

FORTELL

Newsletter

ISSUE NO. 4

November 2001

Welcome Developments

Two recent developments that are likely to have far reaching consequences in education are - (1) the introduction of Indian literature at English (Hons.) level in the University of Delhi, and (2) the introduction of English from class I in government schools in Delhi. Both the innovations are revolutionary in intent and have been long overdue.

The first development is a recognition of the fact that at the foundation level no study of English literature in India can be considered complete unless it has in it a component of Indian literature in English. In spite of powerful voices in the west trying to denigrate Indian literature, our literature - we need hardly say - is as rich, varied and complex as any other literature. And a study of a sampling of it will give our students a much more balanced view of English literature. In comparison, Indo-Anglian literature as a whole is not so rich and complex but then it is a part of Indian literature. The actual selection of the texts has left many teachers dissatisfied but the principle itself is unexceptionable and deserves the support of all of us. Among other things, it is likely to alter the reading habits of both teachers and students many of whom used to pass by Indian literature with averted eyes.

The second innovation, no less momentous than the first, is meant to empower the students coming from disadvantaged sections of society. By increasing their exposure to English from 7 to 12 years, it will hopefully bring their attainment level in English closer to that of the private school students and will make better careers and courses more accessible to them. The implementation of the new policy requires considerable planning and a massive effort in the areas of curriculum development, teacher training, materials production and classroom practices. We also need to decolonise English and demystify it.

All teachers of English will watch the actual operation of these schemes with great hope and interest.

Executive Committee of FORTELL, 1999-2001

At a meeting of the members of the General Body, the following were elected to the Executive Committee of FORTELL for 1999-2001.

1. Dr. S.C. Sood
Reader in English
Dyal Singh (Evening) College
Lodi Road, New Delhi – President
2. Mrs. K. Ojha
Reader in English
School of Correspondence Courses
University of Delhi, Delhi – Vice-President
3. Dr. Madhu Gurtu
Reader in English
Shyama Prasad Mukherjee College
Punjabi Bagh, New Delhi – Secretary
4. Dr. V.P. Sharma
Reader in English
School of Correspondence Courses
University of Delhi, Delhi – Treasurer
5. Mrs. Shefali Ray
Lecturer in English
State Council of Educational Research
And Training, Defence Colony
New Delhi – Joint Secretary
6. Dr. Vikram Chopra
Reader in English
A.R.S.D. College, Dhaula Kuan
New Delhi – Member
7. Dr. Kusum Virmani
Reader in English
S.P.M. College
Punjabi Bagh, New Delhi – Member
8. Mrs. Tara Chadha
Reader in English
S.P.M. College
Punjabi Bagh, New Delhi – Member
9. Ms. Aparna Passi
Kulachi Hansraj Model School
Ashok Vihar
Delhi – Member

10. Dr. Naresh K. Jain
Formerly Reader in English
School of Correspondence Courses
University of Delhi, Delhi – Coordinator
Editorial Committee

Editorial Committee

1. Dr. Naresh K. Jain - Coordinator
2. Dr. N.P. Singh - Member
3. Ms. Manjit S. Singh - Member

Our New Patron and Advisers

The Executive Committee at its meeting held in S.P.M. College, Punjabi Bagh, New Delhi on 13 May 2000 decided that Professor S.K.Verma, formerly V.C., Central Institute of English and Foreign Languages, Hyderabad and formerly President of FORTELL be requested to be the patron of FORTELL.

It was also decided to request the following to be advisers to FORTELL.

1. Mr Prem Mathur
Formerly English Studies Officer
British Council, New Delhi
2. Professor R.W. Desai
Formerly Professor of English
University of Delhi, Delhi
3. Professor Rajiva Verma
Department of English
University of Delhi, Delhi

4. Professor Ramakant Agnihotri
Department of Linguistics
University of Delhi, Delhi

REPORTS

Crossing the barriers of languages

A Seminar on 'Literature in Translation : Problems and Perspectives' was held at Shyama Prasad Mukerjee College for Women on 21-1-2000.

Report 1

ALKA KUMAR writes about the seminar on literature in translation held at SPM College last week where the multifaceted dimensions of translation as a restructuring process, for building meaningful bridges with the larger aim of globalisation were discussed.

THE DEPARTMENT of English, Shyama Prasad Mukherjee College and the Forum of Teachers of English Language and Literature, FORTELL, organised a seminar on "Literature and Perspective" on 21 January 2000. The seminar aimed at contextualising the challenges inherent in the process of translation of literary texts.

The urgent need to make literatures in diverse Indian languages accessible to bilingual readers was articulated at the seminar and the discussion focussed on translation as a medium that would help to establish a meaningful dialogue across languages, literatures and cultures. This theme is of immediate contemporary relevance to English literary studies in India as the English Department syllabus at the undergraduate level in Delhi University has recently been revised and now includes a new paper on Indian literatures in translation.



Noted Hindi writer Ms. Krishna Sobti addressing the teachers.

The guest speaker of the day was Krishna Sobti, an eminent writer in Hindi. There were papers dealing with various aspects of translation followed by a panel discussion on "Crossing Boundaries: Scope and Strategies of Translation". The key presentation was made by Prof. Harish Narang of Jawaharlal Nehru University. He spoke of the act of translation as one of translating cultures. The other speakers included Geeta Dharmarajan (Katha), Dr Aruna Sitiesh (Principal, IP College), Prof. Ganga Prasad Vimal (JNU), Prof. Shirshendu Chakraborty (DU), Dr. S. S. Sharma (IGNOU), Dr. R Gargesh (DU) and Pamela Manasi (SPM College).

The multifaceted dimensions of the process of translation were opened up as papers and discussion focussed on translation as transcreation, as restructuring, as building meaningful bridges with the larger aim of globalisation. The importance of ethics, reliability and self-discipline in the translator was emphasised as also the need to keep the profile of the target reader in mind. The speakers reiterated that India be seen as an area with a common literary sensibility and thus translation is really another attempt to find unity in diversity.

Krishna Sobti highlighted the role of history and experience for a creative writer and said she saw herself as a writer who happens to be a woman and not a woman who is also a writer. According to her, craft and skill should occupy only second place for the translator and it is most important that the literary product should be good by the writer's own standards.

The one-day seminar was well attended and teachers from almost all Delhi university colleges and some departments participated.

(*The Statesman*, 28 January, 2000)

Report 2

Prof. Harish Narang of the JNU drew attention to the linguistic and cultural component of literary translation. According to Catford a translation fails if it doesn't convey linguistic items and also cultural information. Smt. Gita Dharmarajan of Katha pointed out that one of the objectives of translation of a literary discourse is to bridge the gap between diverse cultures and regions. In a country like India that has a pronounced multilingualism, translation becomes a tool of nation-building and cohesion.

Dr. S. S. Sharma of IGNOU laid stress on the peculiar difficulty of translating poetry. Since a poem is a loose logical structure along with the specificity of a particular time and place, it is quite a challenge to render the uniqueness of its linguistic facts into the target language. The translator has to be a creator, at home in both the source and the target language. Ms. Pamela Manasi of S.P.M. College was of the view that while too literal a translation can kill the source language text, too free a translation can sometimes take us away, far away from the source language text. As such, a kind of balance has got to be maintained in a good translation. A successful translation must be both faithful and beautiful.

Principal Aruna Sitiesh of I. P. College raised a question — whether a translation should be read as a translation or as an original. She also pointed out that we have been reading Russian fiction without realizing that we have been reading translations. They have the tang and forceful impact of original creations. Prof. Ganga Prasad Vimal agreed that the tradition of translations among the regional languages has not taken strong roots. Prof. Shirshendu Chakraborty of the University of Delhi pointed out that translations between one European language and another European language is far more easy than translations between an Indian language and a European language having no cultural unity or kinship. There is no wonder that Russian novels read so well in translation.

Dr. Ravindra Gargesh of the Department of Linguistics laid stress on the necessity of relying on translations in a multi-lingual country. Translations help us realize the cultural unity that lies at the bottom of linguistic diversity. Sm. Krishna Sobti, the well-known Hindi novelist, contended that the creative writer has to render in words what he thinks, feels and experiences. In a way, he is also a translator and uses words and phrases in order to externalize the vision in his mind.

N. P. Singh

A Seminar on 'Teaching of Translated Texts of English Hons. 1st Year' was held on 6-3-2000 at Ram Lal Anand College. A large number of teachers attended the Seminar.

Dr. Uday Kumar of the University of Delhi focussed attention on the challenge of teaching translated texts. There was a plurality of languages in India and while teaching the translated texts, the resources of the source language can be fruitfully used in the classroom. Two landmarks stand out in the history of modern Indian languages. They are the Bhakti movements in the medieval age and the development of prose in the modern age. Bilingualism is helpful in our studies because it lays stress not only on similarities but also on the differences between the source and the target language. It was also pointed out that translation from an Indian language to another Indian language was different from the process of translating from one Indian language to English. The cultural problems were far more pronounced in translation from an Indian language into English.

Dr. V. P. Sharma of the School of Correspondence Courses, University of Delhi, drew attention to the specific problem of teaching the poetry of Muktibodh. As far as translated poems were concerned, Dr. Sharma was of the view that all translations of poetry were inadequate. He also wondered that if translations of poetry were so inadequate, was it really worthwhile teaching translated texts? It was unfortunate that the poems of Muktibodh translated into English didn't have adequate linguistic pressure. It would have been better to include "Andhere Mein", which is one of his better poems.

Ms. Alpana Neogi of Ram Lal Anand College focussed attention on the teaching of a translated novel. Tagore in *Ghare Bahire* (*Home and the World*) was not adequately translated. In spite of linguistic flaws, the students found the basic situation interesting and could also see its contemporary relevance. The speaker contended that the purpose of a translated text was not to be hundred percent accurate but to capture the core and the essence of the source language text. *Home and the World* was a text that could catch the attention of B. A. (Hons.) first year students. Perhaps, a novel was far more translatable than a poem.

Dr. S. C. Sood of Dyal Singh (Evening) laid stress on the teaching of Mohan Rakesh's *Aadhe-Adhure*. Both the beginning and the ending of the play signi-

fied the disintegration of the family in contemporary India. It was also pointed out that the children in the play were subaltern and their experience intensified that of the adults. Dr. S. S. Sharma of IGNOU discussed the problems of teaching contemporary poets like Jayant Mahapatra, Nissim Ezekiel and Sri Sri At the first year level, there was a need to paraphrase the poems although it would not be easy to paraphrase a poet like Jayant Mahapatra because of the absence of a narrative thread in most of his poems.

N. P. Singh

ABSTRACTS

'Research in English Studies in India :The Need for a National Agenda'

S.C.Sood

(Presented at Seminar on Research in English Studies in India: Issues & Prospects' D.U., paper 2-4 March 2000.)

Although English Studies in India began as the Empire's agenda during the colonial rule, research - as we understand the term - is largely a post-colonial phenomenon. In the initial years of independence, research in English Studies was promoted by the efforts on the part of academics as they aspired for promotional avenues opened up by the expansion in higher education. In this they were aided by research resources provided by other English-speaking countries anxious to promote their literatures, including the former rulers who offered Commonwealth Literature as an alternative to the purist tradition. In the last two decades or so, this self-motivated approach to research has come to be replaced by a bureaucratic approach which considers research as the yardstick to measure the teachers' professional skills for promotion, with the result that quantity has swelled at the cost of quality.

The paper argues that teaching and research in English Studies in India have been propelled by extra-academic considerations and hence literature has failed to play the role it ought to play in the lives of people and command the value and place it deserves in the curriculum for higher education in society, especially the present society in developing India. It is suggested that English Departments, if they wish to survive and play their role in shaping modern India, ought to give a new direction to English Studies and research based on a national agenda, keeping the nation's needs uppermost in mind.

English: An Additional Subject for Young Learners in Delhi,

Shefali Ray

(Presented at the International Conference of Sri Lanka English Language Teachers' Association, Colombo, Sri Lanka, 1-3 September, 2000.)

Till 1999, English was introduced at the pre-primary stage in almost all the private schools. Thus, students in Delhi have a differing exposure to the language both by way of intensity of exposure and by way of duration, though all the students uniformly take the same examination (English core) at the end of class XII.

Studies indicate that the language competence of the students with a longer exposure to English fare better in the plus 2 examination. During a state level seminar at the State Council of Educational Research and Training, (SCERT) teachers and ELT experts from various agencies recommended the introduction of English in class I in government schools. The first two years were to be devoted to listening and speaking.

The curriculum for class I and II was developed jointly by about forty teachers of the Municipal Corporation of Delhi (MCD) and about ten teacher educators from the SCERT and DIETs. The curriculum decided was very basic and closely related to the child's field of experiences. It was also decided to keep the teaching and learning of English stress-free for the child, allowing her/him to use her/his ears and develop the capacities for assimilation of the language. Nothing would be committed to memory but reinforced time and again through various activities.

The content and materials developed by teachers themselves comprise only songs, games, poems, bilingual stories and activities. In short anything that is fun to use and learn. Bilingualism is meant to prevent fear or a feeling of alienation among a majority of the children who are first generation learners. All the materials have been collated into a compendium and will reach all the schools.

Teacher training not only sensitised the teacher to the needs of the language *per se* and that of the learners but also oriented them towards an unobtrusive and informal introduction of the new language to the children drawing vocabulary from their surroundings.

The teachers were also made aware of the fact that there was no single method to teach concepts.

The People's Choice : Introducing English at the Primary level in Government Schools in Delhi.

Naresh K. Jain

(Presented at 21st Annual Conference of the Linguistic Society of Nepal, 26-27 November, 2000 at Kathmandu)

The paper examines a major shift in language policy in India, namely, the introduction of English at the primary level in government schools in Delhi from this academic year and its likely consequences. The new decision envisages teaching of English in municipal schools, informally (with emphasis on oral work) in classes I & II and formally from class III. This is an example of the needs and aspirations of the people triumphing over a settled antipathy to English as a colonial hangover.

The policy shift is meant to reduce the hiatus between the students of expensive private schools where English is taught for at least 12 years, if not more, and government school students who presently study English only for seven years from class VI. By trying to narrow the gap between them the early introduction of English will, hopefully, make better careers and courses more accessible to children belonging to the less advantaged sections of society and will lead to greater equalization of opportunities. The policy, revolutionary in intent, will involve advance planning in the areas of teacher training, curriculum development, materials production, classroom practices and evaluation, all woven round the needs of the marginalized learner. Successful implementation of it in Delhi could result in snowballing effect in other States and could alter the power equations between the haves and the havenots in our society and promote human equality.

Ph.D. Dissertation Abstracts

The Mem Sahibs in British Fiction on India

Neeta Gupta

Interest in the literary works based on the colonial era has endured even after fifty years of India's independence with writers and readers alike revisiting the haunts of the Raj not just for animating the past or experiencing the lost splendour but also to glean valuable insights into political manoeuvring, into human behaviour, to say the least. A number of

critical estimates of these works based on the Raj era have surfaced, all attempting to understand the monumental east-west encounter through the medium of fiction. The emphasis, however, has usually been on the English men who came and ruled this intriguing land of millions. The role of the women of the Raj has largely been ignored. The present study, which focuses on the Memsahibs in British fiction on India, is a modest attempt to fill this gap.

Though the English women in India, or 'the memsahibs' as they were popularly known, came to India mainly in their secondary and supportive capacity and were considered to be too unimportant to merit a say in British politics, the extent to which they unobtrusively influenced the Indo-British relations is surfacing. The purpose of the present study is to demonstrate through the medium of Anglo-Indian fiction, not just how they influenced India, but also how India influenced them in turn. For the purpose of this study, six major representative authors have been chosen all of whom contribute in their different ways to a steadily changing and evolving image of an English woman in British India. Beginning with Rudyard Kipling's *Plain Tales from the Hills* (1888), going on to E.M. Forster's *A Passage to India* (1924) and Edward Thompson's *An Indian Day* (1927) the study includes J.G. Farrell's *The Siege of Krishnapur* (1973) and John Masters' *The Nightrunners of Bengal* (1951) and concludes with Paul Scott's *The Raj Quartet* (1966-75).

In addition, other relevant novels and short stories have been referred to throughout, whenever they have had an important bearing on the analysis. For example, Sara Jeanette Duncan's short story *A Mother in India* (1903), Flora Annie Steel's novel *On the Face of the Waters* (1896) and Lerkeley Mather's little known novel *The Memsahib* (1977), feature in the analysis. The fictional accounts are consistently supported and validated by historical facts in the form of references to historical accounts, journals, letters and diaries, maintained by English men and women who were actually a part of the whole colonial experience.

Beginning with a look at the genesis of the word (memsahib) and the image that was grafted on to it of the stereotype created by Kipling, this study moves step by step to arrive at a multifaceted delineation of these memsahibs making them complex figures rather than mere caricatures. They are seen

not just as husband hunters or scandal mongers but also as homemakers in an alien land, who struggle to survive and adapt themselves shouldering their own share of the 'white man's burden'. A discussion of Farrell's novel *The Siege of Krishnapur* focuses not on glorification of the British hero but on the memsahib's indomitable will, courage and fortitude. Forster's charge that the memsahib was responsible for creating the social gulf that kept the ruler and the ruled apart does not stand scrutiny and a fair share of the responsibility for it falls on the sahib as well. Interracial rape, another fallout of the memsahib's physical presence in colonial India and dealt with by Forster and Paul Scott is seen as a threat not only to the white woman's chastity but also to the white male hegemony. However, an inter-racial mixing where both partners are willing is similarly rejected in the novels under consideration. This study tries to uncover the real reasons underlying such a rejection to find that amazingly, in a complex network of power-race-gender, an inter-racial mixing (whether willing or otherwise) threatens to violate much more than just the honour of the women of the ruling class. It threatens to breach the basic code of the ruler/ruled relationship in which the two countries had been locked for decades and it also imperils the white man's position *vis-a-vis* that of the white woman in the equation of the two sexes. The white male's dominance stands jeopardized on both political as well as personal fronts. Rather than remaining merely a victim in the situation the memsahib resurfaces to convincingly assert her independent identity and claim her own place in the complex politics of power, race and gender. The conclusion focuses on memsahibs like Adela and Daphne, different from most, who staunchly uphold their convictions of harmony between races and approach their adopted country with genuine interest and keen desire to understand its people. In the end we can neither dismiss the Memsahibs as Kipling had done nor can we condemn them as did Forster. In trying to look at them in their totality, this study proposes to give them their due.

If you have done your Ph.D. recently, please send an abstract of it for publication under this column.

FORTELL FAMILY UPDATE

Anand, USHA (School of Corr. Courses, D.U.):

Paper on "Jasmine: A Study", in *Women in Indo-Anglian Fiction: Tradition and Modernity*, ed. Naresh K. Jain. New Delhi: Manohar, 1998.

Bhasin, KAMAL (ARSD College, D.U.)

1. "Women, Identity and Sensuality : An Interview with Edward Albee", *The Journal of American Drama and Theatre* [The interview took place on 21 May 1994] 7:2 Spring 1995 : 18-40; rpt in *Feminist Theory and Modern Drama* ed. Taisha Abraham. Delhi: Pencraft, 1998.
2. Awarded Ph.D. for thesis on "Dialectics of Selfhood of Women in Modern American Drama: A Study of Selected Plays of Eugene O'Neill, Tennessee Williams, Arthur Miller and Edward Albee" by University of Delhi, Feb. 1997.
3. Paper on "Modernity to Purdah: Geeta's Acculturation in Rama Mehta's *Inside the Haveli*," in *Women in Indo-Anglian Fiction: Tradition and Modernity*, ed. Naresh K. Jain. New Delhi: Manohar, 1998.

Chadha, TARA (SPM College, D.U.):

Papers on "Hindi mein Sansmaran" at 6th World Hindi Conference, London, and on "Bhojpuri – its Dialects, and Varieties at the 2nd World Bhojpuri Conference, Mauritius, Feb. 2000.

Chopra, VIKRAM (ARSD College, D.U.)

1. Papers on
 - (i) "Glimpses of Indian Thought and Sensibility in *Hamlet*" at Seminar in honour of Prof. R.W. Desai on his superannuation, Feb. 1999.
 - (ii) "Shakespeare: The Critical Reception and Cultural Response" at International Seminar organised by Shakespeare Society of India, Dept. of English, Delhi University, and La Trobe University, Australia, Feb., 1998.
 - (iii) "Buddha, Keats and King Lear" at International Conference organised by the Shakespeare Association of Pakistan at University of Karachi, June 1997.
 - (iv) "Kent – A Plea for Another Look" at International Seminar organised by Shakespeare Society of India and British Council, Feb., 1997.

2. Publications

- (i) edited *Shakespeare: Varied Perspectives*. New Delhi: B.R. Pub. Corporation, 1996.
- (ii) Write-up on 'When Hamlet came to Mizoram', *Hamlet Studies* 17 (1995).
- (iii) Review/write up an Alique Padamsee's *Othello* in *Shakespeare Bulletin: A Journal of Performance, Criticism and Scholarship*, International Shakespeare Issue 12:1 (1994): 41-42

3. Vice-President, The Shakespeare Society of India, September 1999-2002; member, International Committee, *World Shakespeare Bibliography and Shakespeare Quarterly*; member Executive FORTELL, Shaw's Corner and Indian Society for Drama and Performing Arts.

Desai, RUPIN W. (Ex-Department of English, Delhi University)

Paper On 'England, the Indian Boy, and the Spice Trade in *A Midsummer Night's Dream*,' *The Shakespeare Newsletter* (Spring and Summer 1998).

Gupta, ANJU SEHGAL (IGNOU)

Awarded Ph.D. for thesis on "Bilingualism and Scholastic Achievement" (D.U., 1993).

Gupta, NEETA (School of Corr. Courses, D.U.)

1. Paper on 'Knocks of Modernity in Jhabwala's Novels,' in *Women in Indo-Anglian Fiction: Tradition and Modernity*, ed. Naresh K. Jain New Delhi: Manohar, 1998.
2. Awarded Ph.D. for thesis on "The Memsahibs in British Fiction on India: A Study with Special Reference to Rudyard Kipling, John Masters, J.G. Farrell and Paul Scott" by Meerut University, 1999.

Gurtu, MADHU (SPM College, D.U.)

Papers on:

- (1) "Using Bilingual Pattern for Enhancing Lexical Development in English as SL" at 35th RELC International Seminar, Singapore, 17-19 April 2000.
- (2) Co-auth "Teacher as Researcher: Need for Reflection" at the Seminar on Research in English Studies in India: Issues and Prospects, D.U., 2-4 March 2000.
- (3) "On Collocations" at 22nd All India Conference of Linguistics at IIT, Kanpur, Dec. 1999.

- (4) "On Anaphor Binding in Hindi" at 5th Himalayan Congress at Kathmandu, Sept. 1999.
- (5) Co-auth "Lexicographer's Dilemma: The Story Read Well" at SALA Round Table at Urban-Champaign, Illinois, USA, July 1999.

Jain, NARESH K. (Ex-School of Corr. Courses, D.U.)

- (i) Paper on "The People's Choice: Introducing English at the Primary Level in Government Schools in Delhi", 21st Annual Conference of the Linguistic Society of Nepal 26-27 Nov. 2000.
- (ii) Presented "Portrait of a Romantic Heroine Extraordinary: Analysis of *Rajula Mahushali*, A Kumauni Love Legend, at a Seminar on "Images and Self-Images: Indian Women in History, Myth and Fiction" at the Indian Institute of Advanced Study, Shimla, 5-7 October, 1998; published in *Studies in Humanities and Social Science* Vol V, No. 2 Winter 1998.
- (iii) "Miller's Women and the American Dream", in *Feminist Theory and American Drama*, ed. Taisha Abraham. Delhi: Pencraft, 1998.
- (iv) Ed. *Women in Indo-Anglian Fiction: Tradition and Modernity*. New Delhi: Manohar, 1998.

Kumar, ALKA (SPM College, D.U.):

1. Paper on 'Building Bridges: Issues in Research and Pedagogy' at the Seminar on Research in English Studies in India: Issues and Prospects", D.U. 2-4 March 2000.
2. Paper on "Making of a Nation : A Reading of *Shadow Lines*" at the Punjab University, Chandigarh, Jan. 2000.
3. Paper on "Tragic Form and the Problems of Narrativity in *The Mill on the Floss*", in George Eliot: *The Mill on the Floss*", ed. Nita N. Kumar. Delhi: Worldview, 1999.

Kumar, NITA N. (SPM College, D.U.)

1. Papers on:

- (i) "Arts and/or Politics in Adrienne Kennedy's *She talks to Beethoven*" at the 8th National American Women Writers of Colour Conference, Salisbury State University, USA, 29-31 Oct. 1999.
- (ii) "The Colour of the Critic: An Intervention in the Critical Debate in African American Theory on Interpretive Authority" at MELUS-India, International Conference on Cross-Cultural Transactions: Representations of Race, Gen-

der and Culture in Multi-Ethnic Literatures of the US, Hyderabad, 8-10 Jan. 2000.

- (iii) "Cross-Culture Research" at the National Seminar on Research in English Studies in India: Issues and Prospects, D.U., March 2000
- (iv) Black Art Movement: Historicity and Aspects of Continuing Relevance of African American Literary Theory at the Seminar on *Fin-de-Siecle: Twentieth Century in Retrospect*, Dept. of Germanic and Romance Studies, D.U., 2-4 Feb 2000.

2. Publications:

- (i) ed. George Eliot: *The Mill on the Floss* with Introduction and Critical Essays, Delhi: World-wide Publication, 1999.
- (ii) "Half-way House: A House Divided", in *Many Indias, Many Literatures*, ed. Shormistha Panja. Delhi: Worldview Publication 1999.

Manasi (Malhotra), PAMELA (SPM, College D.U.)

is a short story writer and translator who has contributed short stories to journals like *Kadambini*, *Navneet*, *Dharmyug* etc. She has also won Best Translation Award in South Asian Katha Translation Contest 2000.

Some of her important publications are

1. *Saaye* (Three short novels), Samay Prakashan, 1999.
2. *Aag* (Collection of Short Stories), Samay Prakashan, 1997.
3. *Albert Einstein* (Hindi translation) Orient Longman, 1997.
4. *Isaac Newton* (Hindi translation) Orient Longman, 1994.

Naseem, KAMAL (SPM, College, D.U.)

Papers:

"Peppos Laura: A Major Breakthrough in Byron's Female Characterization" at the All India English Teachers Conference at B.H.U. December, 1999 and on "Research in English Studies in India: Issues and Prospects," D.U., March 2000.

Her latest publications are:

1. Co-comp. *Indian Doctoral Dissertations in English Studies : A Reference Guide*. Atlantic, 2000.
2. *Oedipus Traya* (Hindi translation of Sophocles's *King Oedipus*, *Oedipus at Colonus* and *Antigone*.) Sahitya Academy, 2000.

Virmani, KUSUM (SPM College, D.U.)

Papers

- (1) Co-auth. "Teacher as Researcher : Need for Reflection" at the Seminar on Research in English Studies in India: Issues and Prospects, D.U. 2-4 March 2000.
- (2) "Writing as a Mode of Thinking; Pedagogical Implications" at 22nd All India Conference of Linguistics, IIT, Kanpur, Dec. 1999.
- (3) "Writing and Cognitive Development" at the 4th CULI Conference, Bangkok, Thailand,
- (4) "A Socio-psychological Study of the Communicative Writing Ability of Undergraduate Learners" at 5th Himalayan Conference of Linguistics, Kathmandu, Sept. 1999.
- (5) "Audience Awareness in the Writing Process" at 23rd IATEFL Conference, Edinburgh, Scotland, April, 1999.

Members write...:

In her letter of 28th May 2000 Ms Jayshree Mitra Paul who teaches English at K.P.A. College, Calcutta expressed her dismay at not receiving any newsletter after 1995. After gently admonishing the Editor for his silence, she wrote about what she and her colleagues had been able to do in her college. This portion is reproduced below:

"Actually in these 2-3 years we from our College under Kalyani University, have done quite a few things:

- i) As a member of the Board of undergraduate Studies placed several observations of mine relating to the compulsory English syllabus before the board.
- ii) The Fourth Paper of the Elective (Subsidiary) English – I pleaded for N.C. Chaudhuri's "My Birthplace" as one of the prose pieces to be read.
- iii) At our Kanchrapara College we were pioneers in framing General Compulsory English (50 marks) annual and then second year test question paper, and we assessed 400+ students.

As it is, teaching Honours Elective and General English involves mental adjustment and preparation of various kinds. ... Say, would it ever be possible for me to attend some kind of academic programme with you people? I would be grateful if I could do a refresher course or attend a workshop at Delhi. I have completed twenty-one years of service and am eager to learn from

others. The situation of English teaching seems promising, though dismal in patches."

Ms Jayshree Mitra Paul's address is : 19/A Dalimtala Lane, Calcutta – 700006.

--The Editorial team's reply.

We hope that we will be able to publish the FORTELL newsletter with greater regularity. Thanks for bearing with us.

Keep up the good work you are doing at the college. When we organize a refresher's course or a workshop, we shall let you know. Do write a longer report on your activities. You could also send us a piece on any aspect of ELT or literature teaching. Thank you so much.

New Life Members

1. Ms. Shefali Ray
Lecturer in English
State Council of Research and Training
Defence Colony, New Delhi.
Res: 425, Hawa Singh Block
Asiad Village, New Delhi – 110049
Tel. 649 2135
2. Dr. Ira Pandit
Reader in English
Daulat Ram College for Women
Delhi University, Delhi.
Res. Daulat Ram College Flats
Maurice Nagar, Delhi
3. Dr. Vera Johnson Chandola
(SPM College for Women)
19F/JA Mayapuri Flats
New Delhi – 110064
Tel. 513 8248
4. Dr. Kamal Sachdeva
(SPM College for Women)
DE/153, II Floor
Tagore Garden
New Delhi-110026
Tel. 541 9196
5. Ms. Shashi Madan
(SPM College for Women)
C-346, Vikaspuri
New Delhi – 110063
Tel. 550 8214

6. Ms. Shashi Khanna
(SPM College for Women)
204, State Bank Nagar
New Delhi-110063
Tel. 568 0338
7. Ms. Pamela Manasi (Malhotra)
(SPM College for Women)
178, S.F.S. Flats
Vasant Enclave, Palam Marg
New Delhi-110057
Tel. 6149901
8. Dr. Ms. Nita Kumar
(SPM College for Women)
202, Punjabi Bagh Apts.
New Delhi – 110063
Tel.: 515 5552
9. Dr. Shashi Talwar
(SPM College for Women)
65B, DDA Flats
Vikrant Enclave, Mayapuri
New Delhi
10. Dr. Alka Kumar
(SPM College for Women)
12, Pratap Chowk
Delhi Cantt., Delhi
Tel. 569 6202
11. Ms. Punita Kapoor
(SPM College for Women)
8A/60, Western Extension Area
Karol Bagh, New Delhi-110005
Tel. 576 7233
12. Ms. Renu Mehta
(SPM College for Women)
H-13, G.S. Apts. Sector-13
Rohini, Delhi-110085
Tel. 726 8381
13. Dr. Anju Sehgal Gupta
(IGNOU)
S-11 (2nd Floor), Greater Kailash
New Delhi-110048
Tel. 648 0624
14. Dr. Promodini Verma
(Bharti College)
78 Anandvan, A-6, Paschim Vihar
New Delhi – 110063
Tel. 557 6273
15. Dr. Mukti Sanyal
603, Link Apts, 18 Indraprastha Extension
Delhi-110092
Tel. 272 5406
16. Ms. Shoma Bhattacharjee (National Open School)
Res. B-35, Kailash Colony
New Delhi-110048
Tel. 621 7901, 621 6806
17. Ms. Sunanda Gupta
(College of Vocational Studies)
Res. 156, Uttarakhand, J.N.U. Campus)
New Delhi
Tel. 617 1664
18. Dr. Subhash Chandra
(Bhagat Singh College)
T-168, Venus Apts Plot No-43, Sector-9
Rohini, Delhi-110085
Tel. 726 4954
19. Dr. Chandra Mohan
(College of Arts and Commerce)
EG-106, Inder Puri
New Delhi
Tel. 571 6962
20. Dr. Sunita Jain
(I.I.T., Delhi)
C-132, Sarvodaya Enclave
New Delhi
Tel. 696 2022
21. Ms. Ramani Swarna
(SPM College)
209A, IIIrd Floor
Vinoba Puri, Lajpat Nagar
New Delhi-110024
Tel. 631 5144
22. Prof. Harish Narang
J.N.U.
New Delhi
23. Dr. Sandhya Rani Sahu
Reader, NCERT
New Delhi
24. Ms. Sunita Hemant Punde
English Deptt.
M.S. University, Vadodra

BOOKS RECEIVED

1. *Business Communication* by K.K. Sinha, New Delhi: Galgotia Pub. Co., 1999, p.606, 195/-
(The book attempts to familiarize the reader with different aspects, and genres of business communication. Divided into 6 parts, it focuses on (i) The meaning and importance of communication etc., (ii) English for effective communication (ii) various forms of business communication, (iv) intra-organizational communication. (v) external communication, and finally (vi) topics for essay writing and essays on important economic and commercial topics. A most useful book.
2. *The Good Old Banyan Tree and Other Stories* (Supplementary Reader in English for Class VII), ed. Shefali Ray. New Delhi: State Council of Educational Research and Training, 1998.
3. *Reading with Joy-2* (Supplementary Reader for Class VIII), ed. Shefali Ray. New Delhi: State Council of Educational Research and Training, 1999. (Both items 2 and 3 are collections of short stories, some original and some retold for both pleasure and enrichment of children)

Note: All the three books will be reviewed in the next issue of the newsletter.

Members are invited to send information about their academic activities to the Editorial Committee for inclusion in the column **FORTELL FAMILY UPDATE**.

Information may also please be sent relating to any innovative experiments tried in their areas in teaching English Language/Literature for inclusion under the column **REPORTS**.

The Editorial Committee would like to thank Dr. S.C. Sood and Dr. Madhu Gurtu for help in editing this issue.

FORTELL FORUM FOR TEACHERS OF ENGLISH LANGUAGE AND LITERATURE MEMBERSHIP FORM

1. Name: _____
2. Address (Residence) _____

3. Address (Office): _____

4. Telephone No.: _____
(Office): _____ (Res.): _____
5. E-mail address: _____
6. Qualifications: _____
7. Field of Specialisation: _____
8. Other Fields of Interest: _____
9. Any Other Information: _____

I enclose herewith my Life Membership fee of Rs.400.00 by Cheque/ Demand Draft No. _____ Dated _____ drawn on _____ (in favour of Treasurer, FORTELL by designation.)

Date: _____ Signature: _____

- The cheque should be drawn in favour of "Treasurer Fortell" (by designation and not by name) and sent to : Dr. V.P. Sharma, Treasurer, FORTELL, c/o Department of English, School of Correspondence Courses, University of Delhi, Delhi-110007.

- Members are requested to add Rs. 30/- as bank charges for outstation cheques.

Edited and Published by Naresh Jain, N.P. Singh and Manjit S. Singh for **FORTELL**,
BB-49-C, Janakpuri, New Delhi - 110058