

A STUDY ON ENGLISH COMPOSITION “PARADISE LOST” WITH THE IMPORTANCE OF LANGUAGE IN INDIA

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Paper Received: 23.10.2020 / **Paper Accepted:** 25.11.2020 / **Paper Published:** 29.11.2020

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Abstract

In the educational scenario of India today, the abilities of teaching and learning English language seem to be sadly lacking. This lacunae can be attributed to a number of factors, the major one being the lack of motivation on the part of students due to various reasons such as - lack of awareness regarding the importance and scope of the English language, faculty teaching techniques, lack of interest of knowledge of books which may not have practical application, stereotype kind of syllabi which may not cater the needs of the students.

Keywords: English Composition, Language Importance.

Introduction

When India became independent then a controversy began about the place, importance and study of the English. People like Rajgopal Chari favoured its importance and place. But who were nationalist, they did not support the view of Raigopal Chan and said that British should leave this Place early with English. They declared that students can express their ideas and thought in their mother tongue language. Other causes responsible for revolt against English were lack of use of English in everyday life, defective method of teaching of English and British Policy of preserve clerks.

But we can ignore that by learning and speaking for the last 150 years, English has become the language of Indians to a great extent. This language has taught them to love freedom and democratic way of life. It has knit them into one unit. It has made them capable to take an advantage of western scientific researches and inventions. We should give the Hindi place of national language. But we should not forget that English is too important for us so it should not be completely removed from the Indian curriculum.

Place of English in Curriculum of State

It is misfortune of Gujarat people that Gujarat Government has not decided its language teaching policy and in clear terms. It runs without visualizing the benefits and advantage of English language from students' point of view, from national point of view and the state development point of view. The place and Position of English can be summarized as under:

- English is not being taught as a compulsory subject at lower primary level. It is taught only in some private school.
- English is taught as a compulsory subject at upper primary level in class V, VI and VII. But

there are no enough qualified teachers of English.

- It is being taught as a compulsory subject at secondary level in class VIII, IX and X. It is not compulsory at H.Sc. Examination.
- In higher secondary level, it is being taught as compulsory subject in class- XI.
- It is also being taught as compulsory subject at college level. Students passed H.Sc. Exam without English are allowed offering English at college level in some universities and they have to study English compulsory.

Thus, indefinite English language teaching Policy of Gujarat state has become the main reason for low education standard and poor performance of Gujarati students at national and international level.

Literature Review

McCullom, et.al., (2010) As Satan causes both the downfall of man and the eternal damnation of his fellow fallen angels despite his dedication to his comrades; Satan is perhaps an ur-example of the trope. In addition, Satan's Hellenic qualities, such as his immense courage and perhaps, lack of completely defined morals, compound his tragic nature.

Brown, et.al., (2010) Acculturation is important to the designing of self-learning materials in that it takes account of the contours of the local settings of the learner as well as the learner-profiles.

Arthur E., et.al., (2010) Barker recognized in the “perverse Satanic recovery of the two opening books” a gigantic parody of “the recovery that is open to fallen men through the actions of the Mediator,” a caricature of the “process through which we may be restored by ‘one greater man.’” Similarly, Satan's “ascent into created light” parodies the “experience of illumination through

the light that lighteth every man that cometh into the world.”

Taha, Ibrahim, et.al., (2014) According to Ibrahim Taha’s definition of a protagonist the protagonist must be able to exist in and of himself or herself and that the secondary characters in the work exist only to further the plot for the protagonist.

Steadman, John M., et.al., (2011) Satan’s status as a traditional hero in the work is similarly up to debate as the term “hero” evokes different meanings depending on the time and the person giving the definition and is thus a matter of contention within the text. According to Aristotle, a hero is someone who is “superhuman, godlike, and divine” but is also human.

Composition of Paradise Lost

Paradise Lost is an epic poem in blank verse by the 17th-century English poet John Milton (1608-1674). The first version, published in 1667, consisted of ten books with over ten thousand lines of verse. A second edition followed in 1674, arranged into twelve books (in the manner of Virgil’s Aeneid) with minor revisions throughout and a note on the versification. It is considered by critics to be Milton’s major work, and it helped solidify his reputation as one of the greatest English poets of his time.

The poem concerns the Biblical story of the Fall of Man: the temptation of Adam and Eve by the fallen angel Satan and their expulsion from the Garden of Eden. Milton’s purpose, stated in Book I, is to “justify the ways of God to men”.

The gap in research on formative assessment for adult learning and growing evidence about the impact of strongly target-driven summative systems make it important to differentiate between activities that look like formative assessment but which may be little more than coaching or continuous summative assessment, and to examine the political, social and cultural factors that affect how teachers and students practice formative assessment in different learning and assessment contexts (Ecclestone, 2002, 2004, Torrance et al., 2005, Ecclestone et al., in progress). We hope that this literature review will make a contribution to the illumination of these important issues, and ultimately make a positive material difference to the work of teachers and learners in adult education services.

In his introduction to the Penguin edition of Paradise Lost, the Milton scholar John Leonard notes, “John Milton was nearly sixty when he published Paradise Lost in 1667. [The writer] John Aubrey (1626-97) tells us that the poem was begun

in about 1658 and finished in about 1663. But parts were almost certainly written earlier, and its roots lie in Milton’s earliest youth.” Leonard speculates that the English Civil War interrupted Milton’s earliest attempts to start his “epic [poem] that would encompass all space and time.”

Leonard also notes that Milton “did not at first plan to write a biblical epic.” Since epics were typically written about heroic kings and queens (and with pagan gods), Milton originally envisioned his epic to be based on a legendary Saxon or British king like the legend of King Arthur.

Having gone totally blind in 1652, Milton wrote Paradise Lost entirely through dictation with the help of amanuenses and friends. He also wrote the epic poem while he was often ill, suffering from gout, and despite the fact that he was suffering emotionally after the early death of his second wife, Katherine Woodcock, in 1658, and the death of their infant daughter (though Milton remarried soon after in 1663).

Conclusion

Teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading, understanding, writing and speaking and sub skills of skills could be developed in students.

We know that English is second or foreign language. So, the teaching material and instructional material play important role in teaching learning process. Thus, we can say that use and selection of teaching aids must be very carefully.

English plays an important role in producing and promoting changes and accepting new trends in the modern Indian society. English generates modernity, imparts new knowledge and skills and gives a formal system of living which is found in the developed countries of the world. Majority of the standard journals and magazines are published in English. It is true that if we have knowledge of reading, writing, understanding, speaking English, we would have better knowledge of science and technology, social sciences, industry and health.

Language experts agreed that English learning is a very important aspect of life. English has enjoyed and still enjoys a very important place in the curriculum of Anglo-Vernacular schools in our country. It has been used as an official language, the language of administration of courts, legislature, etc. It is a language which has a rich literature and also covers the vast spectrum of science and technology as well as industries and commerce.

English also plays an important role in the national life of the country. It still continues to influence the life and profession of the majority of educated Indians in every walk of life. The teaching of English has traveled a long way during fifty years in free India but the controversies and contradictions remain the same as before.

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