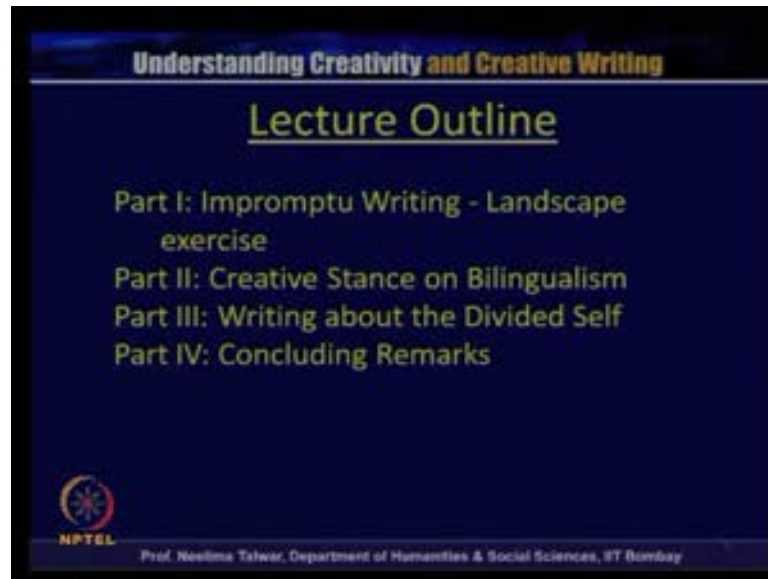


Understanding Creativity and Creative Writing
Prof. Neelima Talwar
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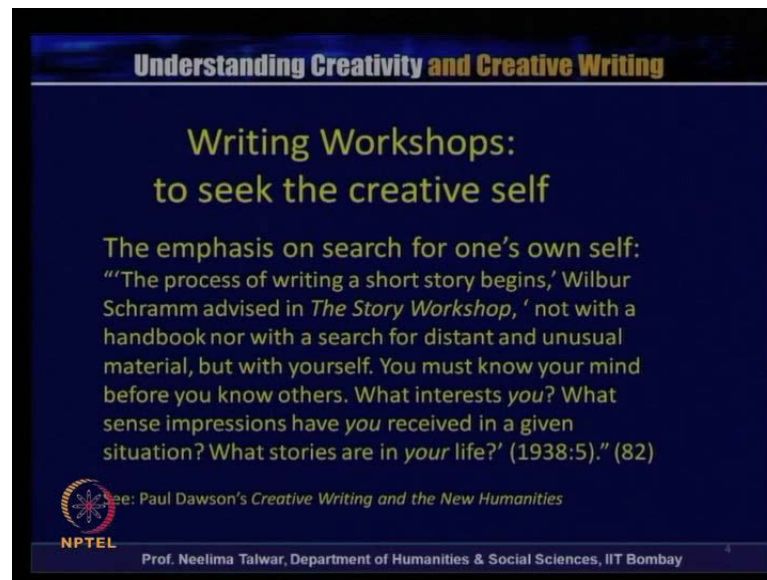
Lecture - 41
Varieties of Writing Processes

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This is the last lecture of this course; it is titled varieties of writing processes. The lecture is divided into 3 parts. The first part is titled Impromptu writing, landscape exercise. Part 2 is titled creative stance on Bilingualism. Part 3 is titled writing about the Divided self and part 4 offers, concluding remarks. Before we start off with these 4 parts, let me introduce an idea, which we have discussed earlier. The idea was very eloquently expressed by Paul Dawson in his creative writing, and the new humanities; I like to read the quotation verbatim.

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Understanding Creativity and Creative Writing

Writing Workshops: to seek the creative self

The emphasis on search for one's own self:
"‘The process of writing a short story begins,’ Wilbur Schramm advised in *The Story Workshop*, ‘not with a handbook nor with a search for distant and unusual material, but with yourself. You must know your mind before you know others. What interests *you*? What sense impressions have *you* received in a given situation? What stories are in *your* life?’ (1938:5).” (82)

See: Paul Dawson's *Creative Writing and the New Humanities*

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The process of writing a short story begins Wilbur Schramm advised in the story workshop, not with the handbook nor, with the search for distant and unusual material, but; with yourself. You must know your mind before you know others, what interests you, what sense impressions have you received in a given situation, what stories are in your life. So, these emphases on the search for once own self has been the dominant idea that we have shared with you earlier. And, this is the idea that we are going to build on in this last lecture as well.

(Refer Slide Time: 02:10)



Understanding Creativity and Creative Writing

Impromptu Writing

- Combination of spontaneous response and carefully thought out individual projects – analytical and creative.
- Impromptu writing: Based on the judgment that the given group was ready to take chances without feeling blocked.

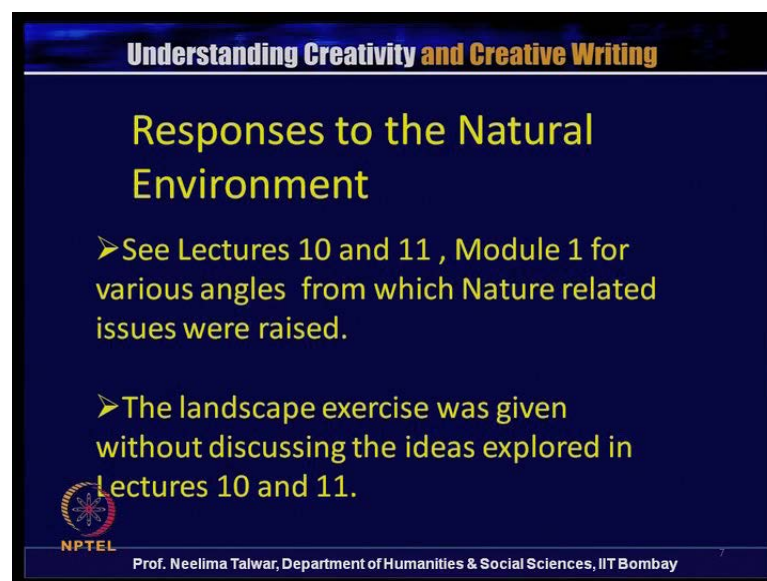
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We look at a combination of spontaneous responses to certain. You know material that was provided to the students, but we are equally interested in individual projects whether they are analytical in nature or they are purely creative in nature, because as we have pointed out earlier, we do not make a sharp distinction between the 2 in the preliminary stages. The impromptu writing is also based on the judgment; that I as a teacher had to make in terms of the Radius of a particular group for independent creative work. Very often these decisions are based on intensive interaction with the students, and one cannot quite assume that every methodology will work with a new group.

So, please keep that in mind, but I certainly felt that the group that I was teaching this year was ready to undertake independent writing projects. And, in fact it could be better for them to undertake some impromptu activity, and hence this is where we started off.

So, here is the report on impromptu writing landscape exercise. The idea behind this has been actually discussed earlier in lecture 10 and 11; where I had indicated that is vital for us to explore our own personal relationship to our natural environment. Now, the term natural environment can actually include the social environment also, because the, whatever exists is naturally in a sense, but I was actually thinking also. Specifically of nature in terms of landscapes, plants animals took sense of the cosmos.


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Understanding Creativity and Creative Writing

Responses to the Natural Environment

- See Lectures 10 and 11, Module 1 for various angles from which Nature related issues were raised.
- The landscape exercise was given without discussing the ideas explored in Lectures 10 and 11.

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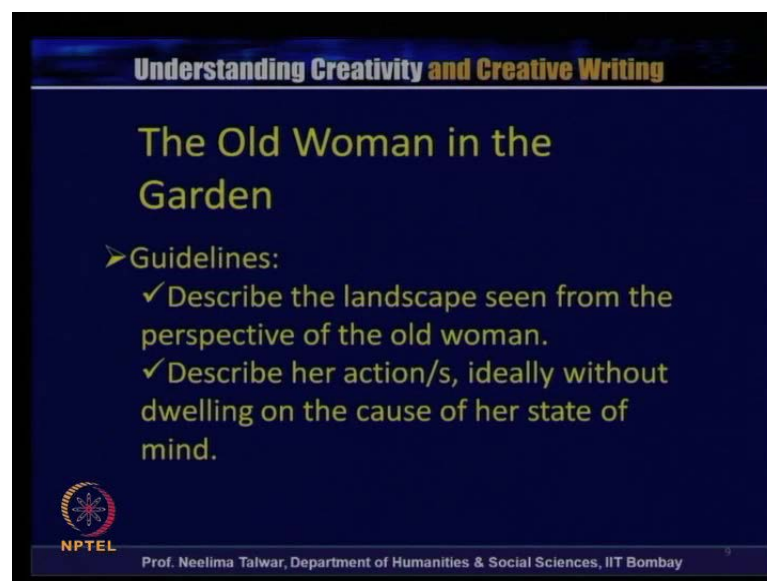
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And, therefore; you can perhaps go back to this lecture in module 1; in order to once again refresh your memory in terms of the subtext of this exercise. However so, far as

this particular group is concerned these ideas were not, discussed with them. So, it was really a very fresh activity for them without any analytical preamble or backdrop at that point in time. The exercise also assumed that the students by then had internalized various discussion of plot character etcetera, pertaining to the short story. We had discussed the notion of Aristotelian energize plots.

We also discussed how onwards, there is a radical departure from plot based narrative to character base narrative, without necessarily a linear pattern of beginning middle and end of the Aristotelian kind. And, we also had talked about various other experiments and we have read fresh world post modern, and post modern Indian and western in order to increase the base of our reading experience. So, it was assumed that the students would have internalized some of these ideas in their own way. And, for each of this landscape video exercises specific guidelines for also provided to the students.

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Understanding Creativity and Creative Writing

The Old Woman in the Garden

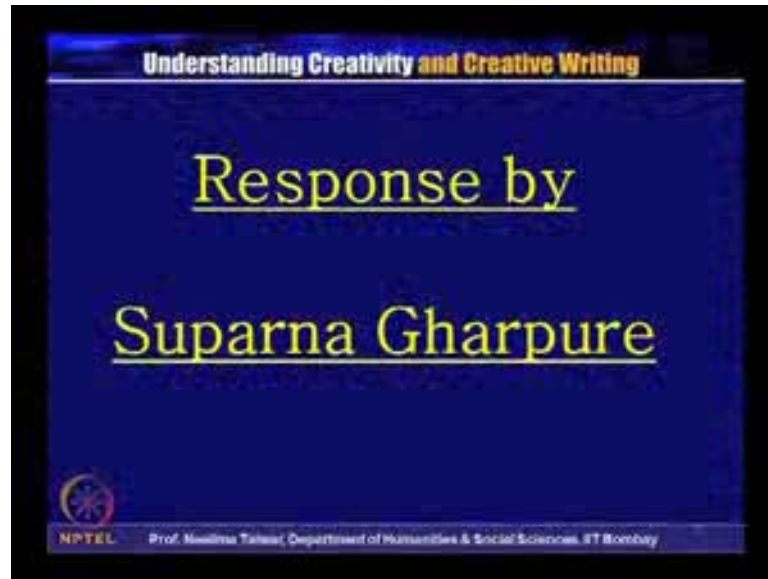
➤ Guidelines:

- ✓ Describe the landscape seen from the perspective of the old woman.
- ✓ Describe her action/s, ideally without dwelling on the cause of her state of mind.

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So, let me give you the guideline that was provided for the first exercise title, the old woman in the garden. And, I had said, describe the landscape seen from the perspective of the old woman. Describe her action or actions ideally without dwelling on the cause of her state of mind. So, these for the guidelines given to the student so, here is the video clip and followed by the response of various students. These are selected responses; I had 22 students in this group out of these I selected the responses that seemed interesting and evocative; the others were also quite meaningful.

(Refer Slide Time: 07:40)



The ghost of Mss Malik; many years ago in the small town Nesladamond and Nilgiri hills the town the spoke use to say that day saw an old women roam street calling for her son. It is the ghost of Mss Malik they said, they simply no other explanation. The Malik's women of the oldest families in town, land lodge by profession. They own watch starch on the hills, green lush ((Refer Time: 08:14)) and the family was well respected and loved that is until now. The air to the property raj was not like the old frocks, he was bent on selling the land to developers and making opportune. The town spoke over rate about the peace and tranquility on the isolated town, it would all be last if hoers of Tourist came and degraded the environment.

Wodge of its intensions reach the trees and musses as well, in one of the gardens the council of trees gathered in the night. The chief councilor was a majestic old eucalyptus in cognoscente in the soft moon light. The other councilors included oaks, teaks and ammines the host and other bushes and shrubs, the entire gardens had come alive, and was listening as the councilor spoke. Set the eucalyptus my pledge you gathered here to face and extremely great term of avenge, ((Refer Time: 09:17)) that is soon a garden will be no more. There was gats of horror across the garden to even passing by it was only wind whispering in the leaves, he continued this garden and countless others like it will be obliterated. We will all die unless we do something about it.

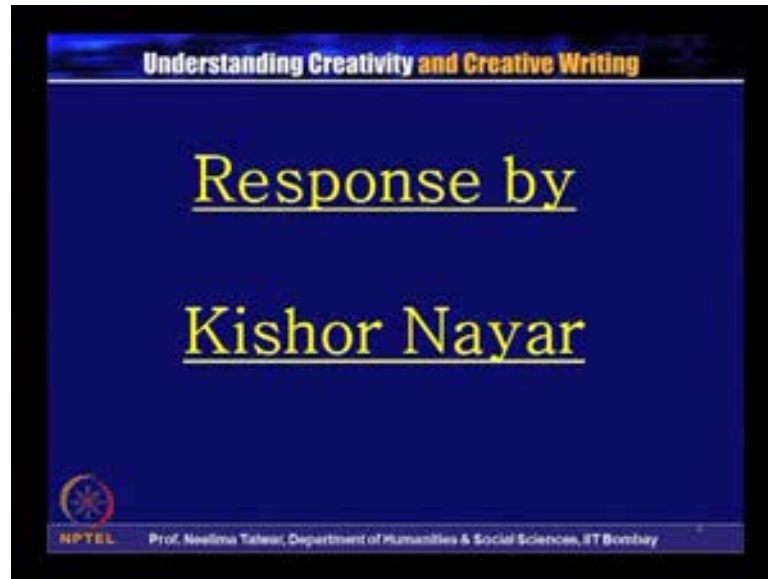
A study teak undirected, it work can we do some now, that situations is clear you must all thing the root of the problem is raj is the of the Malik family, he is taken then decision. They has to be some way of turning is mind, silence in compass the garden, the trees was thinking soluble. And, let me grim many as passed not single word was spoken then, just as it was breaking down, in the east and sky the young voice spoke up it was the daughter of the chief councilor is slender young eucalyptus. I have an idea; I believe we can yet turn the situation to a benefit.

Rajesh mother Mss Malik use to lovers as her own, she care for us make sure that we came to no harm, alas she is no more and this (()) as in the eye, but she continued. Raj hold his mother and great respect, we only need Ms Malik to tell him not to go had with his plants, but how do we do that? She is no more, her father interrupted. No father she continued; I am ready to do it give myself up using the ancient magic given as by the gods, I can take the form of Ms Malik and go and dissuade raj. They will think it is a ghost, which is all the better for us.

Might order you know this means; you will never be a tree again, you will never love it us grow with us, once you take human form it cannot be changed back; yes, I realized that, but it must be done and I am ready to do it. Without another word, she started the transformation it was long and painful, but just as the son rose she standing in the garden and the form of Ms Malik trapped in the white sari. She walks towards the gate slowly hobbling like Ms Malik did. The other trees wised luck and sang a praises, but off course she could not understand the wodge any more. She reach the gate stepped out, she turned once wasted eyes on the believed garden perhaps for the last time, she greeted her teeth new found resolved in the rise with one last look she turned around and walked away. The escape about the story about ghost of misses Malik.

Thank you.

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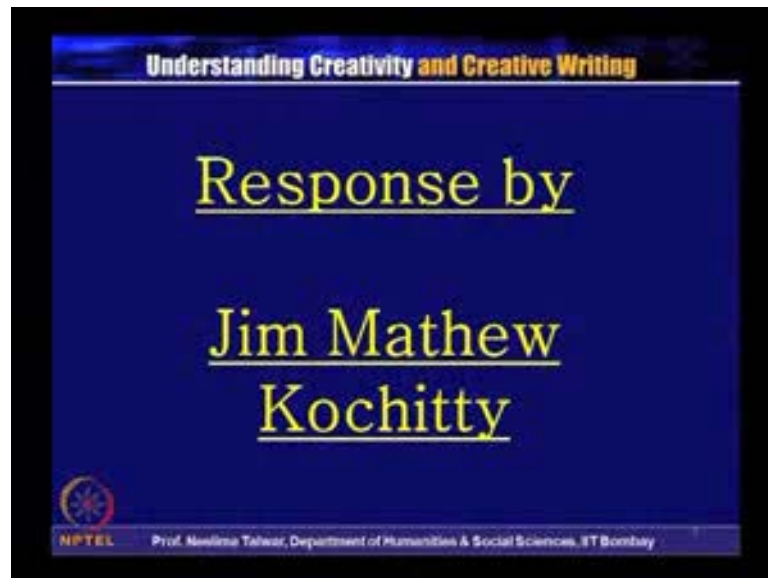
((Refer Time: 12:09)) Slowly reach from walking stick and set up for the gardens, the son hand already arisen, and she was late. For 50 years she had tended to the incident gardens, she was now too old and weak to plant saplings and till the soil, the many years of hard lever had bent her back, making even walking difficulty task. But come what may vellum would go to the garden to every morning to see if always well. The plants were her only family now, her husband hold the pone in the institute had died long ago, and son has left her. She had no one now, no one to help, no one to take care of her, nobody other than her and she had nobody else other than her plants.

To her all the flowers shrubs and trees our own her own children. She new and remembered when each plant out to the smallest grade of grass was planted, the time is seeds of Neem, Mango, and Teak that she 50 years ago. Now, towered over her the dummunity frame, after spending some time in a garden vellum slowly belong to miss mister raj house. She use to earn a living by working as a maid now, all achieve good over to cook, and the only house who she went to now was a Ms Mish raj, everyone else that faded into her past, sometimes she wonder why her time has ended.

Everyone that she knew had either left the world or left to her, say the Mish raj. When she reach the house she was surprise to see a crowed at people at the gate, she piece through the mass of the people to see old Ms Mishra crying, another person whom she knew had past. Mss Mishra through her tears spotted vellum and called her in, she

hugged her and cried, the funeral was scheduled for that evening, Mister Mishra son had flown in for the Seremani. He was to take his mother back with him after the funeral. After the funeral Mister Mishra gave Vellum whatever money she had opening it would be enough and then, she too was gone. Vellum went to the gardens again that night, she shut down on the bench and went in to any some.

(Refer slide Time: 14:17)



This is a piece I wrote in the class room exercise; the right show flow, the trees look down in her the leave she her costing heat, the green heads rounds with the suiting arms, and yet she looks than through. She is too loss in a thoughts to notice the welcoming garden, the old lady is on a search, the search for the sun flower she remembers her granddaughter as her eyes lead for science of flower.

Bring me a red one brighter than the rest, she had said. May be she would feel to see even one, the soft Bees resells the leaves as safe sign from above, she is tiered in exacting yet she will not a abandonee her search. A hand back ways like a burden on her, she scans the garden for the final time, and be hold from the holds of crowded leaves I show flowers Tasha at her as a plying hidden seek. Her heart leaves enjoy she has full filled her promise, she walks up to the flown and reaches for it, just as she was about it touch it, her hunch back full sit down.

Again she tries with all her might, her hands back pull shut down with even great a force, the flower is out of reach. She is now exhausted and disappointed, the old lady who

could in bring a flower her granddaughter would see, with thoughts of granddaughter she moves towards the gate a win blows on a face and resells the leaves as she if to say they tried. She takes a staff and closes the gate, the old lady who could in bring a flower amine played. She could not disappoint her little girl, but she had with all her mite she states a back to bed good bye to the little red shoe flower brighten and a rest. There is a soft breeze the garden speed, the garden had disappointed the old lady, the old lady who could in bring up flower.

(Refer Slide Time: 16:51)

Understanding Creativity and Creative Writing

**The Old Woman in the Garden:
Concluding Remarks**

- Instead of focusing purely on the way the old woman perceived the landscape the students gave causal analysis.
- They preferred the role of omniscient narrators.
- They did not feel stalled while writing.

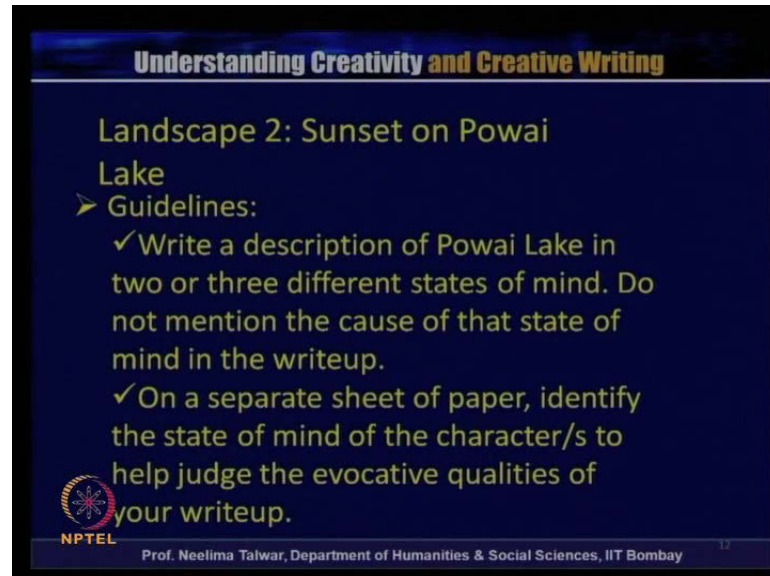
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Now that you watched the old woman in the garden exercise; let me just make 1 or 2 concluding remarks. Instead of focusing purely on the way the old woman perceived the landscape, I felt that this student entered up giving causal analysis. Some of them felt that unless they anchored it in certain specificities, they would not be able to project their ideas properly, where I whereas, got I was hoping for was a very limited exercise I think they made it into much more ambitious project. And, it was done spontaneously. So, there was no time lag between seeing the video and writing.

They also seem to have preferred the role of omniscient narrators that does not surprise me, it does impure you to be able to talk about different characters in depth. They also interestingly a did not feel is told while writing that I found very interesting, because what to me was an limited exercise it became slightly different, because this seem to be

ready to write, these are the observations I want to share with you and now let us move on to the second video is titled sunset on Powai Lake.

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Understanding Creativity and Creative Writing

Landscape 2: Sunset on Powai Lake

➤ **Guidelines:**

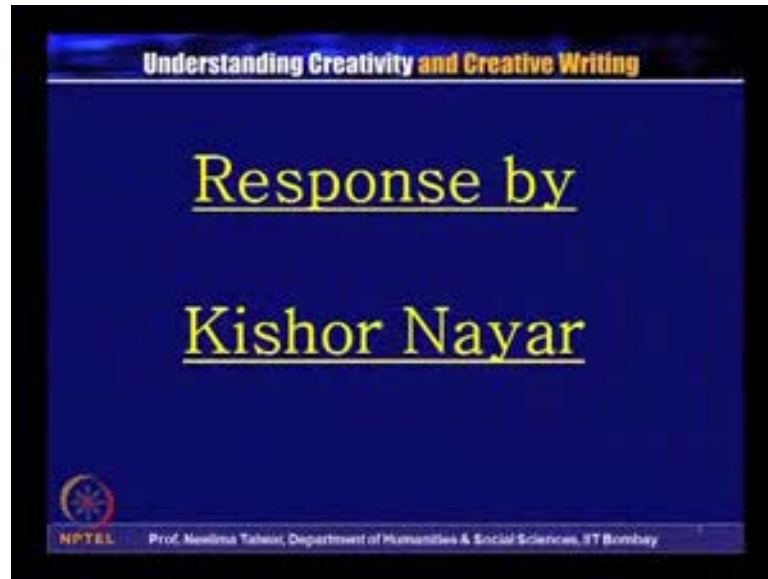
- ✓ Write a description of Powai Lake in two or three different states of mind. Do not mention the cause of that state of mind in the writeup.
- ✓ On a separate sheet of paper, identify the state of mind of the character/s to help judge the evocative qualities of your writeup.

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And the guidelines given to the students once again have to be kept in mind, at mention the following guidelines. Write description of Powai Lake into 3 different states of mind, do not mention the cause of that state of mind in the write up. And, then on a separate sheet of paper identify the state of mind of character of characters to help judge the evocative qualities of your write up. So, again this was very clearly defined guideline, but you would for yourself, see for the students did with that exercise. So, here is the video clip and the student response to the video clip.

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This was an impromptu response to a video that was shown by madam in class. Now, the story; Ferdinand dug his stirrups into his horses side erasing the beach forward along the narrow path through the forest, they had been riding from many hours now, through dense forest and take under growth. The trails were narrow clearly, not for hours although the progress had been slow coordinate quietly at down open to make it before night fall.

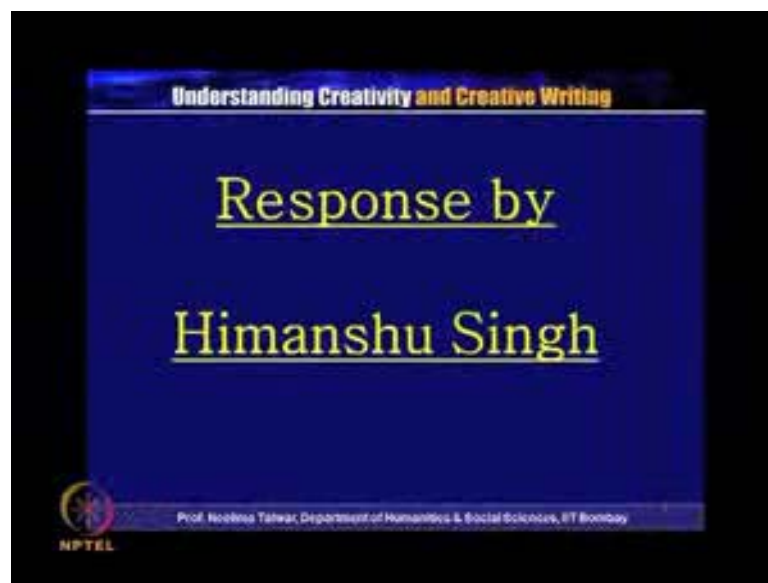
The local seen mat at steady in post at told you countless story is beautiful lake nasal between hells and forest not, more than a day's ride from Mahim he had been dying to go there for a long time. But the company at kept in busy, 3 long months he had curse the company for giving him menial does jobs, he had been Recruited by the company at ligament with the promise of an adventures life has a trade a trading with the exotic for east. And he was told that is assignment was to be at the company output in Mahim in India, he had jumped in excitement, but ones he was there they had restricted in to menial paper work.

Ferdinand had made up mind, the first holiday he would get he would jump on his horse packs and supplies a nomination and head out to the allusive lake. That holyday came only after 3 months 3 long months of paper work, and Ferdinand at wasted no time putting its plan into action. He was thoroughly enjoying the ride the win in his hear, the sound of the talk a ways rifle quietly hitting the settle and the thirds mate by the horses

hobs. The last hour of riding was particularly challenging, the land had began to step upwards. Ferdinand was hoping for the path to even out soon, and after some minutes of riding the path evened out. And, the vegetation slowly starts a thinning, Ferdinand what at a clearing in the trees and in quit anticipation draw his horse fast at towards it.

The view look at brought and made it in time all the as right in long journey to India all was suddenly worth it, the deep as your Bloom waters with mixtures colored orange by the settings on brought a sense of piece to Ferdinand. The thick green tree is and the surrounding hills when the lick lake seems like an artist pallet a beautiful mixes colors. The gentle breeze over the lacks of blue away the start from Ferdinand phase, he got down from his horse and found sol is in a part of the world as it untouched my man, a gift of nature.

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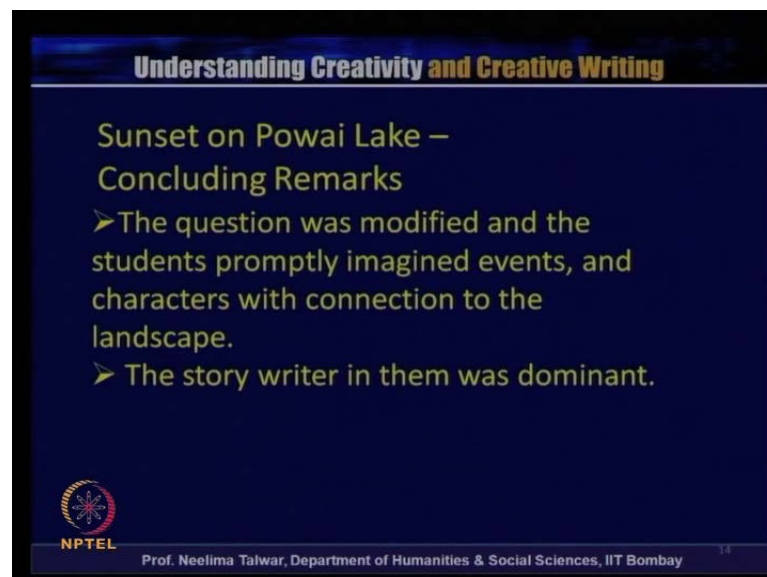


The piece which I am going to re write now, was actually return creative writing exercise which is done in class; given shown short 3 minute middle of a landscape. And we had to describe a bit characters point of view without explicitly saying it implying state of mind. This is a piece which I wrote this title; the man in the grass wood. The man in the grass wood looked on is the sunset behind the forest, overlooking the lake, which covered large areas making what ones might have been a massive lake look rather team, not a single fisher man was to be seem not, even the old timers. The son repelled as you saw it through the cloud is more, probably from a factor replace there be on the forest.

In the distance she could see the building looking rather out place, long shiny thirds like a spiders web twinkled in the fading light, electric cables may be. The water repelled in shown in the blue green, and the far still should tall. On the same shown in other trees of few trees jetted out are could be from the ground, lots streamers of heard said might existence. The birds soap past before even sparing it second glance, having learn not to expect anything was see any more. While writing this piece above the title the man in the great suite, the title grass suite is a tire which is manly inspired by high profile bankers, stock market bankers in the last tree to be specific.

The person whom I wanted to this display over here was a character who is becomes a successful person as he is gone to the setlines become rich person, but he is come back to the root the place you was born in his meant a child hood. What I wanted to imply was when he is goes to the place of his birth, if I also that is not the same place any more. He is dismayed at the decay that is ones firing thriving echo system as poignant to, the people will live never the show do not live the anymore. Buildings have come up factories of come up, the village the life culture and was is stop quick this anymore, his dismayed finding out this what was I trident to imply to this piece.

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Understanding Creativity and Creative Writing

**Sunset on Powai Lake –
Concluding Remarks**

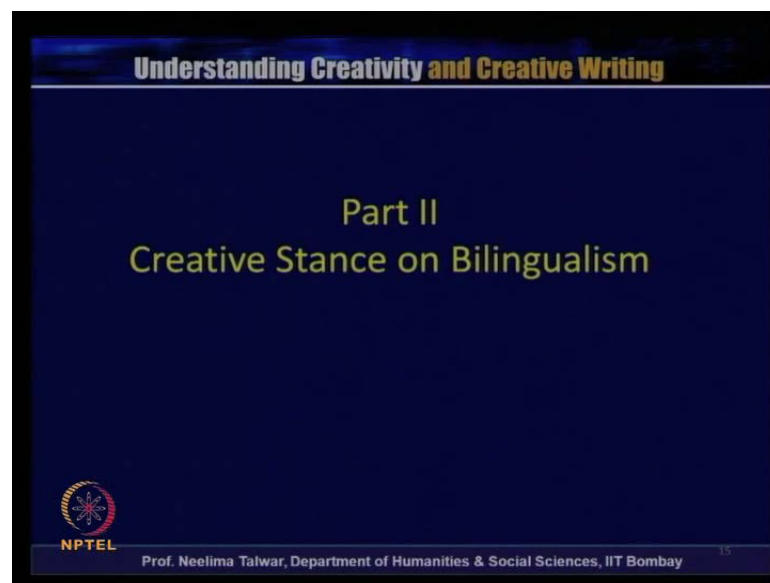
- The question was modified and the students promptly imagined events, and characters with connection to the landscape.
- The story writer in them was dominant.

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In terms of concluding remarks, I would like to ones again mention that the question was modified that was really very interesting, and I think the reason it was modified is because there was a really earning to write and that was very healthy state of proffers.

And, so it was modified then the students from promptly imagine the events and characters with connection to the landscape. So, they can the landscape in mind, but it sort of you know complete narration of a whole set of the you know interrelated ideas events characters theme etcetera. And, I think by them the story writer in them had become dominant, wonderful state of being wonder to wonderful to be in a class such as that.

(Refer Slide Time: 25:47)



In the Second part now, we will move to some of the analytical concerns that the students also wanted to work on. Now, these are individual projects because often we did work as a group. So, this landscape exercise all the students for together although they rote separately, but there was a sense of collective shearing in the sense of also reading the answers later on to each other. But the creative you know I am critical work that I am going to share with you now, these are really individual projects. And, very often creativity courses thrive on the initiative of individuals. So, unless you really want to do something different, you want to sestina idea the individual projects really do not grow in magnitude. From that point of view I would say that the first one that I am reporting in terms of the demands of Bilingualism I think Himanshu was already deeply involved in this idea.

(Refer Slide Time: 26:51)

Understanding Creativity and Creative Writing

The Demands of Bilingualism

- Himanshu Singh's reflections: Individual project.
- ✓ See his earlier piece on Trofimov where these issues had surfaced.
- ✓ See his reading of Vikram Seth's *A Suitable Boy* and its translation in Hindi in Lecture 4 of Module 1.

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And, it was by sheer chance I feel that I noticed this concern in the way he wrote Trofimov of piece. So, if you want to understand the trajectory of Himanshu then, you can may be go back to the Trofimov of piece that he wrote. And, you from there itself you can begin to see that his mind works in terms of by Bilingualism and also the polarity of our cultural situation. So, this he wanted to carry that forward, and in order to do so he also read Vikram Seth's a suitable boy and we have offered that reading in lecture 4 of module 1. He also read the Hindi translation of that famous book that translation is also very well known. So, he read book, because he want it to carry forward this idea and finally, he you know presented these ideas in the you know following video you can see that.

My name is Himanshu sing and the essay read out is about Bilinguality. In a discussion with the friend couple of weeks ago, you are talking about house, we when we spoke Hindi certain words. I mean substitute irrevocably by the English counter parts. It was at that point in a movement of great self awareness that we both had a shocking realization, even though are discussion was in Hindi we had unintentionally used the word substitute. We collectively Fonder ant for Aviles, but could not find in Hindi equivalent since; then going to a massive egoistic drive a practice great self is strain not to look up the translation any way and should let out myself. Obviously, I still do not have an answer, such as beauty of language itself that is that it is continuously intermeddling and adapting itself.

Hence, for the Bilingual person no definite boundaries are there in the third process language wise. Primarily in western classical in modern literature; most of the author work functionally ((Refer Time: 29:04)) hence; even though they have been translation and good ones of that the chastity of language has been more or less maintained. But since is raise in post mordent, post colonial literature striding in word much more cosmos Politian mantling with a future it is becoming increasingly common. But want in the author write in mother tongue exclusively some my task, surely that is the best alternative. I beck to differ, the flow of writing is plasma of thought in all language is Dylex expressions that they author experiences.

This said and the said, he has to challenge it one way another, an encapsulated in one language as ((Refer Time: 29:46)) has once said the limits of my language means limit of my world. It would be in correct to say that in author to be abilities vary with language, Rabindranath Tagore has works in English are novel celebrated as is works in Bangla. Even in the western world translation of his Bangla was some of famous them there were those originally in English. Vijay Tendulkar although an extern seen writer and play writer in Hindi has written his most popular works in Marathi, but more than capability it depends on the writers comfortable. And, most important thing is other hard is to say is words diminished them.

Amite ghost pains vivid landscape of the Sunder bans in English not, Bangla. Salman was depends on his mistaken tears like Huron in the serious stories in English not, Urdu although they are acceptations single song writer Rabbi Shekel who mainly composes rock balance. And, has the largely western instance still choices to in Panjabi, this not only necessary. There are certain cultures setting in plot type; a certain language is necessary. A comparison can be made between Khuswant sing strand to Pakistan and ((Refer Time: 31:02)) in Hindi and English respectively. Both are communal violence cost during the 1947 partition at that center, even the both a structurally different, but never the less great work of literature respectively.

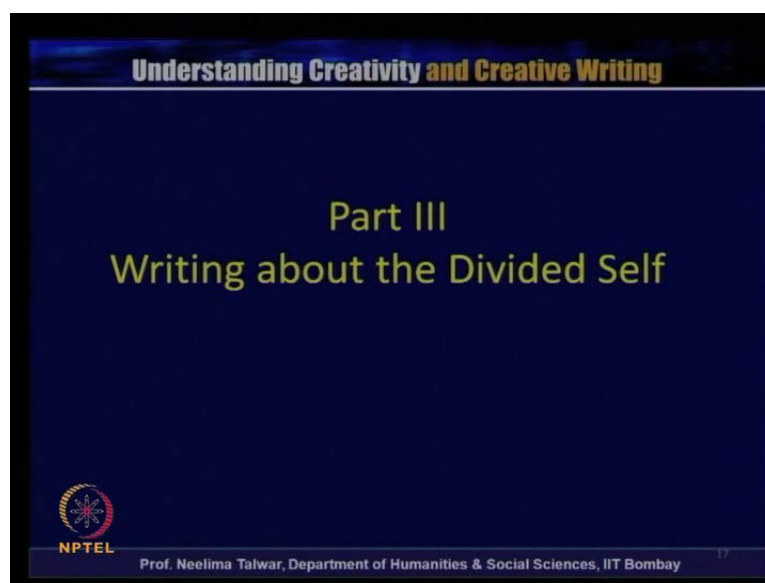
Another point to notice in terms of multi linguality; Visim sahani inculcate Urdu, Panjabi and it is varies direction and is novel marvelously, something that might not have been possible in English. Such has been the norm till now, but is always it can change with time; one notable exception is new subzoner rapidly rising in popularity within the copes of Indian English fiction. Dubbed is campus literature it is usually comic a satirical world

which is setting in the inclusion of university, and highlights collies of cadmic life. Also as a university is a micro Cozumel society at large it displays the complex of life of the young urban Indian, I will bit in a detached way. The Joyner has marvelously captured the vain that exists in India, and the identity that is often come along with him.

Personally being a multilingual person myself each languages specially significance and occupies a different coordinate in my thoughts here. When I wish speak of philosophy abstract ideologies, metaphysics English is a language are prefer to describe these in any other language, my vocabulary was fall short. On the other hand to describe mosses like nationalism, freedom, equality, spirituality are prefer Hindi. As I themes Ferdinand some have to do so to maintain it is chastity. Although; love, sorrow hit rate and the remaining spectrum of human emotions can be convert to Hindi and English, it may not always be as hot felt. 2 languages Urdu and Panjabi, which I am not exactly fluent in but somehow work in these, are very close to my heart.

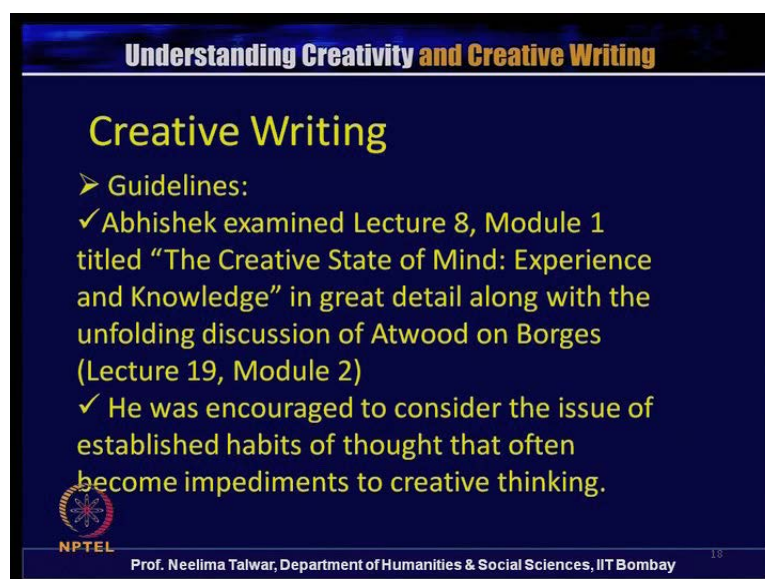
One shear in Urdu there are specially admire is this. ((Refer Time: 33:13)) conversely another piece of poetry in English, which are found rather feeling is as follows; if say the weight of the world is from letting go and you think fashions of flow, and you never let it show, and you show your hurt an of way that know will never know, but the someday the weight of the world would give you the strength to go. Indian, I would like to say that language is achy of history; it is soul of intellect the dress of thought, diversity of language in my view is the biggest celebration of literature and should be show for everyone else.

(Refer Slide Time: 34:14)



Another individual project that was undertaken revolves round Writing about the Divided Self. Now I actually in this course have looked that this idea in different ways.

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And, I requested Abhishek who was interested in pursuing this idea in, you know great detail. I sort of requested him to go back to Module 1, where you know we have talked about the creative state of mind, experience, and knowledge in great detail, he study that. And, the idea is that, you know there we have actually talked about of the fragmentation of you know conciseness in terms of varies disciplines. So, what are the ways in which

we can bring them together, the energies of different modes of knowledge are they points of convergences is that; we can identify in creative writing, or our creative projects of different kinds. So, those are the ideas that we have discussed.

So, he when back to that particular discussion examined it in great detail thought about it at length. He also looked at the discussion of Atwood on Borges you know; in order to see what that sense of the doubleness of the writer is all about. So, after studying this materiel, and also you know responding to the suggestion that he could look at this you know idea that habit, establish habits often become impairments to creative thinking. So, he put all of these concerns together, and he was able to see what we would trying to suggest, and he came up with his own take on the divided itself. Here is Abhishek takes on this very complicated issue.

Hai, my name is Abhishek raj, I am a third year student in the chemical engineering, and Madam presented to me this great opportunity to write a very special kind of creative piece. This was a short story where the objective was to try and somehow bring out this thought that creativity is present in everything and everywhere. And, is not just when you are doing something that people would associate with creativity like writing, or acting, or something like that. And if we apply creativity to every domain like for example, sports like for example, regular course work, we would find that I lives have lives greatly improved, and that you know everything become easier we just on the creative solution to the problem.

So, I began to grapple with this piece and we think of way of applying this creativity in everyday life. I started thinking that, along theses line that you know; if there was bringing of this thought that, the principles of creativity make everything simple, then that are entire course of life would change for the better. If you able to some of find that in a voice that creative self, but how would I bringer short story that was the real challenge. Coincidentally, actually we had been dealing in class with the Argentinean writer Borges and 2 of his most famous pieces, Borges and I and everything and nothing, are based on what I believe is similar kind of search, whether this ambiguity of what is the writes identity, what is his voice, and let us talk me something very universal. Every one of us goes through it, this search for our creative self.

So, that was something that I found myself relating to it you know if I had the write littery tool as I could bring out that distinction properly. So, in the very next lecture; I feel found the solution to my problem, because madam was teaching us about this principle of the Doppler gang out. And how it is very effectively used in lot of Littery pieces so, when she was teaching us about this, immediately struck me this is something the really could be used. What is there was a Doppler ganger of protagonist, were the Doppler ganger somehow symbolizes the protagonist creative self, you know to the Doppler ganger would find simplest and quite often most elegant solution to the problems that the protagonist to face it.

And, in this way he was some of able to change the way the protagonist views is life, and influence it for the better. So, then with the little bit of human and free flowing conversational style, the short story basically wrote itself once I had decide here and replace. I want to say this short story is didactic, but the message there I hope to convey, and I hope people would him by visited. You know if we just allow that creative self to help us few kind of just relax, you mean compose and com and try to listen we would all find that creative voice, and that would greatly benefit us and along.

I am not what I am, late again for class. I knew what I was going to get when I ask to enter that room, and admonition then lots of home work. I have never taken any real liking to that course and reverently those feelings were mutual, as I would soon find out when presented with my examination results. Why everything is about this so hard from me? I wondered, and frustration I held my rather poorly composed answer script in my hand, but then this strangest thing happened. Can I see that? A shadow will figures had next away, it was bright as day in the rest of the room, but we some inexplicable reason I could not see anything more than silvertip next to me, rather un releventing salivated with seem.

Let me see that and immediately snacks to my answer script. Hye, what are you doing? I began, were realized my words on falling here, this mystical salivate began writing on my answer script, and with the ferocity, scratching out my shabin answer. And, almost effortlessly as you bond with a talent replacing my words with what I can only describe was play? Done, the sileved declined, and without so much as wink at the man who is answer script is so brazenly had crept in completely ravaged, also it will seem. He is printed after the professor and presented to him the seat of paper.

So, I sat there in instant silence as my answer script being for use by my teacher, and my usurper, my stunt silence would briskly escalate to jaw-dropping astonishment. When I saw the teacher smile, I stole something from the paper and got back to the silencing, the silencing trance on back in that the paper rodeos truly then professionally reoccupied place in the seat next to me. My paper had been reasserted and I have scored the maximum. How do you do that? I turn to ask, only definable the silencing at had been the placed by my annoying friend Vikram, what? You said you had a bad test; this is bad, what is good then? He is loves here that I hurt the idiom quit now had react, but I just smile enchorial help from out, the boy had been taking penalty shots all morning, but had feel unfeeling in every attempt.

He needs a bit of the come kid has no composer I told along to the penalty spot in pick of the ball, as usually try to stop me within is session wining not you again who are you? Why do you keep in my stuff? Many time I wanted to tell him why I keep in his stuff as he so crassly berates trouble is though, he cannot see any more let alone here what I have the same. So, I just go about my job the way I always have walking in the quite night light, the moon light and, saving this flounce behind every day. I place the bourdon not it the goal keeper with the trashed out, and off course put the penalty way and god on with my life over his life.

Where did that come from? Post the cash now this you clean you sacred everything when you much rock. I heard the distinction from suppose it friend Vikram and I like that gye, extremely annoying. Since, the football incident world has spread and after some reason all the students in my class wonder the impression some kind of hypocrite, I am a extremely poor penalty taker I pleaded with them, but they cuffed at me just them accuse me a fishing for the compliment at an tension. How could I be a hypocrite, I could explain myself all that happen I knew in take the penalty why would I think that scored.

The silver to proving to big new sense, next time I am put my finger right into his face and, write on cue, little may sun shine up side from behind a cabinet and joints me as put on my glues in lap close from the experiment. Ok, listen pal you need to mind your own shadow business less may be some had some jokes to you, but this is my life playing with you need to quit. Has any thing I have done put you in any harm I asked a little earth by business how could so be blind, and I am not shadow view you just kind see me properly with your own fault. Well, at least now here become to hear what I had

to say my own fault, my own fault this franked was really starting the pushed over the edge now.

First that guy whatever age fixes my test then he takes my penalty and now, he has the god I cannot see him, he is a shadow for goodness nobody can see him. Just them Vikram who happen to be taking all my classes is well came shooting straight through mister shadow personality, and reminded me we were on the clock. He actually dissimilated pointing at his watch. Why did people always feel gesticulation necessary, prove a point? This Cade was blind everything needed to be pointed out to him. I was doing very of competence now, even here in the lab a little boy wonder struggling with his bancing burner in tongs how much more was I have going to do showily not to much more, I have in saving in back side from months now.

And sure enough across to came the teaching a system and at lose of fire cracker on a little champ, reminding him the tongues were expensive, I need best avoid burning them. It was not my fault those terms are poorly designed, any way before I could get myself together make attempt to deriving the pluming terms, he was back decide my back beside me to provide his penny his worth, and with an attitude this time to boot. You very need to stub, burning stub this is the third pare of terms in last month? I told you these terms are poorly designed. I off course is usual fix is little situation, and as usually he made me of coned again. She was into replace me once more with the sickness and that companies his good friend Vikram. You did are then purpose you knew you are going to nail the experiments you burnt the terms, and you made me thing I was doing better than you, scoundrel mind him play that say this is the last true offense is an end.

It is not my place to judge, but such people should not allow carrying human raise forward. I try to call Vikram multiple times that week, but he did answer clearly felt I some cheated him by making in think I was goof. I really thought was a goof, but silvered clearly was help making one thing otherwise. Oh, well he had actual put mean any real harm I thought as a bushel once more into final class of the day. Introduction to creativity and creative writing; this was something I was looking power to, it was so, different from the other thing is I was doing a real release and with the kind as stress I had been under I was due one of these. I walked in wish the professor and shutdown, but the class was empty, is everyone late I enquired suddenly almost the same that only one time.


No, no one else is coming; the kid nearly painted into the red paint I had to revive him to some cold water flashes and short of Takila, that Takila over from me. Now you know what I look like I told you I was in the shadow he was never have the patience to seem clearly. He was me, I was looking at mirror at talking mirror, but mirror I had a short glass in my hand and ridicules for some reason, but it was unmistakably me. I do not get I mean above I just your I was I am I am you, may be more composed in better looking in possibly less, but term burner, but you get the just.

I am you, and you are me, you kneel the test in class use must in that penalty, and you crack the lab experiment. I am you and you are me, but as not I am possible I mean I am I am horrible at that course, and at foot ball, and the lab, I mean I have to do this things but I never had any skill in them and I always just an armature. Who are you? Speak for yourself brother I am not an armature. I am an expert and since I am you so, you, you are excellent at that subject, you are fantastic football player, and you are outstanding in the lab. The fact is you one able to any of those things you could do them, but inside did do them, you did them to carry now. What are you? I am your creative soul that is the monical.

He gesticulated at the monical again, with the gesticulation why do people feel the need to gesticulate I notice the Monical take it official cartoons. I could tell he had problem with my monical, but I was all right with that slowly realized the wearing it so was he and he learn to love it. What a monical they have got style any way; the point is this kid do not ever count yourself out in anything, you take free de buts and just relax, you seem next to you. Hopefully Silvert then, you see the real me which is real you get it now, as he said the last word disappeared again, but this time I fell to warm bosom inside me.

I could tell he was there making himself comfortable next my right kidney, as I told after them empty class room. I realized it really was empty, much like I was when I entered it I was not when I life with though I had him embayed something that would shape my very existence for the rest of my life. I had embayed my creative self this was a new beginning for me without a shadow over it out. Finally, I would like to offer some concluding remarks about these projects that have been sheared with you.

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Understanding Creativity and Creative Writing

Part IV


Concluding Remarks

- The student writeups were critically examined as the students were working on them. They have not been edited after submission.
- We would like to end this presentation with the questions posed in the end semester examination this time. These questions reflect the aims we had described at the outset: "Reading and writing work has been undertaken to provoke fresh possibilities."

NPTEL Prof. Neelima Talwar, Department of Humanities & Social Sciences, IIT Bombay 20

The projects were critically examined, as the students were working on them. Usually the evaluation for more in terms of fine tuning of refining the process of writing, but you know once they made the final submission after that these have not been edited. And I would like to end this presentation with some of the questions that we posed in the end semester examination this time. These questions reflect the aims we have described at the outset, to provoke fresh possibility we posed different kinds of questions, these are presented to you.

(Refer Slide Time: 49:00)



End Semester Examination HS 456
Understanding Creativity and Creative Writing
Total Marks 50

Instructions:

1. Please answer each question carefully to maintain coherence and clarity.
2. Re-read your answers to ensure that they are free from linguistic errors.

Question No. 1: New writers or writers in the early stages of their work search for their elusive voice, theme and form. Respond to any **one** of the following questions in this context (not more than two and a half pages).

A) To highlight these terms of engagement read the given introduction to *20 under 40: stories from the New Yorker*, published in 2010. Describe, in your own words, the ideas that Treisman has highlighted about the challenges and conditions that the selected writers have encountered with. Give a suitable example.

End semester examination HS 456, Understanding Creativity and Creative Writing.

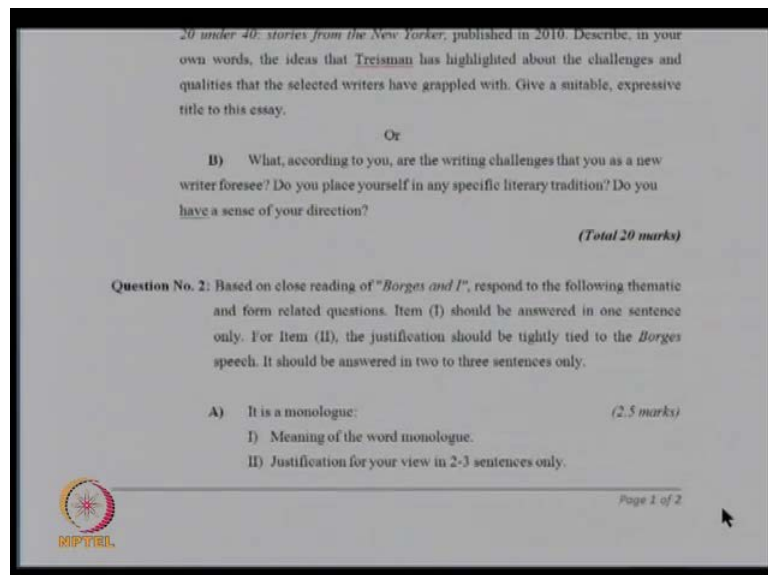
Instructions:

Please answer each question carefully to maintain coherence and clarity.

Re read your answers to ensure that they are free from linguistic errors.

1. New writers are writers in the early stages of their work search for their elusive voice, theme and form. Respond to any one of the following questions in this context.

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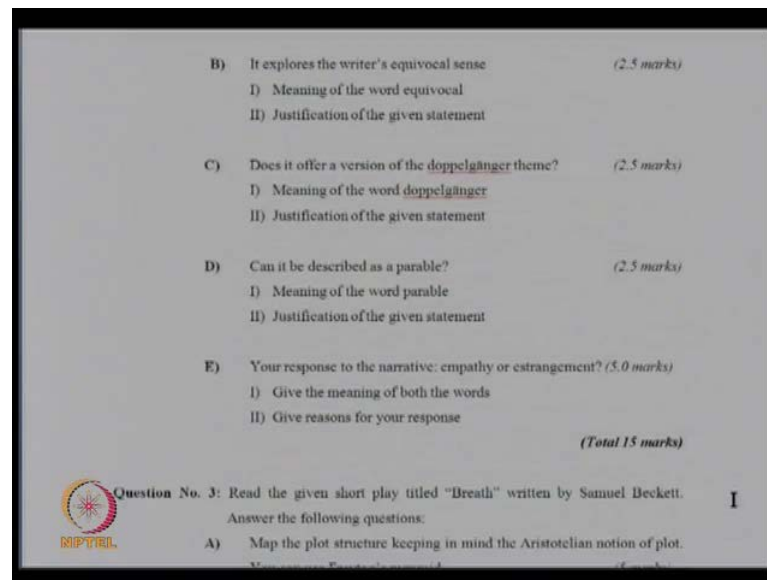


- A) To highlight these terms of engagement read the given introduction to 20 under 40 stories from the New Yorker, published in 2010. Describe, in your own words, the ideas that trace man has highlighted about the challenges, and qualities that the selected writers have capable with.

Give a suitable expressive title to this essay or

- B) What according to you other writing challenges that you as a new writer for see, do you place your self and any specific literary tradition, do you have a sense of your direction? Question number 2 based on close reading of and Boshes I respond to the following thematic and form related questions item one should be answered in one sentence only for item 2 the justification should be tightly tie to the Boshes speech it should be answered in 2 to 3 sentence only.

(Refer Slide Time: 51:11)




B) It explores the writer's equivocal sense (2.5 marks)
I) Meaning of the word equivocal
II) Justification of the given statement

C) Does it offer a version of the doppelgänger theme? (2.5 marks)
I) Meaning of the word doppelgänger
II) Justification of the given statement

D) Can it be described as a parable? (2.5 marks)
I) Meaning of the word parable
II) Justification of the given statement

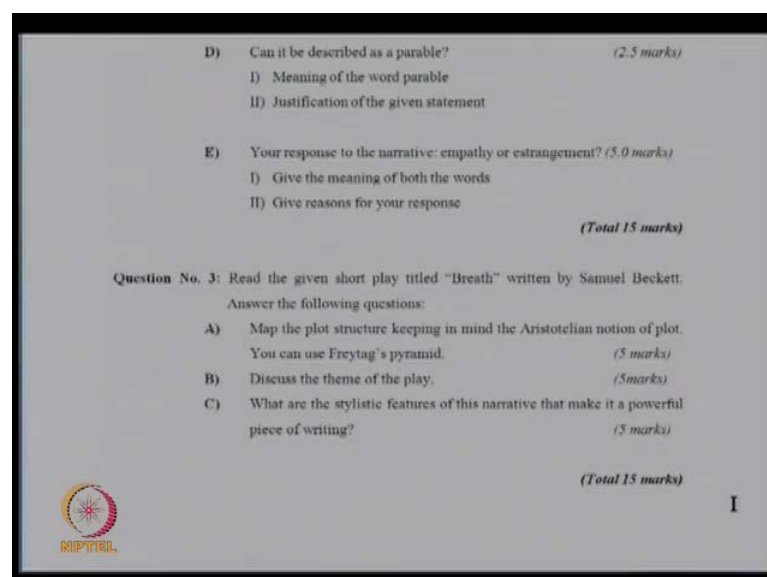
E) Your response to the narrative: empathy or estrangement? (5.0 marks)
I) Give the meaning of both the words
II) Give reasons for your response

(Total 15 marks)

 Question No. 3: Read the given short play titled "Breath" written by Samuel Beckett. I
Answer the following questions:
A) Map the plot structure keeping in mind the Aristotelian notion of plot.

A it is a monolog item 1 meaning of the word monolog, item 2 justification for your view into 3 sentences only. (B) It explores the writer equivoques sense; item 1 meaning of the word equivoques, item 2 justification of the given statement. (C) Does it offer a version of the dapple ganger theme; item 1 meaning of the word dapple ganger, item 2 justification of the given statement? (D) can it be described does a parable; item 1 meaning of the word parable, item 2 justification of the given statement.

(Refer Slide Time: 51:31)




D) Can it be described as a parable? (2.5 marks)
I) Meaning of the word parable
II) Justification of the given statement

E) Your response to the narrative: empathy or estrangement? (5.0 marks)
I) Give the meaning of both the words
II) Give reasons for your response

(Total 15 marks)

Question No. 3: Read the given short play titled "Breath" written by Samuel Beckett. I
Answer the following questions:
A) Map the plot structure keeping in mind the Aristotelian notion of plot.
You can use Freytag's pyramid. (5 marks)
B) Discuss the theme of the play. (5 marks)
C) What are the stylistic features of this narrative that make it a powerful piece of writing? (5 marks)

(Total 15 marks)



(E) Your response to the narrative empathic or estrangement. Item 1 give the meaning of both the words, item 2 give reasons for your response. Question number 3; read the given short play title breath written by Samuel Beckett, answer the following questions. (A) Map the plot structure keeping in mind the Aristotelian notion of plot, you can use free tags experiment, (B) discuss the theme of the play, (C)what are the stylistic future of this narrative that make it powerful piece of writing. In with these words I would like to sort of conclude the presentation, I would also point out that we are full of this Optimism the true, the pure then you know futures student will be able to chat your own path through

Thank you very much.