

M.A. (PART-I)

ENGLISH

INDIAN LITERATURE IN ENGLISH (1820 ONWARDS)

(PAPER-I) (MAY- 2018)

Q.P.Code: 37310

(3 Hours)

[Total Marks: 100]

- N. B. (1) All questions are **compulsory**
(2) All questions carry **equal** marks.
1. (a) Do you agree with the view that the introduction of English in Indian education system proved to be a boon in disguise? **25**
OR
(b) Consider the impact of Gandhi and Nehru's vision of India and how they are reflected in Indian English Literature.
OR
(c) Discuss the trends and tendencies of the contemporary Indian English literature.
2. (a) Sketch the character of Matangini from Bankim Chandra Chatterjee's *Rajmohan's Wife*. **25**
OR
(b) Comment on the experimentation with language, theme and form in the colonial Indian poetry in English.
OR
(c) Consider R. K. Narayan's *Swami and Friends* as an early Indian English Novel.
3. (a) Discuss themes of silence, gender difference, passive suffering and familial relationship as reflected in Shashi Deshpande's *A Matter of Time*. **25**
OR
(b) Consider Amitav Ghosh's *Calcutta Chromosome* as a science fiction.
OR
(c) The post independence Indian English poetry is very Indian and experimental. Discuss.
4. (a) "A woman in man's world is considered progressive, but a man in a woman's world is considered pathetic." Illustrate the statement from Dattani's *Dance Like a Man*. **25**
OR
(b) Comment on the man-woman relationship in Pratap Sharma's *A Touch of Brightness*.
OR
(c) To what extent do Mahesh Dattani's *Dance Like a Man* and Pratap Sharma's *Touch of Brightness* contribute to the growth and development of Indian English Drama?
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- N.B.:** 1) All questions are *compulsory*.
2) Figures to the right indicate *full* marks.

Q.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 5
- (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

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

Q.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

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

'They all are silly and ignorant like other girls; but Lizzy has something more of quickness than her sisters.'

'Mr Bennet, how can you abuse your own children in such a way? You take delight in vexing me. You have no compassion on my poor nerves.'

'You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty yeas at least.'

'Ah! You do not know what I suffer.'

'But I hope you will get over it, and I live to see many young men of four thousand a year come into the neighbourhood.'

'It will be no use to us, if twenty such should come since you will not visit them.'

'Depend upon it, my dear, that when there are twenty, I will visit them all.'

Mr Bennet was so odd a mixture of quick parts, sarcastic humour, reserve and caprice, that the experience of three and twenty years has been insufficient to make his wife understand his character. *Her* mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

- (a) How far do you think the narrator in this passage has Third Person Point of View? Is he the omniscient narrator? Substantiate your response with linguistic evidences from the passage.
- (b) Comment on the speech presentation in this piece of narrative.
- (c) What insight do you get into the characters in this passage? What is the role of the authorial comments on the characters?

Q.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.

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

"The Love Song of J. Alfred Prufrock" is regarded as one of the basic modernist poems. It shows the modern elements of disintegration of life and mental stability. What is impressive is that the setting of the poem can be understood to be either as a real place or a mental state reflecting the sub-conscious of the person

The poem speaks about the problem of the modern man, Prufrock. He laments his physical and intellectual shortcomings, the lack of opportunities in his life in addition to the lack of spiritual progress. The most important modernist technique in the poem is the

stream-of-consciousness technique. This technique reflects the fragmentary nature of the modern man's mentality. It also allows the reader to explore the inner self of the character.

What is impressive is that the setting of the poem can be understood to be either as a real place or a mental state reflecting the sub-conscious of the person. As modernism stresses the ideas of pessimism and loneliness, the negative aspects of modern life are also stressed in the poem. In fact, Prufrock seems to be only able to see those negative aspects.

Death is also dominant in the poem showing Prufrock as an insect pinned against the wall. Finally, modernist writers were interested in showing characters having multiple personalities. This is clear in Prufrock who functions as both the speaker and the listener. In addition, modernist texts are full with allusions to other texts. This is also found in the poem where there is much reference to Dante, Shakespeare and the Holy Bible.

- (i) Formulate a thesis statement for the above text. How far it was easy to formulate one?
Why?
- (ii) What are the introductory and concluding remarks in the text? Are they relevantly linked?
- (iii) What is the main idea in this text? Has the author substantiated the main idea with subordinate ideas ?

M.A. (PART-I)

ENGLISH

LITERATURE FROM THE RENAISSANCE TO

THE AUGUSTAN AGE

(PAPER-III) (MAY- 2018)

Q. P. Code : 29188

[Time : 3 hours]

[Marks : 100]

N.B : i) All questions are compulsory.

ii) All questions carry equal marks.

Q.1. a) Trace the influence of Renaissance and humanism on Elizabethan poetry.

OR

b) Write an essay on the development of comedy as a form from the Elizabethan to the Restoration age.

OR

c) Define the trends in the Neo-classical age that lead to the importance of Reason and morality in the literature of the times.

Q.2. a) "Metaphysical poetry is less concerned with expressing feeling than with analyzing it". Discuss with reference to the works of any two metaphysical poets of your choice,

OR

b) Critically comment on the different treatments of love in Elizabethan sonnets.

OR

c) Shakespeare's play Richard II gains power and complexity from our changing reactions to all the characters in the play. Substantiate your answer.

Q.3. a) Critically evaluate various themes of Ben Johnson's Volpone.

OR

b) Analyse Milton's glorification of Satan in Paradise Lost Book I and his purpose for doing so.

OR

c) Show how, William Congrave mocks the 'ways of the world' in his play The Way of the World through sheer brilliance of wit, sarcasm and humour with suitable illustrations from the play.

Q.4. a) "Pope's The Dunciad which is a literary revenge throbs with the power and "fierce indignation of Swifteen Satire". Support your answer with illustrative examples from the poem.

OR

b) Analyse Tristram Shandy in the light of psychoanalytical statement that early childhood events, particularly sexual ones, can be the most critical events in a person's life.

OR

c) "Though Dr. Johnson is known as a neo-classical critic he was also full of emotion and good sense". Substantiate this statement with reference to his Preface to Shakespeare.

M.A. (PART-I)
ENGLISH
NINETEENTH & TWENTIETH CENTURY
AMERICAN LITERATURE
(PAPER-IV) (MAY- 2018)

Q.P. Code :11977

[Time: 3 Hours]

[Marks:100]

Please check whether you have got the right question paper.

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

Q.1 A) Trace the impact of Puritanism on nineteenth century American literature.

OR

B) Write an essay on the contributions of lost generation writers to 20th century American literature.

OR

C) African American women writers redefined the meaning of feminism. Substantiate the statement.

Q.2 A) Comment on the evolution of Claggart as a character in Melville's *Billy Budd*.

OR

B) Comment on Walt Whitman's engagement with democracy, self and mystery in the prescribed poems.

OR

C) Analyze any two short stories prescribed to discuss the complexity of their characters.

Q.3 A) Write an essay on Tennessee Williams' use of symbols in *A Streetcar Named Desire*.

OR

B) Explain how the prescribed poems of Langston Hughes expose the racist attitude of the American whites.

OR

C) Poetry of Wallace Stevens are good examples of modernism and technical innovation. Illustrate the statement with reference to the poems prescribed for study?

Q.4 A) Comment on the psychological complexity of Benjy and Quentin in *The Sound and the Fury*.

OR

B) Explain how Malamud explores moral and psychological complexities of his characters in *The Assistant*.

OR

C) Explain how Alice Walker chronicles the lives and experiences of black women in *The Temple of my Familiar*.
