing that had ever happened to the turtle. She was amazed at the way the world looked so far above the ground. She was longing to say something, but remembered in time to keep quiet.

At last they reached the lake the swans had found. It was a beautiful lake, large and blue, with plenty of water. ‘Oh look!’ the turtle began in excitement, remembering much too late to keep quiet. The stick slipped from her mouth and down she fell from the sky onto the rocks below. The swans were sad to see the end of their friend – the turtle did not live to enjoy the lake, only because she did not know when to stop talking.

- (a) The story depicts animals with human features like the power of speech. Find out what such a story is called and name some which are famous in India. (2)
- (b) The story has a lesson at the end. What is the term that is used to describe this? What is the lesson that one gets after reading the story? (2)
- (c) There are many points in the story where the writer could have used similes or metaphors to describe places or characters. Select six such situations and rewrite those descriptions with suitable similes/metaphors of your own. (6)

**DCE-2**  
**FEATURE WRITING**

**Max. Marks: 100**

**Programme: DCE**

**Assignment Code: DCE 2/ TMA/1/2018-2019**

1. Women have a complex relationship with their own bodies. There are some unrealistic standards of female beauty which are set by our society and which women willy-nilly adhere to. (size zero figure; 6 inch heels; botox treatment etc.). These often lead to serious health issues and sometimes even prove to be fatal. Keeping this in mind write a feature on “How images of beauty are used against women.”

20
2. A book review is a thorough description, critical analysis and evaluation of the quality, meaning and significance of a book. Keeping this in mind write a book review of your IGNOU course material DCE-2 –Block 1-Writing about Women. (This is a booklet which you all have to read as its in your course on Feature Writing). So go ahead and evaluate this in a frank and fearless review.

20
3. What is the best vacation that you’ve ever been on? Where did you travel to and what were some of the sights you saw? Write an account of your travels to this place giving a review of the local cuisine, customs and traditions. Spin a beautiful picture so as to make the readers want to visit the place.

20
4. You have been sent to interview the lone survivor of a plane crash. Frame twenty questions and their possible answers that will elicit information about how the plane crashed, the panic just before it did, and how the person managed to survive.

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5. Write a short feature on any **one** of the following topics:
  - a) What really inspires me
  - b) Legalising euthanasia
  - c) Everyone wants to be rich!

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**DCE – 3**  
**SHORT STORY**

**Max. Marks: 100**  
**Programme: DCE**

**Assignment Code: DCE 3/TMA/1/2018-2019**

1. Write a short story from the point of view of a man/woman who is relishing every moment of his/her exciting life. 20
  
2. Children love to read about the world of fantasy as well as the real world around them. Adventure too, fascinates them. Keeping this in mind, write an interesting short story for them, that also conveys a moral value of life, on **one** of the following topics.
  - a) A visit to a hunted house
  - b) The funniest thing that happened to me recently
  - c) If you could be any animal in the world, what animal would you be and why?20
  
3. For this question you need to try out your skills at humour. You've been given an elephant which you are not allowed to sell or give away. What would you do with it? Write a funny short story at your attempts to get rid of it. 20
  
4. And now try your hand at some serious writing. Attempt a short story revolving around the theme—"Should the death penalty be abolished?" Remember-it's a story that you are writing and not a feature. So there should be a plot, characters, narration, point of view, atmosphere etc. 20
  
5. Write a short story based on the following:  
  
He was by all appearances a life insurance agent, a beloved husband and father, a neighbor and a caring friend. He was also a burglar whose specialty was breaking into homes of people who were away for holidays. 20

**DCE – 4**  
**WRITING FOR MEDIA: RADIO TELEVISION**

**Max. Marks: 100**  
**Programme: DCE**

**Assignment Code: DCE 4/ TMA/1/2018-2019**

1. Write a **Radio** documentary on any **one** of the following:

- a) Ever increasing population in our country
- b) Safety of women in urban cities

Remember that a script, a narrator and sound effects are essential to a radio documentary. 20

2. Write a **Radio** play revolving around any **one** of the following making use of narration, dialogues and SFX:

- a) Actions speak louder than words
- b) As you sow so shall you reap
- c) Every cloud has a silver lining

20

3. Write an interesting Public Service Announcement for **TV** on any **one** of the following topics. Suggest visuals, narration, SFX and dialogues wherever required:

- a) Plastic Bags Kill
- b) Don't let peer pressure make you do wrong things.
- c) Seek help for mental depression

20

4. Write a **TV**. documentary on the following topic:

Insensitive Society: People making videos of dying accident victims.

Remember that your script should have 4 components: visuals, narration, SFX/music and dialogues.

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5. Write either a **Radio** or a **TV**. talk on “The person who has inspired me the most”.

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**DCE 05**

**Maximum Marks 100**

1. Read the following poem and answer the questions that follow:

The two executioners stalk along over the knolls,  
Bearing two axes with heavy heads shining and wide,  
And a long limp two-handled saw toothed for cutting great boles,  
And so they approach the proud tree that bears the death-mark on its side.

Jackets doffed they swing axes and chop away just above ground,  
And the chips fly about and lie white on the moss and fallen leaves;  
Till a broad deep gash in the bark is hewn all the way round,  
And one of them tries to hook upward a rope, which at last he achieves.

The saw then begins, till the top of the tall giant shivers:  
The shivers are seen to grow greater with each cut than before:  
They edge out the saw, tug the rope; but the tree only quivers,  
And kneeling and sawing again, they step back to try pulling once more.

Then, lastly, the living mast sways, further sways: with a shout  
Job and Ike rush aside. Readied the end of its long staying powers  
The tree crashes downward: it shakes all its neighbours throughout,  
And two hundred years' steady growth has been ended in less than two hours.

- i) Pick out the words and phrases that describe the men cutting down the tree. What is the image that is evoked? (5)
- ii) What is the tone of the poem? Is the activity described in a matter-of-fact manner or does the poet imbue the lines with a certain emotion? If so, what is that emotion? (5)
- iii) Write a short poem on the death of the tree from the tree's point of view. (10)
2. The falling of the tree shakes all its neighbours. Imagine them all discussing this event and write a short poem describing what they think is going to happen now. (20)
3. Write two verses on the theme of forests using suitable images. (20)
4. Imagine you are a bird with its nest in a tree that has been cut down. Write two verses describing your situation. (20)
5. What is a cliché? Write a short poem with clichés that have unexpected twists. (20)