

**M.A. (PART- I)  
ENGLISH**

**Indian Literature in English**

**(1820s onwards)**

**(Paper – I) April 2016**

**QP Code : 20937**

(3 Hours)

[ Total Marks : 100

- N.B. : (1) All questions are compulsory.  
(2) All questions carry equal marks.  
(3) Figures to the right indicate full marks.

1. (a) Critically examine the significance of Macaulay's Minutes in promoting the passion for English language and literature in Indian youths. 25

OR

(b) Partition literature is characterized by sexual outrages, communal violence, killing and massacre, traumatic memories and holocaust. Discuss.

OR

(c) Critically examine the impact of Dr B. R Ambedkar's writings on Indian literature with regard to caste inequality and necessity of social reforms.

2. (a) Bankim Chatterjee portrays the contemporary life in 'Rajmohan's Wife' in which the heroine sets out to challenge the established codes and ethics. Illustrate with the suitable examples. 25

OR

(b) "The pre-independence poets writing in English have expressed Indian themes in the Romantic and Victorian modes and strictly conform to their forms and prosody." Elucidate.

OR

(c) "Unlike many colonial and post-colonial writers, Narayan does not directly attack the colonial system, although elements of gentle criticism and irony directed towards the colonial system are scattered throughout 'Swami and Friends.' Elucidate.

3. (a) In 'A Matter of Time' Deshpande has portrayed male characters as irresponsible and weak. Do you agree with this statement? Explain. 25

OR

(b) Is 'The Calcutta Chromosome' a science fiction with Postcolonial undertones? Justify your answer.

OR

(c) "Poetry of Indian women poets in post-colonial times has tried to respond to the Indian situation by raising questions related to self, identity, patriarchy, political and social consciousness." Elucidate.

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4. (a) Explain how 'Dattani's 'Dance Like a Man' questions the dominant gender roles in Indian society. 25

**OR**

- (b) "Rukhmini and Pidku search for touch of brightness in the dark world of flesh market." Discuss Pratap Sharma's 'A Touch of Brightness' in the light of this statement.

**OR**

- (c) Compare and contrast the male characters in Dattani's 'Dance Like a Man' and those in Sharma's 'A Touch of Brightness.'
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**SP-Con. 5549-16.**

**M.A. (PART- I)**

**ENGLISH**

**Linguistics and Stylistic Analysis of Texts**

**(Paper – II)**

**April 2016**

QP Code : **21282**

(3 Hours)

[ Total Marks :100

- N.B. : (1) All questions are compulsory.  
(2) Figures to the right indicate full marks.

1. Read the following poem and answer the questions given below:-

**LAST SONG**

This song of mine  
may be the last one  
heaving a sigh  
said the bird.  
To welcome  
the next springtime  
who will be there?  
Who knows?

Utter not ominous words, you fool  
Utter not ominous words -said the flowering tree.  
Last year also  
you were heard talking like this.  
Nevertheless, you have come this year too,  
haven't you?  
So many springs have come one after another  
so many times I blossomed.  
Those with intense desires in their heart  
Longer and longer will be their life span.

- (a) Rewrite the **first six lines** of the poem providing the phonological symbols of only the consonants occurring there. Considering each consonant only once classify **any five** of them according to place, manner and type of articulation. 5
- (b) Which consonantal sounds predominate the whole poem? What is their effect on the poem as a whole? 5
- (c) Rewrite the **last three lines** of the poem providing the phonological symbols of only the vowels and diphthongs occurring there. Considering each of these sounds only once classify **any five** of these according to whether they are  
(i) back, front and close vowels; close, half close, open.  
(ii) diphthongs which in terms of prominence, are predominantly oriented to the front, back or centre (e.g./ oi/ is predominantly back oriented.
- (d) Which type(s) of vowels and diphthongs predominate in this whole poem? What effect do they create? 5
- (e) Comment on any one of the following in the poem: 5

**[TURN OVER**

- (i) Repetitions in the poem
- (ii) Enjambments (run-on-lines) in the poem

2. Read the following passage and answer the questions given below.

(S1) While most of the teachers who taught well, were popular with the students, there was one who was a terror. (S2) He was Ramkrishna Iyer who taught mathematics, the subject which most students find difficult. (S3) Generally, he wore a white turban, white shirt and tie. (S4) One day Abdul absent mindedly wandered into a classroom where Ramkrishna Iyer was teaching. (S5) This annoyed him. (S6) The disciplinarian teacher refused to listen to Abdul's excuses and in front of the whole class the teacher caned him. (S7) After a month, the strict teacher held a mathematics test. (S8) When the results were announced, Abdul was happy to have scored well in the test. (S9) This made Iyer very happy and speaking to the students during the morning assembly session, he proudly announced that whomsoever he caned has become a great man.

- (a) Rewrite the passage dividing each sentence into clauses. Identify the main and subordinate clauses stating the type of subordination used. 10
- (b) Count the number of independent and dependent clauses in the passage. Which type of clauses occur more frequently? What is the effect of the types of clauses in the passage? 7
- (c) Attempt any **one** of the following:- 4
  - (i) Give form and function labels to the main and subordinate phrases in S6.
  - (ii) Identify the parts of speech (word classes) of each word in S9.
- (d) Comment on any **one** of the following in the passage: 4
  - (i) Use of Relative Clauses
  - (ii) Use of Adjectives

3. Read the following passage and answer the questions given below in 6-7 lines each. 25

Long ago, there lived a beautiful princess. When she grew into a lovely woman, her father wanted her to get married. In fact, there was a long queue of princes eager to marry her. But the princess would not even look at them. She would not have anything to do with a man apart from her father, she declared.

The poor king was puzzled and wondered what had happened to her to hate men so much. He tried pleading and begging and commanding, but the princess was firm. In the meantime, the entire kingdom had to come to know about the princess's refusal to get married, and the people could talk of nothing else.

One day a handsome prince from a neighbouring kingdom heard about the princess and was curious. He wanted to see this princess famous for her beauty and perhaps convince her to marry him. So he disguised himself as an ordinary young man and came to her kingdom. He stopped at an inn for the night, where

[ TURN OVER

he hoped to meet someone who could tell him the story of the princess who hated men. Then he got lucky. He happened to meet a woman who took flowers to the palace every day for the princess's garland.

- (a) Comment on the Point of View being employed in this narrative.
- (b) Comment on the mode of the narration referring to the events and sentence construction.
- (c) How many characters do you notice in this text? What insight do you get into the characters' personalities ?

4. Answer any **two** of the following:-

25

- (a) Write a note on any **one** of the following:
  - (i) Style as a Deviation from Norm
  - (ii) Linguistic Approach to Teaching Literature
- (b) Consider that you are about to teach the following text to an FYBA class .You wish to make the class learner-centred. So instead of explaining the text you ask the students a series of questions and expect that in the process of answering the questions, they will understand it Note that your questions must be simple enough for the average student to answer. Your questions must also deal with those aspects of the text that are central to it, and come to the matters of less importance later."The understanding of text is through its linguistic features and the way these features reflect the content." You may ask questions, draw attention to certain features, as well as ask the students to perform certain activities. You are required to set approximately 10 questions aimed at an undergraduate student.

### THE FASTENING

He was not there and yet he was-  
 on every occasion that impassioned her,  
 she would run to his old photo,  
 gaze at it and talk,  
 a silent conversation often a resurrection of memories,  
 as if dead were being raised from their graves.  
 Their dilapidated home, the crumbling paint on the moist walls,  
 The noisy road; the beautiful ruins, all flashed at once.  
 His memories were like the endless blue sky  
 that covered her head,  
 his dust was her pillar of strength,  
 he had defied death, living beyond it,  
 with her, for her.

[ TURN OVER

(c) Read the following passage from student writing and answer the questions given below.

It is often remarked that Chaucer really liked the Prioress very much. Prioress is one of the characters created by Chaucer in his *Canterbury Tales*. Chaucer liked this character even though he satirized her gently. Chaucer the pilgrim not only liked the Prioress very much, but he thought her utterly charming. In the first twenty odd lines of her portrait he employs among other superlatives, the adverb *ful* seven times. In middle English the word *ful* was used to mean *very*, and if we were to simplify the opening lines of the portrait, we would get something like this:" There was also a Nun, a Prioress, who was very sincere and modest in the way she smiled. Her biggest oath was only 'By Saint Loy'. She was called Madam Eglantine. She sang the divine service very well intoning in her nose very prettily. She spoke French very nicely and elegantly."-and so on down to the last expression of sentimental appreciation. The Prioress is the most perfect creation by Chaucer, sketched by him with full form of his genius and utter sincerity.

- (i) Formulate a thesis statement for the above text. How far was it easy to formulate one? Why?
  - (ii) Is the text coherent? Substantiate your views referring to the organisation of text.
  - (iii) What is the main idea in this text? Has the author substantiated the main idea with subordinate ideas ?
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**M.A. (PART-I)  
ENGLISH**

**Literature From the Renaissance to  
the Augustan Age**

**(Paper – III)**

**April 2016**

**QP Code : 21694**

(3 Hours)

[ Total Marks : 100

- N.B. :** (1) All questions are **compulsory**.  
(2) All questions carry **equal** marks.

1. (a) Critically examine the impact of Renaissance and Humanism on Elizabethan poetry.

**OR**

(b) Compare and contrast the characteristic features of Comedy of Humours and Comedy of Manners. Substantiate your answer with suitable illustrations.

**OR**

(c) Trace the growth and development of Periodical Essays in the 18<sup>th</sup> century English literature.

2. (a) Critically examine the emergence of sonnet as a poetic form in the Elizabethan age. Illustrate your answer with reference to the sonnets prescribed for you.

**OR**

(b) Comment on the use of conceit, metaphor and wit in Metaphysical poetry.

**OR**

(c) Shakespeare's *Richard II* telescopes the theme of decision and indecision in political domain. Elaborate.

3. (a) Explain how Ben Jonson's *Volpone* intends to satirise the conducts and mores of contemporary English society.

**OR**

(b) Critically evaluate Milton's portrayal of Satan in Book I of *Paradise Lost*.

**OR**

(c) Comment on the significance of the Proviso Scene in Congreve's *The Way of the World*.

4. (a) Comment on the blend of satire and wit in Pope's *The Dunciad*.

**OR**

(b) Bring out the elements of mockery, satire and pathos in Sterne's *Tristram Shandy*.

**OR**

(c) Dr. Johnson's *Preface to Shakespeare* is an illustration of Neo-classical tenets of literary criticism. Elaborate.

**M.A. (PART- I)**

**ENGLISH**

**Nineteenth & Twentieth Century**  
**American Literature**  
**(Paper – IV) April 2016**

**QP Code : 20709**

[ Total Marks :100

- N.B. : (1) All questions carry equal marks.  
(2) All questions are compulsory.

1. (a) Consider the impact of Puritanism on 19th century American Literature.

**OR**

(b) The Lost Generation Writers brought about a change in American literary sensibility after the First World War. Discuss this statement with reference to the Lost Generation writers.

**OR**

(c) Assess the contribution of Black Feminist writers to the development of American Fiction.

2. (a) Explain how the major characters in Melville's *Billy Budd* have allegorical significance.

**OR**

(b) Explain how Walt Whitman draws his images, energy and philosophy from nature. Discuss with illustrations from the prescribed poems.

**OR**

(c) Bring out the elements of mystery and suspense in the prescribed short stories of Nathaniel Hawthorne and Edgar Allan Poe.

3. (a) Consider *A Streetcar Named Desire* as a modern tragedy which employs expressions to delineate the psychology of its main characters.

**OR**

(b) Discuss how the prescribed poems of Langston Hughes address the issues of racial discrimination and celebrate African American cultural heritage.

**OR**

(c) The poems of Wallace Stevens deal with the realities of Post-Industrial America. Illustrate your answer from his poems prescribed for your study.

4. (a) Discuss how William Faulkner uses symbols and motifs to accentuate the theme of disintegration in *The Sound and the Fury*.

**OR**

(b) How does Bernard Malamud set the problems of immigrant community against a pervading compulsion of an American dream in *The Assistant*? Explain and illustrate.

**OR**

(c) Explain how Alice Walker helps the readers to revisit woman-centered religious and cultural practices in *The Temple of my Familiar*.