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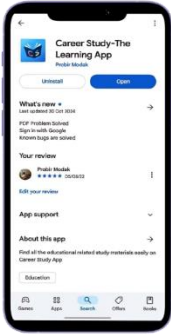


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ABOUT CAREER STUDY:

Career Study is a forward-thinking educational platform designed to empower students across India, with a special focus on the Northeast region. Recognized as a "**Startup**" under the Assam Startup Policy 2016 by the Government of Assam and officially registered under the MSME, Government of India.



At Career Study, we believe in creating opportunities, fostering growth, and inspiring success—one student at a time.

ABOUT THE FOUNDER:

Probir Modak, the founder of Career Study, is an educator and entrepreneur from Silcoorie Camp and currently residing in Silchar, Kathal Road, Probir brings over 8 years of teaching experience and a deep passion for empowering students. His journey began at Assam University, Silchar.



Probir's achievements are deeply rooted in the unwavering support of his family, especially his mother (MAA), whose encouragement and guidance have been pivotal in his journey. Armed with a Master's degree in Economics from Assam University, Silchar.

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Women's Writing

Unit I: Introduction

Key Terms:

Patriarchy, Androgyny, Stereotyping, Objectification, Misogyny, Gynocriticism, Gender discrimination, Womanism, Gender Equality, Dalit Feminism, Binary Oppositions, Emancipation, Anorexia Nervosa, Gaze, Consciousness Raising, Abjection, Phallogocentrism, Matrocentric.

Unit II: Poetry

1. Kamala Das: "The Old Playhouse"
2. Margaret Atwood: "This is a Photograph of Me"
3. Kishwar Naheed: "The Grass is really like me"
4. Maya Angelou: "Still I Rise"
5. Eunice D' Souza: "Advice for Women"

Unit III: Short Story

1. Ama Ata Aidoo: "The Girl Who Can"
2. Begum Rokeya: "Sultana's Dream"

Unit IV: Drama

1. Lorraine Hansberry: *A Raisin in the Sun*

Unit V: Essays

1. Virginia Woolf: "Professions for Women"
2. Simone de Beauvoir: "Introduction" to *The Second Sex*



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UNIT – 1



UNIT – 2

CHAPTER – 1:

"The Old Playhouse" by Kamala Das.

Q. Who is the speaker in the poem?

A. The speaker is a woman who is reflecting on her past relationship.

Q. What is the central theme of the poem?

A. The central theme of the poem is the speaker's nostalgia and longing for a past love.

Q. What is the significance of the "old playhouse" in the poem?

A. The "old playhouse" is a metaphor for the speaker's memories of her past relationship, which she cherishes and revisits.

Q. How does the speaker describe her past relationship?

A. The speaker describes her past relationship as passionate and all-consuming, but also fleeting and ultimately lost.

Q. What tone does the speaker convey in the poem?

A. The speaker conveys a tone of nostalgia, longing, and melancholy.

Q. What literary devices does Kamala Das use in the poem?

A. Kamala Das uses literary devices such as metaphor, imagery, and symbolism to convey the speaker's emotions and memories.

Q. What message does the poem convey about love and relationships?

A. The poem conveys that love and relationships can be fleeting and ephemeral, but their memories can be cherished and revisited.

Q. How does the poem relate to Kamala Das's own life and experiences?

A. The poem is often seen as autobiographical, reflecting Kamala Das's own experiences with love, relationships, and identity.



Q.What is the significance of the speaker's memories in the poem?

A.The speaker's memories serve as a way to hold onto the past and relive the emotions and experiences that have shaped her.

Q.How does the speaker's tone change throughout the poem?

A.The speaker's tone shifts from nostalgia and longing to melancholy and resignation.

Q.What role does imagery play in the poem?

A. Imagery plays a crucial role in the poem, as Kamala Das uses vivid descriptions of nature and the playhouse to evoke emotions and create a sense of atmosphere.

Q.How does the poem explore the theme of identity?

A.The poem explores the theme of identity through the speaker's reflections on her past experiences and relationships, which have shaped her sense of self.

Q.What is the significance of the poem's title, "The Old Playhouse"?

A. title "The Old Playhouse" serves as a metaphor for the speaker's memories and experiences, which are cherished but ultimately fleeting.

Q. How does the poem use symbolism?

A. The poem uses symbolism through the playhouse, which represents the speaker's memories and experiences, and the natural imagery, which represents the passing of time.

Q. What message does the poem convey about the human experience?

A.The poem conveys that the human experience is marked by impermanence, and that memories and experiences shape our sense of identity and inform our understanding of ourselves.

Q.How does the speaker's use of language contribute to the poem's tone?

A.The speaker's use of simple, yet evocative language creates a sense of intimacy and vulnerability, contributing to the poem's nostalgic and melancholic tone.

Q.What role does nature play in the poem?



A. Nature serves as a backdrop for the speaker's memories and emotions, with the passing of seasons and the decay of the playhouse symbolizing the fleeting nature of life and relationships.

Q. How does the poem explore the theme of love?

A. The poem explores the theme of love through the speaker's memories of a past relationship, highlighting the intensity and passion of love, as well as its impermanence.

Q. What is the significance of the speaker's memories of her lover?

A. The speaker's memories of her lover serve as a way to hold onto the past and relive the emotions and experiences that have shaped her.

Q. How does the poem use metaphor?

A. The poem uses metaphor through the comparison of the playhouse to the speaker's memories and experiences, highlighting the idea that memories can be fragile and ephemeral.

Q. What message does the poem convey about the importance of memories?

A. The poem conveys that memories are essential to our sense of identity and inform our understanding of ourselves, even if they are fleeting and impermanent.

Q. How does the speaker's perspective on the past change throughout the poem?

A. The speaker's perspective on the past shifts from nostalgia and longing to acceptance and resignation, highlighting the complexities of memory and emotion.

Q. What role does the speaker's emotions play in the poem?

A. The speaker's emotions serve as a catalyst for the poem's exploration of memory, love, and identity, highlighting the intense emotional resonance of the speaker's experiences.

Q. How does the poem use imagery to convey the speaker's emotions?

A. The poem uses vivid and evocative imagery to convey the speaker's emotions, creating a sense of intimacy and immediacy that draws the reader into the speaker's world.

Q. What is the significance of the speaker's description of the playhouse?

A. The speaker's description of the playhouse serves as a metaphor for the fragility and impermanence of memories and relationships.



Q.How does the poem explore the theme of nostalgia?

A. The poem explores the theme of nostalgia through the speaker's memories of the past, highlighting the bittersweet nature of nostalgia.

Q.What role does the speaker's sense of identity play in the poem?

A.The speaker's sense of identity is deeply connected to her memories and experiences, highlighting the ways in which our identities are shaped by our past.

Q.How does the poem use symbolism to convey meaning?

A.The poem uses symbolism through the playhouse, which represents the speaker's memories and experiences, and the natural imagery, which represents the passing of time.

Q. What message does the poem convey about the nature of memory?

A. The poem conveys that memory is fragile, ephemeral, and deeply personal, highlighting the ways in which memories shape our understanding of ourselves.

Q.How does the speaker's tone contribute to the poem's overall effect?

A.The speaker's tone, which is nostalgic, melancholic, and introspective, contributes to the poem's overall effect of exploring the complexities of memory, love, and identity.

Q.What is the significance of the speaker's use of sensory details?

A.The speaker's use of sensory details serves to create a vivid and immersive portrait of the past, drawing the reader into the speaker's world.

Q.How does the poem explore the theme of loss?

A.The poem explores the theme of loss through the speaker's memories of the past, highlighting the ways in which loss can shape our understanding of ourselves.

Q.What role does the speaker's emotional state play in the poem?

A.The speaker's emotional state serves as a catalyst for the poem's exploration of memory, love, and identity.

Q.How does the poem use metaphor to convey meaning?



A.The poem uses metaphor through the comparison of the playhouse to the speaker's memories and experiences.

Q.What message does the poem convey about the importance of holding onto memories?

A.The poem conveys that holding onto memories is essential to our sense of identity and informs our understanding of ourselves.

Q.How does the speaker's perspective on the past influence the poem's tone?

A. The speaker's perspective on the past, which is nostalgic and melancholic, influences the poem's tone, creating a sense of wistfulness and longing.

Q.What role does the poem's structure play in conveying meaning?

A.The poem's structure, which is lyrical and fragmented, serves to create a sense of intimacy and immediacy.

Q.How does the poem explore the theme of the passage of time?

A.The poem explores the theme of the passage of time through the speaker's memories of the past, highlighting the ways in which time shapes our understanding of ourselves.

Q.Briefly analysis the poem the old playhouse

Or

Write the theme of the poem

Or

write the sumury of the poem

Or

Discuss the main idea or central idea of the poem

Ans: The title of the poem, 'The Old Playhouse', constitutes its central image, and the speaker finally discovers that love-making has made her mind an Old Playhouse with all its lights put out'. It is like a deserted old playhouse having no life of its own. It has almost become non-functional and inert due to the disastrous physical-cum-mental strains. She has lost all her value as a woman in this life of confinement and suffocation.

Kamala Das has used very suggestive imagery to show the disastrous effects of the mismatched marital relationships in 'The Old Playhouse'. The word 'sparrow' stands for the poetess who is captured by her cruel and heartless captor (husband) who denies her any identity or freedom. The



images of 'summer' and 'autumn' show the bright and dark phases of her life. The comparison between the poet's mind and the 'old playhouse with lights put off' is equally very appropriate and suggestive.

Both are in a state of neglect and have lost their functional value. The poet's mind is in a state of inertial and filled with impenetrable darkness like the darkness prevailing in the deserted old playhouse. The image of Narcissus shows that Kamala Das's love for her husband is all shattered by her egotistical husband and she is haunted by her own face which is reflective of her loneliness and desolation.

The image of the mirror is very relevant because it faithfully mirrors the loneliness and anxieties of her face. The images of the 'kind night' and 'to erase the water' suggest that only death can help her in overpowering her mood of depression and loneliness.

In the poem, 'The Old Playhouse', Kamala Das shows her total disenchantment with her married life and its disastrous consequences on her life. It is an open protest against her egotistical husband who does not think beyond the gratification of his sensual desires. The female persona accuses her husband for domesticating her like a swallow after marriage in a well-planned manner.

She also blames him for depriving her of the thrills of romantic love and the desired woman's freedom. He has intentionally done it so that she cannot only forget the fury of the winter and autumn seasons but also snap all her ties with life before marriage. He has spared no efforts to make her forget her colourful past in which she enjoyed perfect freedom and distinct identity. He wants to make her forget her true nature as well as the very desire to move about freely in the infinite spaces of the sky.

This first section of the poem points to the disastrous fate of the mismatched marriage. Marriage is not an institution limited to the gratification of sensual desires only. It is not unilateral but a bilateral relationship based on mutual trust and mutual understanding. There is no place for the exploitation and dehumanization of any partner in love.

In this second section, the woman is critical of her feeling less husband for shattering her romantic dreams of the married life. She has realized that she is merely an object of physical entertainment meant for satisfying the lustful desires of her husband only. She has lost all her identity as a woman and is systematically alienated from her happy and contented past life.

The woman, in 'The Old Playhouse', then explains the reason for marrying the man and the intention behind forming this relationship. She had come to him not to be enlightened about him but to learn about her true self. She thought that marriage would give her an opportunity for self-growth and self-discovery. But all her hopes were belied because of the egotistical nature of her husband. She found himself highly selfish and self-centered who could not think beyond himself.



In this third section of the poem, the woman had a very horrifying experience of marital life. It marked the sudden end of the life of romantic aspirations and dreams. She was almost overpowered by the monstrous ego of her husband. She lost the very will to live in this hostile environment. She had also lost the chance of self-growth and self-discovery. She was treated like an object of sexual gratification only.

CHAPTER – 2:

"This Is a Photograph of Me" by Margaret Atwood

Q. What is the central theme of the poem?

A. The central theme of the poem is the speaker's reflection on a photograph of herself and the passage of time.

Q. What is the significance of the photograph in the poem?

A. The photograph serves as a catalyst for the speaker's reflections on her past, present, and identity.

Q. How does the speaker describe herself in the photograph?

A. The speaker describes herself as "drowned" and "dead" in the photograph, suggesting a sense of disconnection from her past self.

Q. What does the poem say about the nature of identity?

A. The poem suggests that identity is complex, multifaceted, and subject to change over time.

Q. How does the speaker's tone contribute to the poem's overall effect?

A. The speaker's tone, which is reflective, introspective, and melancholic, contributes to the poem's exploration of identity, memory, and the passage of time.

Q. What literary devices does Atwood use in the poem?

A. Atwood uses literary devices such as imagery, metaphor, and symbolism to convey the speaker's emotions and reflections.

Q. How does the poem explore the theme of memory?

A. The poem explores the theme of memory through the speaker's reflections on the photograph, highlighting the complex and subjective nature of memory.



Q. What message does the poem convey about the relationship between past and present?

A. The poem conveys that the past and present are intertwined, and that our understanding of ourselves is shaped by our memories and experiences.

Q. What is the significance of the speaker's description of the photograph as "smeared" and "blurred"?

A. The speaker's description suggests that her memories and perceptions of herself are imperfect and subject to distortion.

Q. How does the poem explore the theme of self-discovery?

A. The poem explores the theme of self-discovery through the speaker's reflections on the photograph, highlighting the complex and ongoing process of self-discovery.

Q. What role does imagery play in the poem?

A. Imagery plays a crucial role in the poem, as Atwood uses vivid descriptions of the photograph and the speaker's surroundings to create a sense of atmosphere and mood.

Q. How does the poem use symbolism to convey meaning?

A. The poem uses symbolism through the photograph, which represents the speaker's past and her memories, and the water, which represents the passage of time.

Q. What message does the poem convey about the nature of reality?

A. The poem conveys that reality is complex, multifaceted, and subject to interpretation.

Q. How does the speaker's tone contribute to the poem's exploration of identity?

A. The speaker's tone, which is reflective, introspective, and melancholic, contributes to the poem's exploration of identity, highlighting the complexities and nuances of self-discovery.

Q. What literary devices does Atwood use to convey the speaker's emotions?

A. Atwood uses literary devices such as metaphor, simile, and personification to convey the speaker's emotions and create a sense of intimacy and immediacy.

Q. How does the poem explore the theme of mortality?



A. The poem explores the theme of mortality through the speaker's reflections on the photograph, highlighting the passage of time and the impermanence of life.

Q.What is the significance of the speaker's description of herself as "drowned"?

A. The speaker's description of herself as "drowned" suggests a sense of disconnection and loss, highlighting the complexities of self-discovery.

Q.How does the poem use the photograph as a symbol?

A. The poem uses the photograph as a symbol of the speaker's past, her memories, and her identity.

Q.What message does the poem convey about the nature of memory?

A.The poem conveys that memory is complex, subjective, and influenced by our emotions and experiences.

Q.How does the speaker's perspective on the photograph change throughout the poem?

A.The speaker's perspective on the photograph shifts from a literal description to a more symbolic and metaphorical interpretation, highlighting the complexities of self-discovery.

Q.What literary devices does Atwood use to create a sense of intimacy?

A.Atwood uses literary devices such as imagery, metaphor, and stream-of-consciousness narration to create a sense of intimacy and immediacy.

Q.How does the poem explore the theme of identity formation?

A.The poem explores the theme of identity formation through the speaker's reflections on the photograph, highlighting the complexities and nuances of self-discovery.

Q.What is the significance of the poem's title?

A.The poem's title, "This Is a Photograph of Me", serves as a catalyst for the speaker's reflections on her past, present, and identity.

Q.How does the poem use the speaker's emotions to convey meaning?

A.The poem uses the speaker's emotions, such as nostalgia, melancholy, and introspection, to convey meaning and create a sense of intimacy.



Q.How does the poem's structure contribute to its meaning?

A.The poem's structure, which is fragmented and lyrical, contributes to its exploration of identity, memory, and the passage of time.

Q. What is the significance of the speaker's use of metaphor?

A. The speaker's use of metaphor serves to create vivid and evocative descriptions of the photograph and her emotions.

Q.How does the poem explore the theme of self-representation?

A. The poem explores the theme of self-representation through the speaker's reflections on the photograph, highlighting the complexities of representing oneself.

Q.What message does the poem convey about the relationship between identity and memory?

A.The poem conveys that identity and memory are deeply intertwined, and that our memories shape our understanding of ourselves.

Q.How does the poem use imagery to convey the speaker's emotions?

A.The poem uses imagery to convey the speaker's emotions, such as the "smeared" and "blurred" photograph, which suggests a sense of disconnection and loss.

Q.What literary devices does Atwood use to create a sense of ambiguity?

A.Atwood uses literary devices such as metaphor, symbolism, and imagery to create a sense of ambiguity and complexity.

Q.Briefly analysis the poem this is a photograph of me

Or

Write the theme of the poem

Or

write the sumury of the poem

Or

Discuss the main idea or central idea of the poem



Ans: This is a Photograph of Me” opens The Circle Game, Canadian writer Margaret Atwood’s 1964 collection of poetry. As the speaker of this free verse poem describes a blurry photograph to the audience, the image's implications continuously transform. As such, the photograph becomes a means of exploring the malleability of history and truth, particularly with regard to the suppression of marginalized voices. In doing so, it sets the stage for the rest of The Circle Game, which centers female perspectives and experiences that have long been subsumed under male-dominated histories. The poem’s short, uneven lines and stanzas mirror the fragmented, ever-changing nature of history

The speaker begins to describe an old photograph from many years ago. The speaker notes that, upon first glance, the image appears blurry, all of its fuzzy shapes mingling on the photo paper.

The speaker then guides the reader through the photograph, first pointing out a fragment of an evergreen tree that creeps into the frame from one of its left corners. To its right is an incline, which the speaker says should be gradual. Halfway up the incline is a little house whose weight is supported by a wooden frame.

The speaker describes the background of the image, drawing the audience’s attention to a lake, behind which sit short hills.

The speaker claims, in a parenthetical statement, to have drowned on the day before the photograph was taken.

The speaker points the audience back towards the lake at the center of the photo, where the speaker lies lifeless right beneath its surface.

The speaker explains that it is hard to make out the corpse’s form—its exact size and position—because light reflects off of the water, warping the body’s appearance.

However, the speaker maintains that if the audience contemplates the photo for a while, they will be able to recognize the speaker.

The speaker of the poem describes a photograph, first presenting the whole, blurry image and then calling the reader’s attention to various details within its quaint landscape. However, about halfway through the poem, it is revealed that the speaker’s lifeless body is also pictured, barely perceivable. As the photo’s narrative becomes increasingly dark and complex, the speaker exposes the limitations of recording history. It requires simplification, the poem implies, centering certain experiences as others fade and effectively resulting in the erasure of those with less power.

After presenting the reader with a vague image, the speaker points out specific features and a picturesque scene begins to take shape. This initial scan of the photograph reflects the ease with which documents can be used to fabricate an uncomplicated version of past events.

When first introducing the picture, the speaker emphasizes its cloudiness, using descriptors like “smeared,” “blurred,” and “blended.” The speaker goes on to point out one corner of the photograph, from which a tree emerges. In doing so, the speaker subtly hints that one’s understanding of history materializes based on how that history is presented.



Indeed, the speaker says, “At first it seems to be / a smeared / print,” indicating that history is at least as much based on interpretation of records as it is grounded in raw data. The speaker continues to guide the reader through the image, delineating a slight incline and a humble house in the foreground, beyond which lie a lake and hills. The speaker uses soft language to describe the scene, such as “gentle slope,” “small frame house,” and “low hills.” As a result, the scene appears quaint and calm.

This tranquility disappears, however, as it is revealed that the image was taken on the day after the speaker died. The speaker urges the reader to look more closely and identify the corpse submerged within the lake, showing that the speaker’s experience has been obscured.

The speaker’s body is not readily apparent—so obscured, in fact, that even the speaker is unable “to say where / precisely” it is. The speaker’s body will “eventually” emerge only after an extended period of intent observation, indicating that the ugly, complicated realities of the past are harder to discern than glossy, oversimplified narratives.

The speaker also calls the reflection of light off of the lake “a distortion,” suggesting that the photograph misrepresents the scene that it captures. This “distortion” makes the speaker unsure of “how large or how small I am,” signaling that the suffering of “small” or disenfranchised people is easy to write off as insignificant to history.

Moreover, parentheses surround the revelation that the speaker is pictured, indicating that this information could easily be left out. As such, they imply that the speaker’s experience of events is seen as secondary or insignificant. Indeed, the speaker has no input into the photo’s composition, twice saying passively that it “was taken.” Therefore, without this easily-excisable commentary, the speaker’s perspective is entirely absent.

By uncovering multiple truths contained in the photograph, the speaker reveals that historical narratives are often simplified and exclusionary, shaped by whoever is recording them. As a result, the experiences of marginalized people are often erased from prevailing histories. Still, the speaker’s form is at the “center” of the photograph, “just under the surface,” suggesting that such obscured stories are central to understanding the past and can be accessed.

The poem itself is an example of this—it opens Atwood’s *The Circle Game*, which amplifies and immortalizes female perspectives long subsumed under male-dominated histories. Thus, “This Is a Photograph of Me” vocalizes the experiences of those who feel shut out of their own histories and indicates that the poems to come will illuminate such truths.

Throughout the poem, the speaker provides commentary on the photograph and calls attention to particular details, shifting the reader’s understanding of what the photograph represents. By providing multiple readings of the photograph and calling the reliability of even the speaker’s own interpretation into question, the speaker reveals that one’s understanding of the “truth” is always subjective.



As the speaker describes the image, the reader's understanding of what it depicts continuously changes, revealing that even "objective" documents like photographs can be interpreted in many ways. Initially, the image is hazy and difficult to make out—little more than "blurred lines and grey flecks / blended with the paper." This description of the photograph as a "smeared print" is highly abstract and emphasizes the lack of clarity with which it presents its subject.

The speaker then guides the reader through a more detailed analysis of the photograph, using directional language ("in the left-hand corner," "in the background") to point out specific forms. The speaker identifies "part of a tree" and "a small frame house" that sits on a slope, as well as "a lake" and "some low hills." As such, a scenic natural landscape takes shape.

The speaker's use of simple, understated language projects a quaint and benign image. However, the atmosphere shifts suddenly when the reader learns that "the photograph was taken / the day after [the speaker] drowned." The speaker draws attention back to the lake, which is now regarded as the resting place of the speaker's corpse. As such, the reader is presented with three distinct interpretations of the photograph.

Though the speaker provides a detailed, nuanced analysis of the photograph, many aspects about it remain unknown, demonstrating that the "truth" it captures is never completely fixed and knowable. The speaker is unable to distinguish if the tree in the corner of the photograph is "balsam or spruce" and says that the picture contains "what ought to be a gentle slope," never confirming if the slope is, in fact, gradual.

The precise size and location of the body in the lake are also impossible to determine, even by the speaker. The corpse is obscured due to "a distortion" caused by light reflecting off of the water. The warped image further undermines the photograph's reliability and contradicts the idea that photographs are "objective," as they can create optical illusions. Moreover, the account of the photograph as a record of the speaker's drowning is contained within parentheses, indicating uncertainty about the necessity and significance of the information they contain.

Therefore, rather than providing clarity about what the photograph represents, the speaker's narration offers several different interpretations and calls the validity of each into question. As such, the speaker illustrates that one's concept of the "truth" itself is based on perception—something unfixed and easily manipulated.

The speaker opens the poem by noting that its subject is fairly old. The reader understands that the speaker is discussing a photograph, given the poem's title and the verb "taken." Still, by not explicitly naming the photograph or specifying just how old it is, the speaker introduces vagueness—a quality



that will pervade the poem. Indeed, the speaker proceeds to describe the photograph as “smeared,” or smudged and blurry.

The passive verb form “taken” also indicates that some unnamed third party took the photograph, rather than the speaker. To put it another way, this phrasing presents the speaker as a commentator rather than an active force behind the photo’s production. This term will reappear later to clarify that the speaker is the object of actions carried out by a more dominant force. However, line 1 also establishes the speaker’s authority, as it is made up of one succinct, straightforward sentence, punctuated with an end-stop. As such, the speaker comes across as confident, while the poem’s plain, reserved language projects credibility.

CHAPTER – 3:

The Grass is Really Like Me" by Krishwar

Q. What is the central theme of the poem?

A. The central theme of the poem is the speaker's identification with nature, specifically the grass.

Q.What does the grass symbolize in the poem?

A. The grass symbolizes the speaker's own life, experiences, and emotions.

Q. How does the speaker describe the grass?

A. The speaker describes the grass as "tall", "green", and "swaying", conveying a sense of beauty and freedom.

Q.What does the speaker mean by "the grass is really like me"?

A. The speaker means that the grass and they share similar experiences, emotions, and characteristics.

Q.What tone does the speaker convey in the poem?

A. The speaker conveys a tone of introspection, self-awareness, and connection with nature.

Q.What literary devices does Krishwar use in the poem?

A.Krishwar uses literary devices such as metaphor, simile, and personification to convey the speaker's emotions and connection with nature.



Q. How does the poem explore the theme of identity?

A. The poem explores the theme of identity through the speaker's identification with the grass, highlighting the complexities and nuances of self-discovery.

Q. What message does the poem convey about the human relationship with nature?

A. The poem conveys that humans and nature are interconnected, and that we can learn about ourselves and our place in the world through our relationships with the natural world.

Q. How does the speaker's use of imagery contribute to the poem's meaning?

A. The speaker's use of imagery creates a vivid picture of the grass and the speaker's emotions, highlighting the connection between the two.

Q. What is the significance of the speaker's statement "I am the grass"?

A. The speaker's statement "I am the grass" emphasizes the speaker's identification with nature and highlights the interconnectedness of all living things.

Q. How does the poem explore the theme of self-discovery?

A. The poem explores the theme of self-discovery through the speaker's identification with the grass, highlighting the process of learning about oneself and one's place in the world.

Q. What literary devices does Krishwar use to convey the speaker's emotions?

A. Krishwar uses literary devices such as metaphor, simile, and personification to convey the speaker's emotions and create a sense of connection with nature.

Q. How does the poem's structure contribute to its meaning?

A. The poem's structure, which is simple and lyrical, contributes to its exploration of the speaker's emotions and connection with nature.

Q. What message does the poem convey about the importance of nature?

A. The poem conveys that nature is essential to human well-being and self-discovery, highlighting the importance of connecting with the natural world.

Q. How does the speaker's tone contribute to the poem's overall effect?



A.The speaker's tone, which is reflective and introspective, contributes to the poem's exploration of the speaker's emotions and connection with nature.

Q.How does the poem use nature imagery to convey the speaker's emotions?

A. The poem uses nature imagery, such as the grass, to convey the speaker's emotions and create a sense of connection with the natural world.

Q.What is the significance of the speaker's comparison of themselves to the grass?

A. The speaker's comparison of themselves to the grass highlights the similarities between the two and emphasizes the speaker's connection with nature.

Q.How does the poem explore the theme of individuality?

A. The poem explores the theme of individuality through the speaker's unique perspective and connection with nature.

Q. What literary devices does Krishwar use to convey the speaker's thoughts and feelings?

A. Krishwar uses literary devices such as metaphor, simile, and personification to convey the speaker's thoughts and feelings.

Q. How does the poem's tone contribute to its overall effect?

A.The poem's tone, which is reflective and introspective, contributes to its exploration of the speaker's emotions and connection with nature.

Q.What message does the poem convey about the importance of self-reflection?

A.The poem conveys that self-reflection is essential to understanding oneself and one's place in the world.

Q. How does the speaker's use of language contribute to the poem's meaning?

A.The speaker's use of language, which is simple and lyrical, contributes to the poem's exploration of the speaker's emotions and connection with nature.

Q.What is the significance of the poem's title?

A.The poem's title, "The Grass is Really Like Me", emphasizes the speaker's connection with nature and highlights the similarities between the two.



Q. How does the poem explore the theme of growth and development?

A. The poem explores the theme of growth and development through the speaker's connection with nature and their reflections on their own growth and change.

Q. How does the poem use symbolism to convey meaning?

A. The poem uses the grass as a symbol to convey the speaker's emotions, thoughts, and connection with nature.

Q. What is the significance of the speaker's statement "I am growing"?

A. The speaker's statement "I am growing" emphasizes their connection with nature and highlights their own growth and development.

Q. How does the poem explore the theme of hope and renewal?

A. The poem explores the theme of hope and renewal through the speaker's connection with nature and their reflections on growth and change.

Q. What literary devices does Krishwar use to convey the speaker's emotions?

A. Krishwar uses literary devices such as metaphor, simile, and personification to convey the speaker's emotions.

Q. How does the poem's structure contribute to its meaning?

A. The poem's structure, which is simple and lyrical, contributes to its exploration of the speaker's emotions and connection with nature.

Q. What message does the poem convey about the importance of nature in our lives?

A. The poem conveys that nature is essential to our well-being, growth, and development.

Q. Briefly analyse the poem 'The grass is really like me'

Or

Write the theme of the poem

Or

Write the summary of the poem



Or

Discuss the main idea or central idea of the poem

Ans: In the poem 'The Grass Is Really Like Me', the poet Kishwar Naheed talks on the difficulties that women in the world today, encounter. The poet compares her life to the existence of a blade of grass. This poetry embraces feminist theory. In her poem, the poet likens herself to grass. Because she believes that the state of women and the condition of the grass are similar, she is equating herself with the grass. She refers to the entire women's community when she says "me."

Kishwar Naheed is a Pakistani author and feminist who writes in Urdu. She has published numerous books of poetry. For her literary contributions to Urdu literature, she has also been recognized with accolades including the Sitara-e-Imtiaz.

The poem has a feminist edge thanks to the poet, who identifies as a feminist. She has drawn attention to issues that oppress women and attempt to rule them. The lawnmower removes all the grass in the case of the grass, while the dominant culture hinders the poetess's efforts to rise to recognition.

The grass is also like me it has to unfurl underfoot to fulfil itself but what does its wetness manifest: a scorching sense of shame or the heat of emotion?

The poet claims that the grass, like her and all other women, is similar to her in the first stanza of the poem. Against the ground, they must unfold in order to flourish. But what does the grass' moisture want? Does it want the intense heat of an emotion or a burning sensation of guilt?

The grass is also like me As soon as it can raise its head the lawnmower obsessed with flattening it into velvet, mows it down again.

In the opening line of the poem's second stanza, the author asserts that the grass is similar to her and all other women. She says, that the lawnmower chops it down again as soon as the grass is completely grown and ready to lift its head. She is attempting to highlight through this, the dominant society that stifles all of her efforts to rise. The expression "raise its head" means that even in their position of oppression, women are striving to bloom and they voice their opinion for equality and fight for it, like the grass beneath our feet.

How you strive and endeavour to level woman down too! But neither the earth's nor woman's desire to manifest life dies. Take my advice: the idea of making a footpath was a good one.

Kishwar Naheed draws attention to how hard society attempts to demean women. She does, however, make it clear that neither the earth's nor woman's desire to bring life into the world dies. She adds a piece of advice saying that, creating a pathway was a smart move.



Those who cannot bear the scorching defeat of their courage are grafted on to the earth. That's how they make way for the mighty but they are merely straw not grass The grass is really like me.

The poet is attempting to convey to us that failure paves the path for those who are bigger or stronger. Chopped grass that has lost its battle lies on the ground. The remaining straw clears the way for the more machines. Similar to how the weaker women make room for the dominant civilization.

The Grass is Really Like Me" by Kishwar Naheed

The speaker compares herself to grass, highlighting their shared experiences. Just as grass unfurls and grows underfoot, the speaker feels the need to fulfill her potential.

The "wetness" of the grass represents an emotional struggle, which could be either a sign of shame or of intense emotion, possibly symbolizing the challenges faced by women in a patriarchal society.

The speaker again likens herself to grass, focusing on how, despite trying to grow and lift its head, the grass is repeatedly cut down by the lawnmower. The lawnmower symbolizes societal forces that aim to suppress individuality and keep both grass and women "leveled" or controlled. However, the speaker points out that no matter how much these forces attempt to suppress growth, the intrinsic desire of women to express life and existence remains.

The speaker offers advice, acknowledging that the idea of creating footpaths, or structured ways for movement, is a clever one. However, she suggests that those who cannot face defeat or suppression are crushed by the earth, becoming mere straw. These individuals are trodden down for the benefit of those in power. In contrast, the speaker emphasizes that the grass, like herself, is resilient, symbolizing strength

Kishwar Naheed's poem "The Grass is Really Like Me" is a powerful feminist expression that uses the metaphor of grass to explore themes of oppression, resilience, and societal expectations of women. The grass, much like the speaker, symbolizes vulnerability and the struggle for self-expression in a world dominated by forces that



aim to suppress individuality, especially in women.

In the first stanza, Naheed draws a parallel between grass and her own identity, illustrating how both are forced to unfold under the pressure of external forces (symbolized by being underfoot). The "wetness" of the grass may represent tears, emotions, or vulnerability, raising questions about whether this is due to shame or passion. This could be understood as reflecting the emotional toll of being confined by societal norms.

In the second stanza, the lawnmower becomes a metaphor for the patriarchal forces that aim to keep women subdued. Just as the grass strives to raise its head only to be cut down, women too are restricted and "leveled" by societal expectations, yet their desire for life and self-expression is not extinguished. Naheed emphasizes the ongoing battle women face in trying to assert themselves while continually being pushed down by external pressures.

CHAPTER – 4:

"Still, I Rise" by Maya Angelou

Q. What is the central theme of the poem?

A. The central theme of the poem is resilience and defiance in the face of oppression and racism.

Q. What is the significance of the poem's title?

A. The title "Still I Rise" emphasizes the speaker's determination to rise above the challenges and obstacles they face.

Q. How does the poem use imagery to convey the speaker's emotions?

A. The poem uses vivid imagery, such as "Into the daybreak that arrives out of the night" to convey the speaker's emotions and create a sense of hope and resilience.

Q. What is the significance of the speaker's repetition of "I rise"?

A. The repetition of "I rise" emphasizes the speaker's determination and resilience, and serves as a powerful affirmation of their identity and humanity.



Q.How does the poem explore the theme of racism?

A.The poem explores the theme of racism through the speaker's experiences and emotions, highlighting the ways in which racism seeks to oppress and silence.

Q. What literary devices does Angelou use in the poem?

A.Angelou uses literary devices such as metaphor, simile, and repetition to convey the speaker's emotions and create a sense of rhythm and musicality.

Q.What message does the poem convey about the power of resilience?

A. The poem conveys that resilience is a powerful tool for overcoming adversity, and that it can be a source of strength and inspiration.

Q. How does the poem use tone to convey the speaker's emotions?

A. The poem uses a tone that is defiant, determined, and hopeful to convey the speaker's emotions and create a sense of empowerment.

Q.What is the significance of the poem's final line?

A.The final line "Into the daybreak that arrives out of the night" emphasizes the speaker's hope and resilience, and serves as a powerful affirmation of their humanity.

Q. How does the poem explore the theme of identity?

A.The poem explores the theme of identity through the speaker's experiences and emotions, highlighting the ways in which identity is shaped by racism and oppression.

Q.How does the poem use symbolism to convey meaning?

A.The poem uses symbols such as "chains", "ropes", and "dawn" to convey the speaker's experiences and emotions.

Q. What is the significance of the speaker's address to their oppressors?

A.The speaker's address to their oppressors serves as a powerful statement of defiance and resistance.

Q.How does the poem explore the theme of empowerment?



A.The poem explores the theme of empowerment through the speaker's determination and resilience.

Q.What literary devices does Angelou use to convey the speaker's emotions?

A.Angelou uses literary devices such as imagery, metaphor, and repetition to convey the speaker's emotions.

Q.What message does the poem convey about the impact of racism?

A.The poem conveys that racism has a profound impact on individuals and communities.

Q.How does the poem use tone to convey the speaker's emotions?

A. The poem uses a tone that is defiant, determined, and hopeful to convey the speaker's emotions.

Q.What is the significance of the poem's use of natural imagery?

A.The poem's use of natural imagery serves to emphasize the speaker's connection to the natural world.

Q.How does the poem explore the theme of freedom?

A. The poem explores the theme of freedom through the speaker's determination to rise above oppression.

Q.What literary devices does Angelou use to create a sense of rhythm?

A.Angelou uses literary devices such as repetition, rhyme, and meter to create a sense of rhythm.

Q.What message does the poem convey about the power of the human spirit?

A.The poem conveys that the human spirit is capable of overcoming even the most daunting challenges.

Q.How does the poem use irony to convey meaning?

A.The poem uses irony to highlight the contrast between the speaker's oppression and their determination to rise above.

Q. What is the significance of the speaker's repetition of "I'll rise"?



A.The repetition of "I'll rise" emphasizes the speaker's determination and serves as a powerful affirmation of their identity.

Q.How does the poem explore the theme of self-love?

A.The poem explores the theme of self-love through the speaker's determination to rise above oppression and affirm their own worth.

Q. What literary devices does Angelou use to convey the speaker's emotions?

A.Angelou uses literary devices such as imagery, metaphor, and repetition to convey the speaker's emotions.

Q.What message does the poem convey about the importance of resilience?

A.The poem conveys that resilience is essential for overcoming adversity and achieving personal growth.

Q.How does the poem use symbolism to convey the speaker's experiences?

A. The poem uses symbols such as "chains", "ropes", and "dawn" to convey the speaker's experiences and emotions.

Q.What is the significance of the poem's use of biblical imagery?

A.The poem's use of biblical imagery serves to emphasize the speaker's connection to a larger spiritual tradition.

Q.How does the poem explore the theme of hope?

A.The poem explores the theme of hope through the speaker's determination to rise above oppression.

Q.What literary devices does Angelou use to create a sense of tension?

A. Angelou uses literary devices such as imagery, metaphor, and repetition to create a sense of tension.

Q.What message does the poem convey about the power of personal transformation?

A. The poem conveys that personal transformation is possible through determination, resilience, and self-love.



Q. Briefly analysis the poem Still I Rise

Or

Write the theme of the poem

Or

write the summary of the poem

Or

Discuss the main idea or central idea of the poem

Ans: "Still, I Rise" is a poem by the American civil rights activist and writer Maya Angelou. One of Angelou's most acclaimed works, the poem was published in Angelou's third poetry collection *And Still I Rise* in 1978. Broadly speaking, the poem is an assertion of the dignity and resilience of marginalized people in the face of oppression. Because Angelou often wrote about blackness and black womanhood, "Still I Rise" can also be read more specifically as a critique of anti-black racism.

You have the ability to shape how history remembers me with your hurtful, warped lies. You have the power to walk all over me, crushing me into the dirt itself. But even so, I will rise up from the ground just as dust rises from the earth.

Does my bold and cheeky attitude offend you? Why are you so miserable? Maybe it's because of the confident way I walk, as if I had oil wells right in my living room.

I am like the moon and the sun, the rises of which are as inevitable as the rise of ocean tides. Just like high hopes, I will keep rising.

Were you hoping to see me looking sad and defeated? Did you want to see me in a submissive posture, with my head bent and eyes looking down rather than up at you? Did you want to see my shoulders slouching down in the same way that tears fall down, my body having been weakened by all my intense sobbing?

Is my pride making you mad? Are you so upset because I am so happy and joyful that it seems as though I must have gold mines in my own backyard?

You have the ability to shoot at me with your words, which are like bullets. You have the ability to cut me with your sharp glare. You may even kill me with your hatred. Nevertheless, just as the air keeps rising, I will keep rising.

Does my sex appeal make you upset? Are you taken aback by the fact that I dance as though I have precious gems between my legs?

I rise up out of history's shameful act of slavery. I rise up from this deeply painful past. I am as vast and full of power as a dark ocean that rises and swells and carries in the tide.



I rise up, and in doing so leave behind all the darkness of terror and fear. I rise up, and in doing so enter a bright morning that is full of joyful wonder. With the personal qualities and grace I inherited from my ancestors, I embody the dreams and hopes of past enslaved peoples. I will rise, and rise, and rise.

“Still I Rise” presents the bold defiance of the speaker, implied to be a black woman, in the face of oppression. This oppressor, addressed throughout as “you,” is full of “bitter, twisted lies” and “hatefulness” toward the speaker, and hopes to see the speaker “broken” in both body and spirit. However, despite all the methods of the oppressor to “shoot,” “cut,” or “kill” her, the speaker remains defiant by continuing to “rise” in triumph.

Angelou was a staunch civil rights activist, and “Still I Rise” can be taken as a powerful statement specifically against anti-black racism in America. At the same time, its celebration of dignity in the face of oppression feels universal, and can be applied to any circumstance in which a marginalized person refuses to be broken by—and, indeed, repeatedly rises above—prejudice and hatred.

Society relentlessly tries to humiliate and demean the speaker, who has little power to fight back. The speaker acknowledges that society “may” enact violence upon her. It also has the ability to write “lies” about the speaker and present them as facts. The speaker does not have the ability to prevent any of this, and, in fact, the attempts to harm the speaker only escalate as the poem continues. This “you” may crush the speaker into the dirt; it may “shoot,” “cut,” and eventually even “kill” the speaker with “hatefulness.” An oppressive society, the poem is saying, presents a clear and pressing danger to the speaker’s body and mind.

Yet the speaker responds to this treatment not only by surviving, but by thriving—something that provokes anger from her oppressor. The speaker wonders—her tone tongue-in-cheek—why the oppressor is so “upset,” “offend[ed],” and “gloom[y].” Perhaps, she proposes, it is because of her confident “walk,” generous “laugh[ter],” or dazzling “dance.” In other words, the speaker presents her joy—her refusal to bend to the speaker’s will—as its own act of defiance. Moreover, all of her acts are associated with traditional signs of wealth in the form of “oil,” “gold,” and “diamonds.”

Regardless of the oppressor’s negative and hateful responses, the speaker continues to prosper. The speaker even explicitly rejects the oppressor’s desire to “see [her] broken.” The oppressor wants to elicit “lowered eyes,” “teardrops,” and “soulful cries” from the speaker, to see her downtrodden. Thus simply living with joy, pride, and dignity is an act of resistance against and triumph over oppression.

Indeed, the speaker “rise[s]” repeatedly over the oppressor’s violent hatred and prejudice. The speaker’s rise is first compared to the rise of “dust,” a reference to the earth. Later, her rise transforms from the rise of “dust” to “air,” which is located physically above the earth. The progression of these comparisons over the course of the poem reinforces the speaker’s rise over



oppression. And just like the rise of “moons and ... suns,” the speaker’s rise is inevitable and unstoppable. Her dignity and strength are qualities that society can’t touch, no matter how hard it tries. The speaker is thus able to ascend out of “history’s shame” and “a past that’s rooted in pain,” both of which are particular references to slavery, by living with pride and joy. Indeed, her rise—a powerful form of resistance against oppression—is the ultimate “dream” and “hope” of oppressed peoples.

Given this context, the poem has clear and particular resonance for black Americans. More broadly, the poem is a ringing assertion of the dignity of marginalized people and an insistence on their ultimate, inevitable triumph over violence and hate.

CHAPTER – 5:

"Advice for Women" by Eunice de Souza:

Q. What is the central theme of the poem?

A. The central theme of the poem is the societal expectations and restrictions placed on women.

Q. What tone does the speaker convey in the poem?

A. The speaker conveys a tone of sarcasm, irony, and frustration.

Q. What is the significance of the speaker's use of irony?

A. The speaker's use of irony highlights the absurdity and injustice of societal expectations placed on women.

Q. How does the poem explore the theme of feminism?

A. The poem explores the theme of feminism by critiquing patriarchal norms and societal expectations.

Q. What message does the poem convey about women's roles in society?

A. The poem conveys that women's roles in society are often limited and restrictive.

Q. What literary devices does Eunice de Souza use in the poem?

A. Eunice de Souza uses literary devices such as irony, sarcasm, and imagery to convey the speaker's emotions.



Q.How does the poem relate to contemporary feminist issues?

A. The poem relates to contemporary feminist issues such as equal rights, reproductive rights, and challenging patriarchal norms.

Q.What is the significance of the speaker's address to women?

A.The speaker's address to women serves as a call to action, encouraging women to challenge societal expectations.

Q.How does the poem use humor to convey its message?

A.The poem uses humor to convey its message by employing irony and sarcasm to highlight the absurdity of societal expectations.

Q.What message does the poem convey about women's empowerment?

A. The poem conveys that women's empowerment requires challenging societal expectations and norms.

Q.How does the poem explore the theme of identity?

A.The poem explores the theme of identity by critiquing societal expectations and norms that restrict women's identities.

Q.What is the significance of the speaker's use of rhetorical questions?

A.The speaker's use of rhetorical questions highlights the absurdity and injustice of societal expectations.

Q.How does the poem relate to the feminist movement?

A. The poem relates to the feminist movement by challenging patriarchal norms and advocating for women's rights.

Q.What literary devices does Eunice de Souza use to convey the speaker's emotions?

A.Eunice de Souza uses literary devices such as irony, sarcasm, imagery, and rhetorical questions to convey the speaker's emotions.

Q.How does the poem explore the theme of social justice?



A. The poem explores the theme of social justice by critiquing societal norms and advocating for women's rights.

Q. What message does the poem convey about women's autonomy?

A. The poem conveys that women's autonomy requires challenging societal expectations and norms.

Q. How does the poem use satire to convey its message?

A. The poem uses satire to convey its message by employing irony and sarcasm to highlight the absurdity of societal expectations.

Q. What is the significance of the speaker's tone in the poem?

A. The speaker's tone, which is sarcastic and ironic, highlights the absurdity and injustice of societal expectations.

Q. How does the poem explore the theme of personal freedom?

A. The poem explores the theme of personal freedom by advocating for women's rights and autonomy.

Q. What message does the poem convey about the importance of self-awareness?

A. The poem conveys that self-awareness is essential for women to challenge societal expectations and norms.

Q. How does the poem use language to convey its message?

A. The poem uses language that is straightforward, sarcastic, and ironic to convey its message.

Q. What is the significance of the speaker's use of humor?

A. The speaker's use of humor highlights the absurdity and injustice of societal expectations.

Q. How does the poem relate to contemporary women's issues?

A. The poem relates to contemporary women's issues such as equal rights, reproductive rights, and challenging patriarchal norms.

Q. What literary devices does Eunice de Souza use to create a sense of irony?



A. Eunice de Souza uses literary devices such as sarcasm, rhetorical questions, and understatement to create a sense of irony.

Q. How does the poem explore the theme of women's empowerment?

A. The poem explores the theme of women's empowerment by advocating for women's rights, autonomy, and self-awareness.

Q. What message does the poem convey about the importance of challenging societal norms?

A. The poem conveys that challenging societal norms is essential for women's empowerment and autonomy.

Q. How does the poem use satire to critique societal expectations?

A. The poem uses satire to critique societal expectations by employing irony, sarcasm, and ridicule.

Q. What is the significance of the speaker's address to women?

A. The speaker's address to women serves as a call to action, encouraging women to challenge societal expectations and norms.

Q. How does the poem explore the theme of identity politics?

A. The poem explores the theme of identity politics by highlighting the ways in which societal expectations and norms restrict women's identities.

Q. What message does the poem convey about the importance of self-expression?

A. The poem conveys that self-expression is essential for women's empowerment and autonomy.

Q. Briefly analyse the poem 'Advice for women'

Or

Write the theme of the poem

Or

Write the summary of the poem

Or

Discuss the main idea or central idea of the poem



The poem *Advice to Women* by Eunice de Souza suggests that keeping cats can teach one to cope with the uniqueness of relationships. It emphasizes the independence and self-sufficiency of cats, contrasting it with the challenges of human interactions. The advice includes not harbouring resentment and learning from the stoic nature of cats, preparing oneself for the inevitability of solitude. This blog delves into the summary, themes, and Analysis of the poem.

The poem begins by asserting that keeping cats can be a valuable lesson in understanding and dealing with the uniqueness of human relationships. The term "otherness" is introduced, suggesting the distinct qualities of lovers that one must learn to cope with.

The poet draws attention to the independence of cats, emphasizing their ability to return to their litter trays when needed, which contrasts with the potential complexities of human interactions. There's advice against expressing anger towards enemies, promoting composure in the face of conflict.

A significant part of the poem revolves around the cat's gaze, described as having a "perpetual surprise" in those "great green eyes." This gaze is portrayed as a teacher, implying that observing the cat's demeanour can impart wisdom. The colour green is particularly highlighted, adding to the vivid imagery.

The poem takes a contemplative turn towards the end, stating that this stare will teach one "to die alone." This line suggests a reflection on the inevitability of solitude and perhaps the profound lessons learned from observing the self-sufficient and enigmatic nature of cats.

Eunice de Souza in this poem uses the metaphor of keeping cats to convey insights into the complexities of relationships, independence, and contemplation of life's mysteries. It imparts lessons that extend beyond the realm of pet ownership to encompass broader aspects of the human experience, offering a rich tapestry of reflections on love, solitude, and the intricate dance between independence and connection.

In Eunice de Souza's poem, the metaphor of keeping cats serves as a lens through which to examine the intricate dynamics of human relationships. The poem unfolds with the assertion that the experience of having cats can be instructive in navigating the uniqueness of love and the concept of "otherness" in relationships. The poet deftly contrasts the independence of cats with the potential complexities of human interactions, portraying the feline trait of returning to litter trays as a symbol of self-sufficiency and straightforwardness.

As the verses progress, the poet dispenses practical advice, urging against expressing anger at perceived enemies. This advice not only underscores the theme of maintaining composure but also introduces a social dimension, inviting readers to consider the implications of conflict resolution within the context of relationships.



A pivotal moment in the poem is the vivid portrayal of the cat's gaze, described as having a "perpetual surprise" in "great green eyes." This imagery takes on a symbolic significance, elevating the cat beyond a mere pet to a profound teacher. The choice of the colour green adds depth, suggesting a vibrant and perhaps mysterious quality to the lessons embedded in the cat's demeanour.

The poem's climax lies in the contemplative revelation that the cat's gaze will teach one "to die alone." This line introduces a sombre note, prompting readers to reflect on the inevitability of solitude. The juxtaposition of life's lessons learned from a seemingly simple and independent creature deepens the thematic resonance of the poem.

In essence, Eunice de Souza's poem is a tapestry of reflections on love, independence, and solitude. Through the lens of feline companionship, the poet imparts wisdom and contemplation, inviting readers to explore the intricate dance between simplicity and complexity within the realm of human relationships. The poem's evocative imagery, practical advice, and contemplative undertones create a work that resonates with readers on both intellectual and emotional levels.

Eunice de Souza's poem explores several themes, offering readers a rich tapestry of reflections on human relationships, independence, and the inevitability of solitude.

Relationships and Otherness: The poem delves into the theme of relationships, emphasizing the uniqueness of individuals within the context of love. The term "otherness" suggests each person's distinct qualities and characteristics to a relationship. The poet uses the metaphor of keeping cats to highlight the need to understand and cope with this otherness, offering insights into the complexities of human connections.

Independence and Self-Sufficiency: The independence of cats becomes a prominent theme in the poem. Cats, portrayed as self-sufficient creatures that return to their litter trays when needed, serve as a metaphor for simplicity and directness in addressing one's needs. This theme contrasts with the potential complications and intricacies involved in human interactions, inviting contemplation on the virtues of independence.

Composure and Conflict Resolution: Practical advice is woven into the poem, discouraging the expression of anger toward enemies. This theme touches on the importance of maintaining composure in the face of conflict, suggesting that such restraint is a valuable attribute in navigating relationships. The advice introduces a social dimension, urging readers to consider the implications of conflict resolution within the context of human connections.



Observation and learning: The poem places significant emphasis on the cat's gaze, describing it as having a "perpetual surprise" in "great green eyes." This imagery takes on a symbolic role, elevating the cat to a profound teacher. The colour green adds depth to this symbolism, suggesting vitality, growth, or mystery. The theme of observation and learning from the cat's gaze contributes to the overall contemplative tone of the poem.

Reflections on Solitude: The poem takes a contemplative turn in its concluding lines, stating that the cat's stare will teach one "to die alone." This theme introduces a sombre note, prompting readers to reflect on the inevitability of solitude. The juxtaposition of life's lessons learned from a seemingly simple and independent creature deepens the thematic resonance of solitude within the human experience.

Eunice de Souza, an Indian English-language poet, literary critic, and novelist, is known for her insightful and often thought-provoking works. Born in 1940, she has contributed significantly to the Indian literary landscape. Her poetry often explores themes of identity, relationships, and societal norms. This particular poem, with its reflections on love, relationships, and the lessons learned from observing cats, aligns with the nuanced and introspective style often found in Eunice de Souza's body of work.

This poetry collection is known for its bold and incisive exploration of various themes, including relationships, gender dynamics, and societal expectations

In essence, "Advice to Women" by Eunice de Souza resonates with timeless wisdom, urging women to prioritize self-respect, independence, and the pursuit of their passions. Her guidance emphasizes embracing individuality, challenging societal norms, and fostering personal fulfilment. As we absorb these insights, let us carry forward the spirit of empowerment and resilience, embracing our strength and authenticity in the evolving journey of self-discovery



UNIT – 3

"The Girl Who Can" by Ama Ata Aidoo

Q. What is the central theme of the poem?

A. The central theme of the poem is the limitations placed on women and girls in society.

Q. What is the significance of the title "The Girl Who Can"?

A. The title "The Girl Who Can" is ironic, as the poem highlights the ways in which society restricts girls' and women's abilities.

Q. How does the poem use imagery to convey its message?

A. The poem uses vivid imagery to convey the ways in which girls and women are limited by societal expectations.

Q. What is the speaker's tone in the poem?

A. The speaker's tone is one of frustration, irony, and critique.

Q. How does the poem explore the theme of feminism?

A. The poem explores the theme of feminism by highlighting the ways in which societal expectations restrict girls' and women's lives.

Q. What literary devices does Ama Ata Aidoo use in the poem?

A. Ama Ata Aidoo uses literary devices such as irony, imagery, and repetition to convey the poem's message.

Q. How does the poem relate to contemporary feminist issues?

A. The poem relates to contemporary feminist issues such as equal rights, reproductive rights, and challenging patriarchal norms.

Q. What message does the poem convey about the importance of education?

A. The poem conveys that education is essential for girls and women to overcome societal limitations.



Q. How does the poem use satire to critique societal expectations?

A. The poem uses satire to critique societal expectations by employing irony and ridicule.

Q. What is the significance of the poem's final line?

A. The poem's final line emphasizes the importance of challenging societal expectations and limitations.

Q. How does the poem explore the theme of identity?

A. The poem explores the theme of identity by highlighting the ways in which societal expectations shape girls' and women's sense of self.

Q. What is the significance of the speaker's use of rhetorical questions?

A. The speaker's use of rhetorical questions emphasizes the absurdity and injustice of societal expectations.

Q. How does the poem relate to the experiences of women in Africa?

A. The poem relates to the experiences of women in Africa by highlighting the ways in which societal expectations and limitations affect their lives.

Q. What literary devices does Ama Ata Aidoo use to convey the speaker's emotions?

A. Ama Ata Aidoo uses literary devices such as imagery, irony, and repetition to convey the speaker's emotions.

Q. How does the poem explore the theme of empowerment?

A. The poem explores the theme of empowerment by highlighting the importance of challenging societal expectations and limitations.

Q. What message does the poem convey about the importance of self-awareness?

A. The poem conveys that self-awareness is essential for girls and women to overcome societal limitations.

Q. How does the poem use irony to critique societal expectations?

A. The poem uses irony to critique societal expectations by highlighting the contrast between what girls and women can do and what they are expected to do.



Q.What is the significance of the poem's title in relation to its themes?

A.The poem's title "The Girl Who Can" is significant because it highlights the tension between what girls and women are capable of and what they are expected to do.

Q.How does the poem relate to contemporary issues of gender inequality?

A.The poem relates to contemporary issues of gender inequality by highlighting the ways in which societal expectations and limitations contribute to inequality.

Q.What message does the poem convey about the importance of challenging societal norms?

A.The poem conveys that challenging societal norms is essential for creating a more just and equitable society.

Q.How does the poem explore the theme of patriarchy?

A.The poem explores the theme of patriarchy by highlighting the ways in which societal expectations and limitations are imposed on girls and women.

Q. What is the significance of the speaker's use of metaphor?

A. The speaker's use of metaphor emphasizes the ways in which societal expectations can be suffocating and limiting.

Q.How does the poem relate to the experiences of girls and women in Ghana?

A.The poem relates to the experiences of girls and women in Ghana by highlighting the ways in which societal expectations and limitations affect their lives.

Q.What literary devices does Ama Ata Aidoo use to create a sense of tension?

A. Ama Ata Aidoo uses literary devices such as irony, metaphor, and repetition to create a sense of tension.

Q. How does the poem explore the theme of resistance?

A.The poem explores the theme of resistance by highlighting the ways in which girls and women can challenge and resist societal expectations.

Q.What message does the poem convey about the importance of education for girls?



A.The poem conveys that education is essential for girls to overcome societal limitations and achieve their full potential.

Q. How does the poem use imagery to convey the speaker's emotions?

A.The poem uses vivid imagery to convey the speaker's emotions and create a sense of urgency.

Q.What is the significance of the poem's structure?

A.The poem's structure, which is concise and direct, emphasizes the speaker's message and creates a sense of intimacy.

Q.How does the poem relate to contemporary issues of feminism and social justice?

A.The poem relates to contemporary issues of feminism and social justice by highlighting the ways in which societal expectations and limitations contribute to inequality.

Q.What message does the poem convey about the importance of individuality?

A.The poem conveys that individuality is essential for girls and women to overcome societal limitations and achieve their full potential.

Q.Briefly analysis the story The Girl Who Can.

Or

Write the theme of the story

Or

write the sumury of the story

Or

Discuss the main idea or central idea of the story

Ans: The story highlights the primitive society's perception of the role of a woman, being that of a child-bearer only. The writer tries to break this perception through the character of Adjoa, a seven-year-old girl. When she puts her so-called 'thin legs' to good use and wins running competition, this is an eye-opener for the grandmother who always felt that the thin, long legs of Adjoa were not useful because they could not support solid hips which were required for bearing children. The debate between tradition and modernity is displayed when Adjoa is trapped between her dominating grandmother, Nana and her subdued mother Kaya (Maami).



The author is a feminist and through the story, she analyses the struggles of a woman to find her place in the society. She shows a female tripartite household comprising the narrator, Adjoa, a seven year-old girl, her mother Kaya and her grandmother Nana. The themes of conflict, innocence, freedom, insecurity, connection and pride have been explored through the various characters.

The story is about a girl named Adjoa who is seven years of age and lives in a big village called Hasodzi in Central Ghana, Africa. She lives with her grandmother, Nana and her mother, Maami whose name is Kaya. Hasodzi is located in a fertile patch of land and even when the entire Africa is suffering dry conditions, Hasodzi is green and fertile. Whenever Adjoa does not finish her meal, Nana tells her to eat and adds that there are many problems in life, they are lucky to get food and that Adjoa should finish her meal.

Adjoa says that one faces different problems at different stages of life and so does she. Her problem is that she is not able to speak her opinion. This is also because of the discouraging reaction that she gets whenever she speaks up. With a lot of effort, she gets an elder to listen to her. Then Nana asks her to repeat her statement. This is followed by either of the following two reactions – either Nana commands Adjoa not to repeat those words ever again, or she laughs at her. She laughs till tears flow from her eyes and she gets tired. Then she shares it with another elder and then the two of them laugh and scream until tears roll down their cheeks. Sometimes this sequence goes up to four or five elders. Adjoa gets confused about both these reactions and they discourage her from speaking her mind.

She likes Nana except for her complaining nature. Nana always complains that Adjoa has spindly legs which she thinks are not fleshy, the calf muscles are not strong enough to support solid hips which women require to bear babies. Nana even taunts Maami for having married such a man who gave birth to a girl with spindly legs. When Maami says that Adjoa is better off than those who are born without limbs, Nana says that accidentally such events happen that mother nature brings deformed children on the earth but if a female child is born with legs then they should be of the right kind.

This constant complain creates an urge in Adjoa to see legs of women around her, those who have borne babies. As the elder women wear long wrap arounds, it is not possible. So, she plans to visit the river during the evenings when the women bathe there. However, she is not allowed to go there. The elders only permit her to visit the shallow end of the river with girls who are her age. They would bathe in the bathhouse that was just behind their hut. Adjoa was unable to identify the right kind of legs that a woman should have because all those girls were like her – they had not borne babies yet. Additionally, she had also seen Nana and Maami's legs which were of the approved kind because they had borne babies. Still she was unsure if they were fleshy enough as Nana desired.

The school was at a distance of five kilometers from their village and all the students complained of the long walk. However, Adjoa never felt so. For her school was a nice place. All these years she had been winning the school race but she had never shared this with the family, thinking that it was not relevant. However, that year she was selected to represent the school at the junior level in the District sports week. This news surprised Nana and Maami. Nana herself washed and ironed Adjoa's school uniform. Maami wanted to say something about Adjoa which Nana did not know but seeing that Nana was elated, choose not to speak. Nana would look carefully at Adjoa's legs, perhaps she wondered that those spindly legs were worth something. Nana would wear a fresh set of old clothes which were heavily starched and would creak when shoe passed by. She would accompany them to



the event, however she pretended as if she was going elsewhere. Adjoa enjoyed wearing the shining uniform and won the cup for the best athlete in the junior category.

Nana carried the cup on her back like they carried babies and other valuables. She took it home, showed it to Maami before submitting it with the school headmaster. Nana acted strangely when she took Adjoa in her lap, wept softly and spoke to herself that thin legs could be useful too. Even though they were not fleshy, they could not support solid hips but they could run and so, there were many more possibilities for them.

All these years Adjoa had wanted to say the same thing but she didn't because of the discouraging response she had gotten for speaking her mind. Now this was better – a practical experience which automatically made Nana realize that the legs of a woman could have several other benefits. Maami as usual chose not to speak anything.

CHAPTER – 2:

"Sultana's Dream" by Begum Rokeya

Q. What is the central theme of the story?

A. The central theme of the story is the empowerment of women and the importance of education.

Q.What is the significance of the title "Sultana's Dream"?

A.The title "Sultana's Dream" emphasizes the idea that the story is a utopian vision of a future where women are equal to men.

Q. How does the story use satire to critique societal norms?

A.The story uses satire to critique societal norms by portraying a society where women are in charge and men are subordinate.

Q.What is the significance of the character of Sultana?

A.Sultana is a symbol of female empowerment and independence, and her character serves as a role model for women.

Q. How does the story explore the theme of education?

A. The story explores the theme of education by highlighting its importance for women's empowerment and independence.

Q.What literary devices does Begum Rokeya use in the story?



A. Begum Rokeya uses literary devices such as satire, irony, and symbolism to convey the story's message.

Q. How does the story relate to contemporary feminist issues?

A. The story relates to contemporary feminist issues such as equal rights, education, and empowerment.

Q. What message does the story convey about the importance of women's independence?

A. The story conveys that women's independence is essential for their empowerment and equality.

Q. How does the story use utopian ideals to critique societal norms?

A. The story uses utopian ideals to critique societal norms by portraying a society where women are equal to men and have the same opportunities.

Q. What is the significance of the story's ending?

A. The story's ending emphasizes the importance of education and empowerment for women's independence and equality.

Q. How does the story explore the theme of gender roles?

A. The story explores the theme of gender roles by reversing traditional roles and portraying women as leaders and men as subordinate.

Q. What is the significance of the character of Ladyland?

A. Ladyland is a symbol of a utopian society where women are equal to men and have the same opportunities.

Q. How does the story use science and technology to empower women?

A. The story uses science and technology to empower women by portraying them as inventors and innovators.

Q. What message does the story convey about the importance of women's education?

A. The story conveys that women's education is essential for their empowerment and independence.



Q.How does the story relate to the Indian independence movement?

A.The story relates to the Indian independence movement by portraying a vision of a future where women are equal to men and have the same opportunities.

Q. What literary devices does Begum Rokeya use to create a sense of utopia?

A. Begum Rokeya uses literary devices such as satire, irony, and symbolism to create a sense of utopia.

Q. How does the story explore the theme of power dynamics?

A.The story explores the theme of power dynamics by portraying a society where women have power and men are subordinate.

Q.What is the significance of the story's use of fantasy elements?

A. The story's use of fantasy elements emphasizes the idea that a utopian society is possible.

Q.How does the story relate to contemporary issues of women's empowerment?

A. The story relates to contemporary issues of women's empowerment by highlighting the importance of education, independence, and equality.

Q.What message does the story convey about the importance of challenging societal norms?

A. The story conveys that challenging societal norms is essential for creating a more just and equitable society.

Q.How does the story use symbolism to convey its message?

A.The story uses symbolism, such as the character of Sultana and the land of Ladyland, to convey its message about women's empowerment.

Q. What is the significance of the story's title in relation to its themes?

A. The title "Sultana's Dream" emphasizes the idea that the story is a vision of a future where women are equal to men.

Q.How does the story explore the theme of social change?

A.The story explores the theme of social change by portraying a society where women have the same opportunities as men.



Q.What literary devices does Begum Rokeya use to create a sense of contrast?

A.Begum Rokeya uses literary devices such as satire, irony, and symbolism to create a sense of contrast between the society of Ladyland and the real world.

Q.How does the story relate to the history of feminist thought?

A. The story relates to the history of feminist thought by highlighting the importance of women's education, independence, and equality.

Q.What message does the story convey about the importance of women's solidarity?

A.The story conveys that women's solidarity is essential for creating a more just and equitable society.

Q.How does the story use humor to convey its message?

A.The story uses humor, such as the character of the men in the story, to convey its message about women's empowerment.

Q.What is the significance of the story's ending in relation to its themes?

A. The story's ending emphasizes the importance of women's education, independence, and equality.

Q.How does the story explore the theme of personal freedom?

A. The story explores the theme of personal freedom by portraying a society where women have the same opportunities as men.

Q.What message does the story convey about the importance of challenging patriarchal norms?

A.The story conveys that challenging patriarchal norms is essential for creating a more just and equitable society.

Q.Briefly analysis the story Sultana's Dream

Or

Write the theme of the story

Or



write the summary of the story

Or

Discuss the main idea or central idea of the story

Ans: The author of "Sultana's Dream" is Rokeya Sakhawat Hossain, popularly known as Begum Rokeya ("Begum" is the Urdu equivalent of Mrs.). The story is a science fiction social satire that features a feminist utopia called Ladyland. As the title suggests, the narrative takes the form of a dream that the narrator experiences. The narrator is a woman called Sultana (the Arabic title for an empress or the wife of a sultan). The story was originally published in 1905 in The Indian Ladies' Magazine, and later in book form in 1908. It is the first story by an Indian writer to feature a feminist utopia.

This guide refers to the version included in the 1988 edition of Sultana's Dream and Selections from the Secluded Ones. Though this collection was edited and translated by Roushan Jahan, "Sultana's Dream" was originally written in English.

One evening in Calcutta, Sultana falls asleep while thinking about the position of women in Indian society. In her dream, she sees a woman whom she mistakes for her friend, Sister Sara. When Sister Sara invites Sultana for a stroll in her garden, she hesitates. Then Sultana remembers the "pleasant walk[s]" and conversation she shared with her friend in Darjeeling. She accepts the offer, reminding herself that the male servants will not see her, as they will be asleep.

Once outside, Sultana is surprised to see that it is a "fine morning." The streets are busy, but no men are present. Passersby seem to be making fun of Sultana in a strange language. Sister Sara explains that they think Sultana is "mannish" because she appears "shy and timid like men" (8). By this time, Sultana realizes that her companion is a stranger and not Sister Sara. Sultana feels nervous and awkward because she is a "purdahnishin woman" who interacts only with the people of her household and is not used to being seen in public without a veil. The stranger assures Sultana she need not worry about encountering any men.

Sultana starts to enjoy the gardens and admires the grass lawn, which feels like a "velvet cushion" (8). The stranger, whom the narrator continues to call Sister Sara, asserts that Calcutta could also be turned into a beautiful garden. Sultana suggests that the men of Calcutta are too busy to concern themselves with horticulture. When Sultana inquires about the conspicuous absence of men on the streets, Sister Sara replies that they are "[i]n their proper places, where they ought to be" (8), which is "indoors" (9). Ladyland's men are restricted to mardanas. A mardana is the equivalent of a zenana—the female-only space within Muslim households. Sultana and Sister Sara debate the benefits of zenanas and mardanas. Sultana believes that zenanas keep women safe in Calcutta. However, Sister Sara argues that it is "unfair [...] to shut in the harmless women" when it is men who pose a danger (8). She classifies men as "lunatics" and wild animals, asserting they cannot be allowed to roam freely in civilized society. Sultana points out that, as men "are stronger," women



have no say in the running of Indian society. However, Sister Sara argues that lions are stronger than humans, but we do not allow them to dominate.

In Sister Sara's house, Sister Sara works on embroidery as the women talk. Sultana is surprised that Sister Sara has time for needlework, as she also works in a laboratory. Sister Sara states that men are incapable of fine sewing and, as she performs her job efficiently, she only works two hours per day. Shocked, Sultana states that Indian men work at least seven hours a day. Sister Sara counters this by claiming that men waste "six hours a day in smoking" (10). Sultana is further astonished to learn that Ladyland is devoid of epidemics and mosquitos.

Sister Sara shows Sultana the kitchen. Before they enter, the men working there are asked to leave, in accordance with the mardana system. The kitchen has a vegetable garden and works entirely on solar energy. Sister Sara demonstrates this cutting-edge technology by cooking using sunlight and heat as fuel.

Sultana is curious to know more about Ladyland's use of solar energy, so Sister Sara recounts the country's recent history. Like India, Ladyland had a purdah system, until the Queen of Ladyland ascended the throne. The Queen was determined that all her female subjects should be educated and founded schools and universities for girls. She also raised the legal marriageable age for women to 21. One of the two universities for women invented a balloon to harvest water from the clouds. The invention provided the country's water and stopped storms from occurring. To keep up with their academic rivals, the other women's university invented a device to store and distribute solar energy. Meanwhile, Ladyland's men were busy with strengthening their military force, and belittled the women's inventions as "sentimental."

Sultana is eager to know how the women succeeded in confining the men to the mardanas. She cannot conceive how the women achieved this, asserting that men are both physically stronger and have brains that are "bigger and heavier than women's" (12). Sister Sara points out that elephants have bigger brains than humans and then resumes her story. When political refugees from a neighboring country fled to Ladyland, the Queen refused to give them up to the authority of the neighboring country's king. A war followed, and the Queen's army almost lost the battle. To prevent a defeat at the hands of their enemies, the "wise ladies" of Ladyland convened a meeting at the Queen's palace. Since these women were not trained for combat, they decided to save the country using "brain power" (13). The next day, the Queen ordered the "men to retire into zenanas for the sake of honor and liberty" (14). They obeyed without resistance since there was no hope left for their country. The Lady Principal of one of the universities defeated the enemy forces using concentrated solar heat and light to force their retreat.

Once the war was over, the men wanted to resume their previous positions. However, the Queen asked them to remain in the zenanas, now known as mardanas. Sister Sara states that the men of Ladyland are now accustomed to their seclusion and do not try to change it. They undertake all the household chores, take care of children, and cook for everyone in the family. Now that all the men



follow the purdah system, there is no crime in Ladyland and therefore no need for a police force or justice system.

Sultana looks forward to telling her friends about the reversed gender roles in Ladyland and wants to know more about their society. Sister Sara explains that all agricultural practices are optimized using electricity. Also, as rainwater is harvested from the atmosphere, they can control the weather, preventing floods. Fruit is the staple food in Ladyland, and they have mechanisms to keep their houses warm in winter and cool in the summer. The religion of Ladyland is “based on Love and Truth” (16). Anyone who lies is exiled from the country, but those who “repent sincerely” are forgiven.

When Sultana expresses the wish to meet the Queen of Ladyland, Sister Sara takes her to the royal gardens in an air-car. The Queen explains that she refuses to trade with countries who have “lower morals” and oppress women. She asserts that she has no interest in dominating other countries or fighting over riches such as the Koh-i-Nor Diamond or the Peacock Throne. Ladyland simply nurtures and harvests nature’s bounty.

After meeting the Queen, Sister Sara takes Sultana to visit Ladyland’s universities, laboratories, factories, and observatories. After the tour, they get into the air-car, and Sultana slips, waking from her dream. She finds herself back in her chair in her bedroom.



UNIT – 4

"A Raisin in the Sun" by Lorraine Hansberry

Q. What is the central theme of the play?

A. The central theme of the play is the American Dream and the struggles of an African American family to achieve it.

Q. Who is the main character of the play?

A. The main character of the play is Walter Lee Younger, a young African American man who is struggling to provide for his family.

Q. What is the significance of the title "A Raisin in the Sun"?

A. The title "A Raisin in the Sun" is taken from a Langston Hughes poem and refers to the idea that the American Dream has been deferred for African Americans.

Q. How does the play explore the theme of racism?

A. The play explores the theme of racism through the experiences of the Younger family, who face discrimination and prejudice in their daily lives.

Q. What is the significance of the character of Lena Younger?

A. Lena Younger, also known as Mama, is a symbol of strength and resilience, and her character serves as a source of inspiration and guidance for the rest of the family.

Q. How does the play explore the theme of identity?

A. The play explores the theme of identity through the characters of Walter Lee and Beneatha, who are both struggling to find their place in the world.

Q. What is the significance of the character of Beneatha Younger?

A. Beneatha Younger is a symbol of the aspirations and ideals of the younger generation, and her character serves as a foil to the more practical and pragmatic approach of her brother Walter Lee.

Q. How does the play explore the theme of family?



A.The play explores the theme of family through the relationships between the members of the Younger family, who are all struggling to come to terms with their own identities and aspirations.

Q.What is the significance of the character of George Murchison?

A.George Murchison is a symbol of the assimilationist approach, which emphasizes the importance of fitting in with white society, and his character serves as a foil to the more radical and militant approach of Asagai.

Q.How does the play explore the theme of social justice?

A. The play explores the theme of social justice through the characters' struggles against racism and discrimination, and their efforts to achieve equality and fairness.

Q.What is the significance of the setting of the play?

A.The setting of the play, a small apartment in Chicago's South Side, emphasizes the poverty and confinement faced by the Younger family.

Q. How does the play explore the theme of poverty?

A. The play explores the theme of poverty through the struggles of the Younger family to make ends meet and achieve their dreams.

Q.What is the significance of the character of Ruth Younger?

A.Ruth Younger is a symbol of the struggles faced by African American women, who are often forced to put their own dreams and aspirations on hold in order to support their families.

Q.How does the play explore the theme of marriage?

A.The play explores the theme of marriage through the relationships between Walter and Ruth, and George and Beneatha.

Q.What is the significance of the character of Asagai?

A.Asagai is a symbol of the African diaspora and the connection between African Americans and their African heritage.

Q.How does the play explore the theme of identity crisis?



A.The play explores the theme of identity crisis through the characters of Walter Lee and Beneatha, who are both struggling to find their place in the world.

Q.What is the significance of the ending of the play?

A. The ending of the play, in which the Younger family decides to move to a new home, emphasizes the importance of hope and determination in the face of adversity.

Q.How does the play relate to the Civil Rights Movement?

A. The play relates to the Civil Rights Movement by highlighting the struggles faced by African Americans in the 1950s and emphasizing the importance of fighting for equality and justice.

Q.What is the significance of the character of Mr. Lindner?

A. Mr. Lindner is a symbol of the racist and discriminatory attitudes faced by African Americans, and his character serves as a foil to the more positive and aspirational characters in the play.

Q.How does the play explore the theme of community?

A. The play explores the theme of community through the relationships between the members of the Younger family and their neighbors.

Q.What is the significance of the title's reference to Langston Hughes' poem?

A.The title's reference to Langston Hughes' poem emphasizes the idea that the American Dream has been deferred for African Americans.

Q.How does the play explore the theme of generational conflict?

A.The play explores the theme of generational conflict through the relationships between Mama, Walter, and Beneatha.

Q.What is the significance of the character of Travis Younger?

A.Travis Younger is a symbol of the future and the possibilities that lie ahead for the Younger family.

Q.How does the play explore the theme of sacrifice?

A.The play explores the theme of sacrifice through the characters' willingness to give up their own desires and aspirations for the benefit of others.



Q. What is the significance of the play's use of symbolism?

A. The play's use of symbolism, such as the plant that Mama tends, emphasizes the importance of hope and resilience in the face of adversity.

Q. How does the play explore the theme of identity formation?

A. The play explores the theme of identity formation through the characters' struggles to define themselves and their place in the world.

Q. What is the significance of the character of Bobo?

A. Bobo is a symbol of the consequences of not pursuing one's dreams and aspirations.

Q. How does the play explore the theme of social mobility?

A. The play explores the theme of social mobility through the Younger family's struggles to improve their economic situation.

Q. What is the significance of the play's ending in terms of the American Dream?

A. The play's ending emphasizes the idea that the American Dream is still elusive for African Americans, but that hope and determination can help to overcome adversity.

Q. How does the play relate to contemporary issues of racism and inequality?

A. The play relates to contemporary issues of racism and inequality by highlighting the ongoing struggles faced by African Americans and emphasizing the importance of continuing to fight for equality and justice.

Q. Briefly analysis the story A Raisin in the Sun

Or

Write the theme of the story

Or

write the sumury of the story

Or

Discuss the main idea or central idea of the story

Ans: A Raisin in the Sun examines the effects of racial prejudice on the fulfillment of an African-American family's dreams. The play centers on the Youngers, a working-class family that lives in Chicago's South Side during the mid-twentieth century. Shortly before the play begins, the head of



the Younger family, Big Walter, dies, leaving the family to inherit a \$10,000 life insurance payment. The family eagerly awaits the arrival of the insurance check, which has the potential to make the family's long deferred dreams into reality. However, the members of the Younger family have conflicting ideas—conflicting dreams—regarding the best use for the money, which causes tension.

At the beginning of the play *Mama*, Big Walter's widow, expresses uncertainty regarding the best use for the money. Mama tells her daughter-in-law, Ruth, that she and her late husband shared the dream of owning a house, but that poverty and racism prevented them from fulfilling this dream during Big Walter's lifetime. Mama's daughter, Beneatha, aspires to attend medical school and become a doctor, a considerable challenge for an African-American woman at that time. Beneatha's older brother, Walter Lee, belittles his sister's dream, instead suggesting that she simply get married. Walter wants to use the insurance payment as an investment in a liquor store, an idea that Mama and his wife Ruth both dislike. Ruth, worried about her troubled marriage and the family's cramped living situation, shares Mama's hope for a house, although she is willing to support her husband's dream because, as she tells Mama, "He needs this chance." Walter finds his job as a white man's chauffeur demeaning and he sees the liquor store investment as the only path towards a better future.

On the same day that the check arrives, Ruth finds out that she is pregnant, which makes her question whether the family can afford to raise another child. Knowing that Ruth is considering an abortion, Mama begs Walter to convince his wife to keep the baby. Walter is unable to say anything and leaves the apartment. As Mama watches her family "falling apart," she makes the decision to place a down payment on a home in the white neighborhood of Clybourne Park, hoping that her choice to "do something bigger" will bring the family together.

Mama's decision to purchase a house only sends Walter deeper into despair as he sees the opportunity to fulfill his dream disappear. On the other hand, the new house fills Ruth with joy and hope for her family, helping her to imagine the possibility of a happy future for her unborn child. Several weeks later, Walter continues to grow more despondent and skips work three days in a row. As Mama realizes that "I been doing to you what the rest of the world been doing to you," she decides to transfer control of the household and the rest of the insurance money to Walter, asking only that he set aside a portion for Beneatha's schooling. Mama's decision reinvigorates Walter.

A week later, the family is happily preparing for its move when Karl Lindner arrives and tells them of Clybourne Park's offer to buy their new home as a way to dissuade the family from moving to the neighborhood. The family confidently refuses the offer. Moments later, Walter's friend Bobo enters and tells Walter that Willy Harris has disappeared with the liquor store investment. Without heeding Mama's advice, Walter had invested the entirety of the insurance money in the liquor store, and the loss leaves the family on the brink of financial ruin.

An hour later, the Nigerian student Joseph Asagai visits Beneatha and finds her distraught over the lost money. Asagai asks Beneatha to marry him and "come home" to Africa with him, a sudden



proposal that Beneatha says she will need to consider. Soon after, Walter informs the family that he will accept Lindner's offer, which greatly disappoints them. However, as Walter and his son, Travis, face Lindner, Walter reclaims his dignity and refuses Lindner's offer. Excited but well aware of the dangers that await them, the Youngers leave their apartment and head to their new home.



UNIT – 5

CHAPTER – 1

"Professions for Women" by Virginia Woolf

Q. What is the central theme of the essay?

A. The central theme of the essay is the challenges faced by women in pursuing careers and the importance of economic independence.

Q. What is the significance of the title "Professions for Women"?

A. The title "Professions for Women" emphasizes the idea that women should have access to the same professional opportunities as men.

Q. How does Woolf use personal experience to illustrate her points?

A. Woolf uses her own experiences as a writer to illustrate the challenges faced by women in pursuing careers.

Q. What is the significance of the "Angel in the House" metaphor?

A. The "Angel in the House" metaphor represents the societal expectation that women should prioritize domestic duties over personal ambitions.

Q. How does Woolf argue for the importance of economic independence for women?

A. Woolf argues that economic independence is essential for women's freedom and autonomy, allowing them to pursue careers and make choices without being constrained by financial dependence on men.

Q. What is the significance of Woolf's statement "a woman must have money and a room of her own"?

A. Woolf's statement emphasizes the importance of economic independence and personal space for women's creativity and autonomy.

Q. How does the essay relate to feminist theory and activism?

A. The essay relates to feminist theory and activism by highlighting the importance of economic independence, education, and equal opportunities for women.



Q. What is the significance of Woolf's critique of patriarchal society?

A. Woolf's critique of patriarchal society emphasizes the ways in which societal norms and expectations constrain women's choices and opportunities.

Q. How does the essay explore the theme of identity and selfhood?

A. The essay explores the theme of identity and selfhood by highlighting the importance of women's autonomy and independence in defining their own lives and choices.

Q. What is the significance of the essay's conclusion?

A. The essay's conclusion emphasizes the importance of women's economic independence and autonomy, and encourages women to pursue their own ambitions and interests.

Q. How does Woolf's essay relate to the historical context of women's rights?

A. Woolf's essay relates to the historical context of women's rights by highlighting the struggles faced by women in the early 20th century and advocating for greater equality and opportunities.

Q. What is the significance of Woolf's use of rhetorical questions?

A. Woolf's use of rhetorical questions emphasizes the absurdity and injustice of societal expectations and norms that constrain women's choices and opportunities.

Q. How does Woolf's essay explore the theme of creativity and artistic expression?

A. Woolf's essay explores the theme of creativity and artistic expression by highlighting the importance of women's autonomy and independence in pursuing their own creative interests.

Q. What is the significance of Woolf's critique of social class and privilege?

A. Woolf's critique of social class and privilege emphasizes the ways in which societal norms and expectations are shaped by class and privilege, and argues for greater equality and access to opportunities.

Q. How does Woolf's essay relate to contemporary feminist debates?

A. Woolf's essay relates to contemporary feminist debates by highlighting the ongoing struggles faced by women in pursuing careers and advocating for greater equality and opportunities.

Q. What is the significance of Woolf's use of metaphor and imagery?



A. Woolf's use of metaphor and imagery emphasizes the importance of women's autonomy and independence, and creates a vivid and powerful portrait of the challenges faced by women.

Q. How does Woolf's essay explore the theme of education and learning?

A. Woolf's essay explores the theme of education and learning by highlighting the importance of women's access to education and the need for women to pursue their own intellectual interests.

Q. What is the significance of Woolf's critique of patriarchal language and discourse?

A. Woolf's critique of patriarchal language and discourse emphasizes the ways in which language and discourse shape societal norms and expectations, and argues for greater awareness and critique of these norms.

Q. How does Woolf's essay relate to the history of feminist thought?

A. Woolf's essay relates to the history of feminist thought by highlighting the ongoing struggles faced by women and advocating for greater equality and opportunities.

Q. What is the significance of Woolf's conclusion and final thoughts?

A. Woolf's conclusion and final thoughts emphasize the importance of women's autonomy and independence, and encourage women to pursue their own ambitions and interests.

Q. How does Woolf's essay explore the theme of women's roles in society?

A. Woolf's essay explores the theme of women's roles in society by highlighting the limitations and expectations placed on women and arguing for greater freedom and autonomy.

Q. What is the significance of Woolf's use of personal anecdotes?

A. Woolf's use of personal anecdotes emphasizes the importance of individual experience and perspective in understanding the challenges faced by women.

Q. How does Woolf's essay relate to the concept of intersectionality?

A. Woolf's essay relates to the concept of intersectionality by highlighting the ways in which societal norms and expectations are shaped by multiple factors, including class, privilege, and gender.

Q. What is the significance of Woolf's critique of the idea of "femininity"?



A. Woolf's critique of the idea of "femininity" emphasizes the ways in which societal norms and expectations can constrain women's choices and opportunities.

Q. How does Woolf's essay explore the theme of women's relationships with men?

A. Woolf's essay explores the theme of women's relationships with men by highlighting the power dynamics and societal expectations that shape these relationships.

Q. What is the significance of Woolf's use of irony and humor?

A. Woolf's use of irony and humor emphasizes the absurdity and injustice of societal norms and expectations, and creates a sense of solidarity and shared understanding with her readers.

Q. How does Woolf's essay relate to the history of women's suffrage?

A. Woolf's essay relates to the history of women's suffrage by highlighting the ongoing struggles faced by women in achieving equal rights and opportunities.

Q. What is the significance of Woolf's critique of the education system?

A. Woolf's critique of the education system emphasizes the ways in which education can be used to reinforce societal norms and expectations, and argues for greater critical thinking and intellectual freedom.

Q. How does Woolf's essay explore the theme of women's creativity and artistic expression?

A. Woolf's essay explores the theme of women's creativity and artistic expression by highlighting the importance of women's autonomy and independence in pursuing their own creative interests.

Q. What is the significance of Woolf's conclusion and final thoughts?

A. Woolf's conclusion and final thoughts emphasize the importance of women's solidarity and collective action in achieving greater equality and opportunities.

Q. Briefly analyse the Essay Professions for Women

Or

Write the theme of the Essay

Or

Write the summary of the Essay

Or



Discuss the main idea or central idea of the Essays

Ans: Virginia Adeline Woolf (1882-1941) was an English novelist and essayist, regarded as one of the foremost modernist literary figures of the twentieth century. She was one of the leaders in the literary movement of modernism. The speech of Professions for Women was given in 1931 to the Women's Service League by Virginia Woolf. It was also included in *Death of a Moth and Other Essays* in 1942. Throughout the speech, Virginia Woolf brings forward a problem that is still relevant today: gender inequality. Woolf's main point in this essay was to bring awareness to the phantoms (illusions) and obstacles women face in their jobs. Woolf argues that women must overcome special obstacles to become successful in their careers. She describes two hazards she thinks all women who aspire to professional life must overcome: their tendency to sacrifice their own interests to those of others and their reluctance to challenge conservative male attitudes. She starts her speech by describing how female writers before her have made an easier path to her becoming successful. She speaks of the struggle present for all women writers, and that is to break out of the conventions society has for women- being pure, conservative, and sycophantic towards men without a mind of their own. This is a mental barrier that she was able to break, with great difficulty, in order to incorporate her own voice into her writing. She was able to do so because of her financial independence, which allowed her to not depend on writing for a livelihood and allowed her to break conventions. *Professions for Women* reveals Woolf to be a bold, hungry, and, more importantly, ambitious woman. Woolf declares, "This freedom is only a beginning; the room is your own, but it is still bare. It has to be furnished; it has to be decorated; it has to be shared" (Woolf, 1931). Woolf claims that in order for a woman to be a writer one must overcome a few obstacles that are inflicted upon women writers. One obstacle to her success is "The Angel in the House." Woolf uses an allusion to a nineteenth-century Victorian poem, "Angel in the House" to reference her obstacles as "phantoms" and the "Angel" as society telling her that she's doing wrong by not following the woman stereotype of the 1930s. The Angel or society tells Woolf that she shouldn't think freely and that she should be flirtatious and seductive. This is one of the phantoms or obstacles that Woolf encounters in her profession of writing. This angel prevents her from fully writing what she wants since it persistently tells her what society is expecting. The phantoms (illusions) she mentions are what people expect from women. For instance, Woolf is "supposed" to be sympathetic, respectful, pure, charming, and unselfish. She constantly kills the phantom, but it always manages to find a way back. Therefore, she advises other writers to have an unconscious mind due to the fact that it will help them write what they truly want. Writing consciously leads to writing what society wants, thus not being able to express one's true opinion. Woolf wants women to continue trying to fight these phantoms and obstacles. For instance, she uses a metaphor of an empty house and asks questions like how it will be decorated, who it will be shared with, etc. Just because one has rights does not mean that they should give up on fighting the injustices they are still bound to face. She inspires women to fight for equal rights for men and women and to try and put an end to stereotypes.

CHAPTER – 2:

"Introduction to *The Second Sex*" by Simone de Beauvoir



Q. What is the central theme of The Second Sex?

A. The central theme of The Second Sex is the concept of "otherness" and how women have been historically defined as the "other" in relation to men.

Q. What is the significance of the title "The Second Sex"?

A. The title "The Second Sex" emphasizes the idea that women are seen as secondary to men, and that their experiences and perspectives are often marginalized.

Q. How does Beauvoir define "otherness" in the context of women's experiences?

A. Beauvoir defines "otherness" as the process by which women are defined and constructed as the opposite of men, and as inferior to them.

Q. What is the significance of Beauvoir's statement "one is not born, but becomes a woman"?

A. Beauvoir's statement emphasizes the idea that women's identities and experiences are shaped by societal and cultural norms, rather than by any inherent or biological characteristics.

Q. How does Beauvoir's work relate to existentialist philosophy?

A. Beauvoir's work relates to existentialist philosophy by emphasizing the importance of individual freedom and choice, and by highlighting the ways in which societal norms and expectations can constrain women's choices and opportunities.

Q. What is the significance of Beauvoir's critique of patriarchal society?

A. Beauvoir's critique of patriarchal society emphasizes the ways in which societal norms and expectations are shaped by men's interests and perspectives, and argues for greater equality and justice for women.

Q. How does Beauvoir's work relate to contemporary feminist debates?

A. Beauvoir's work relates to contemporary feminist debates by highlighting the ongoing struggles faced by women in achieving equal rights and opportunities, and by emphasizing the importance of individual freedom and choice.

Q. What is the significance of Beauvoir's concept of "the gaze"?

A. Beauvoir's concept of "the gaze" emphasizes the ways in which women are objectified and constructed as objects of male desire, and argues for greater awareness and critique of these dynamics.



Q.How does Beauvoir's work relate to the concept of intersectionality?

A.Beauvoir's work relates to the concept of intersectionality by highlighting the ways in which societal norms and expectations are shaped by multiple factors, including class, privilege, and gender.

Q.What is the significance of Beauvoir's conclusion and final thoughts?

A. Beauvoir's conclusion and final thoughts emphasize the importance of women's solidarity and collective action in achieving greater equality and justice.

Q.How does Beauvoir's concept of "otherness" relate to women's experiences?

A. Beauvoir's concept of "otherness" emphasizes the ways in which women are defined and constructed as the opposite of men, and as inferior to them.

Q.What is the significance of Beauvoir's critique of Freudian psychoanalysis?

A.Beauvoir's critique of Freudian psychoanalysis emphasizes the ways in which Freud's theories reinforce patriarchal norms and expectations, and argues for a more nuanced and complex understanding of women's experiences.

Q. How does Beauvoir's work relate to the concept of performativity?

A.Beauvoir's work relates to the concept of performativity by highlighting the ways in which societal norms and expectations shape women's identities and experiences.

Q.What is the significance of Beauvoir's concept of "the eternal feminine"?

A.Beauvoir's concept of "the eternal feminine" emphasizes the ways in which societal norms and expectations construct women as eternal, unchanging, and mysterious.

Q.How does Beauvoir's work relate to the concept of embodiment?

A. Beauvoir's work relates to the concept of embodiment by highlighting the ways in which women's experiences are shaped by their bodily existence.

Q. What is the significance of Beauvoir's critique of patriarchal language?

A. Beauvoir's critique of patriarchal language emphasizes the ways in which language reinforces patriarchal norms and expectations, and argues for a more nuanced and complex understanding of women's experiences.



Q.How does Beauvoir's work relate to the concept of intersectionality?

A.Beauvoir's work relates to the concept of intersectionality by highlighting the ways in which societal norms and expectations are shaped by multiple factors, including class, privilege, and gender.

Q. What is the significance of Beauvoir's concept of "the independent woman"?

A.Beauvoir's concept of "the independent woman" emphasizes the importance of women's autonomy and independence in achieving greater equality and justice.

Q.How does Beauvoir's work relate to the concept of feminist ethics?

A.Beauvoir's work relates to the concept of feminist ethics by highlighting the importance of women's experiences and perspectives in shaping moral and ethical principles.

Q.What is the significance of Beauvoir's conclusion and final thoughts?

A. Beauvoir's conclusion and final thoughts emphasize the importance of women's solidarity and collective action in achieving greater equality and justice.

Q. How does Beauvoir's concept of "otherness" relate to the idea of women as "objects"?

A.Beauvoir's concept of "otherness" emphasizes the ways in which women are objectified and constructed as objects of male desire.

Q. What is the significance of Beauvoir's critique of the idea of "feminine mystique"?

A.Beauvoir's critique of the idea of "feminine mystique" emphasizes the ways in which societal norms and expectations construct women as mysterious and unknowable.

Q.How does Beauvoir's work relate to the concept of feminist phenomenology?

A.Beauvoir's work relates to the concept of feminist phenomenology by highlighting the importance of women's embodied experiences and perspectives.

Q. What is the significance of Beauvoir's concept of "the gaze" in relation to women's experiences?

A.Beauvoir's concept of "the gaze" emphasizes the ways in which women are objectified and constructed as objects of male desire through the gaze.

Q.How does Beauvoir's work relate to the concept of feminist existentialism?



A. Beauvoir's work relates to the concept of feminist existentialism by emphasizing the importance of individual freedom and choice for women.

Q. What is the significance of Beauvoir's critique of the idea of "women's nature"?

A. Beauvoir's critique of the idea of "women's nature" emphasizes the ways in which societal norms and expectations construct women as having a fixed and essential nature.

Q. How does Beauvoir's work relate to the concept of feminist epistemology?

A. Beauvoir's work relates to the concept of feminist epistemology by highlighting the importance of women's perspectives and experiences in shaping knowledge and understanding.

Q. What is the significance of Beauvoir's concept of "the ethic of ambiguity"?

A. Beauvoir's concept of "the ethic of ambiguity" emphasizes the importance of acknowledging and accepting the complexity and ambiguity of human experience.

Q. How does Beauvoir's work relate to the concept of feminist poststructuralism?

A. Beauvoir's work relates to the concept of feminist poststructuralism by highlighting the importance of challenging and subverting dominant discourses and power structures.

Q. What is the significance of Beauvoir's conclusion and final thoughts in relation to feminist theory and activism?

A. Beauvoir's conclusion and final thoughts emphasize the importance of feminist solidarity and collective action in achieving greater equality and justice.

Q. Briefly analysis the Essay The Second Sex

Or

Write the theme of the Essay

Or

write the summary of the Essay

Or

Discuss the main idea or central idea of the Essays

Ans: Revolutionary and incendiary, *The Second Sex* is one of the earliest attempts to confront human history from a feminist perspective. It won de Beauvoir many admirers and just as many detractors.



Today, many regard this massive and meticulously researched masterwork as not only as pillar of feminist thought but of twentieth-century philosophy in general.

De Beauvoir's primary thesis is that men fundamentally oppress women by characterizing them, on every level, as the Other, defined exclusively in opposition to men. Man occupies the role of the self, or subject; woman is the object, the other. He is essential, absolute, and transcendent. She is inessential, incomplete, and mutilated. He extends out into the world to impose his will on it, whereas woman is doomed to immanence, or inwardness. He creates, acts, invents; she waits for him to save her. This distinction is the basis of all de Beauvoir's later arguments.

De Beauvoir states that while it is natural for humans to understand themselves in opposition to others, this process is flawed when applied to the genders. In defining woman exclusively as Other, man is effectively denying her humanity.

The Second Sex chronicles de Beauvoir's effort to locate the source of these profoundly imbalanced gender roles. In Book I, entitled "Facts and Myths," she asks how "female humans" come to occupy a subordinate position in society. To answer this question—and to better understand her own identity—de Beauvoir first turns to biology, psychoanalysis, and historical materialism. These disciplines reveal indisputable "essential" differences between men and women but provide no justification for woman's inferiority. They all take woman's inferior "destiny" for granted.

She then moves to history to trace the emergence of male superiority in society, from nomadic hunter-gatherers through the French Revolution and contemporary times. Here she finds ample examples of female subordination, but again, no persuasive justification for them. History, she argues, is not an immutable "fact," but a reflection of certain attitudes, preconceptions, and injustices.

De Beauvoir next discusses various mythical representations of women and demonstrates how these myths have imprinted human consciousness, often to the disservice of women. De Beauvoir hopes to debunk the persistent myth of the "eternal feminine" by showing that it arose from male discomfort with the fact of his own birth. Throughout history, maternity has been both worshipped and reviled: the mother both brings life and heralds death. These mysterious operations get projected onto the woman, who is transformed into a symbol of "life" and in the process is robbed of all individuality. To illustrate the prevalence of these myths, de Beauvoir studies the portrayal of women by five modern writers. In the end of this section, de Beauvoir examines the impact of these myths on individual experience. She concludes that the "eternal feminine" fiction is reinforced by biology, psychoanalysis, history, and literature.

De Beauvoir insists on the impossibility of comparing the "character" of men and women without considering the immense differences in their situation, and in Book II, entitled "Woman's Life Today," she turns to the concrete realities of this situation. She traces female development through its



formative stages: childhood, youth, and sexual initiation. Her goal is to prove that women are not born “feminine” but shaped by a thousand external processes. She shows how, at each stage of her upbringing, a girl is conditioned into accepting passivity, dependence, repetition, and inwardness. Every force in society conspires to deprive her of subjectivity and flatten her into an object. Denied the possibility of independent work or creative fulfillment, the woman must accept a dissatisfying life of housework, childbearing, and sexual slavishness.

Having brought the woman to adulthood, de Beauvoir analyzes the various “situations,” or roles, the adult woman inhabits. The bourgeois woman performs three major functions: wife, mother, and entertainer. No matter how illustrious the woman’s household may be, these roles inevitably lead to immanence, incompleteness, and profound frustration. Even those who accept a less conventional place in society—as a prostitute or courtesan, for example—must submit to imperatives defined by the male. De Beauvoir also reflects on the trauma of old age. When a woman loses her reproductive capacity, she loses her primary purpose and therefore her identity. In the final chapter of this section, “Woman’s Situation and Character,” de Beauvoir reiterates the controversial claim that woman’s situation is not a result of her character. Rather, her character is a result of her situation. Her mediocrity, complacency, lack of accomplishment, laziness, passivity—all these qualities are the consequences of her subordination, not the cause.

In “Justifications,” de Beauvoir studies some of the ways that women reinforce their own dependency. Narcissists, women in love, and mystics all embrace their immanence by drowning selfhood in an external object—whether it be the mirror, a lover, or God. Throughout the book, de Beauvoir mentions such instances of females being complicit in their Otherness, particularly with regard to marriage. The difficulty of breaking free from “femininity”—of sacrificing security and comfort for some ill-conceived notion of “equality”—induces many women to accept the usual unfulfilling roles of wife and mother. From the very beginning of her discussion, de Beauvoir identifies the economic underpinnings of female subordination—and the economic roots of woman’s liberation. Only in work can she achieve autonomy. If woman can support herself, she can also achieve a form of liberation. In the concluding chapters of *The Second Sex*, de Beauvoir discusses the logistical hurdles woman faces in pursuing this goal.



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