DIPLOMA IN CREATIVE WRITING IN ENGLISH (DCE)

Term-End Examination June, 2024 DCE-5: WRITING POETRY

Time: 3 Hours Maximum Marks: 100

Note: (1) Answer five questions in all, choosing at least two questions from each Section.

(2) All questions carry equal marks.

Section—A

- 1. Write short notes on any two of the following: $2\times10=20$
 - (a) Climax
 - (b) Myth
 - (c) Symbols and Imagery
 - (d) Metre and Rhyme
- 2. (a) Discuss the social themes that have been and can be made the subject of poetry. 10
 - (b) What is the difficulty a poet may face in writing on social themes? How do they overcome such issues?

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- 3. What do you understand by the structure of A Poem?
- 4. Comment on the 'Ending and its importance' while writing a poem.
- 5. What is a 'Cliche'? Why should cliches be avoided in poetry? Comment on the functional value of cliches in certain forms of writing. 20

Section—B

6. Read the following poem by Shrikant Verma entitled 'Hastinapur':

(Translated by Mrinal Panse)

Spare a thought to the man

Who comes to Hastinapur

And exclaims

No, no, it can't be Hastinapur!

Spare a thought

To the man

Who is suddenly all alone

Does it make any difference

When the battle of Mahabharata was fought?

If possible

Spare a thought also,

To the city of Hastinapur

For which at short intervals

Several battles of Mahabharata are being fought

And yet it makes no difference to anyone,

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Except to the man, who arrives in Hastinapur, And exclaims,

No, us, this can't be Hastinapur!

Questions:

- (a) Identify the two voices in the poem. How are they different from each other?
- (b) Comment on the structure of the poem. 5
- (c) What do you think about the ending of the poem? Discuss. 5
- (d) How has the poet expressed his persona through voices and figures in the poem? 5
- 7. Read the following lines by Shelley and answer the questions that follow:

O wild West Wind, thou breath of Autumn's being

Thou, from whose unseen presence the leaves dead

Are driven, like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red,
Pestilence-stricken multitudes: O thou,
Who chariotest to their dark wintry bed
The winged seeds, where they lie cold and low,
Each like a corpse within its grave, untie
Thene azure sister of the spring shale blow
Her clarion O'er the dreaming earth, and fill
(Driving sweat buds like flocks to feed in air)
With living hues and odours plain and hill;

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Wild spirit, which art moving everywhere;

Destroyer and preserver' hear, oh, hear'.

- (a) What does the West Wind symbolise? 5
- (b) What is the mood of the poet? Comment. 5
- (c) Rewrite the idea in prose emphasising on the theme of the poem. 5
- (d) Comment on the use of symbolic language.

5

8. Here is a poem 'Equality' from the collection *Pebbles on the Beach*:

We men are born equal

(Nothing is a more untrue)

I hasten to agree

With a tinge of hypocrisy.

Knowing full well I could beat

Many of them hands down

When runners-up with random frown

Peacefully consent to retreat

I have a sigh and fear

My breath they might hear.

Neither the law nor the life I belong

Can cure what is wrong.

I feel stainless steel bright

When my argument hoists me right!

Incidents of unequal sequences

With some major differences

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Silently struggle and strive
In alleys where I go for a drive
I play heartily for their happiness
The sediment of a fiction
In a flirtation that never fails.

Yet I can't shake off

This suicidal longing:

May cobwebs of this fiction break

And man gain equality in its make.

- (a) Comment on the theme of the poem. 10
- (b) How does the poet attempt to bring out the element of universal appeal in this poem?

10

- 9. Write a poem on any *one* of the following: 20
 - (a) Beautiful landscape
 - (b) Winter in the hills
 - (c) A trip with your childhood friend
 - (d) Any social issues