

# M.A [Part – I]

## ENGLISH

### Indian Literature in English

(1820s onwards)

(Paper- I) (May-2017)

QP Code : 67324

(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) Discuss the view that the introduction of English in Indian Education System proved to be a boon in disguise. 25  
OR  
(b) Bring out the effects of partition on Indian life and literature. Relate your answer to important texts that deal with partition as their subject-matter.  
OR  
(c) Critically evaluate Nehru's contribution to the formation of India as a modern nation.
2. (a) Critically evaluate the view that Bankimchandra Chatterjee's *Rajmohan's Wife* has the motifs of feminine anguish and rebellion. 25  
OR  
(b) Comment on the view that pre-Independence Indian English poetry tends basically to be romantic in tone and subject-matter. Illustrate your answer with reference to the works of any two pre-Independence poets prescribed.  
OR  
(c) Comment on the elements of humour, irony and satire in *Swami and Friends*.
3. (a) Write a detailed essay on the manner in which Shashi Deshpande has tackled the theme of female bonding in *A matter of Time*. 25  
OR  
(b) Comment on the blend of fact and fiction in Amitav Ghosh's *The Calcutta Chromosome*.  
OR  
(c) Trace the modernist techniques employed by the post-independent poets with reference to the poems of any two post-Independent poets.
4. (a) Examine *Dance Like a Man* as a critique of shallow materialistic values in life and art as against the spiritual values of the past. 25  
OR  
(b) "Rukmini 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 dramatic techniques used by Mahesh Dattani and Pratap Sharma in *Dance Like a man* and *A Touch of Brightness*.

SF-Con. 5477-16.

**M.A [Part – I]**  
**ENGLISH**  
**Linguistics and Stylistic**  
**Analysis of Texts**  
**(Paper- II) (May-2017)**

Q. P. Code: 16042

Marks: 100

Duration: 3 hours

- 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.

The free bird leaps  
on the back of the wind  
and floats downstream  
till the current ends  
and dips his wings  
in the orange sun rays  
and dares to claim the sky.

But a bird that stalks  
down his narrow cage  
can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

- (a) Rewrite the **first four** 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 four** 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 are in terms of prominence, are predominantly oriented to the front, back or centre (e.g. /oi/ is predominantly back oriented).
- (d) Which types 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) Capitalization and punctuation
- (ii) Imagery

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

(S1) The long June twilight faded into night. (S2) Dublin lay enveloped in darkness but for the dim light of the moon that shone through fleecy clouds, casting a pale light as of approaching dawn over the streets and the dark waters of the Liffey. (S3) Around the beleaguered Four Courts, the heavy guns roared. (S4) Here and there through the city, machine guns roared and the sound of wailing rifles broke the silence of the night, spasmodically, like dogs barking on lone farms. (S5) Republicans and Free Staters were waging civil war. (S6) On a rooftop near O'Connell Bridge, a Republican sniper lay watching. (S7) Beside him lay his rifle and over his shoulders was slung a pair of field glasses. (S8) His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of the fanatic. (S9) They were deep and thoughtful, the eyes of a man who is used to looking at death. (S10) Having eaten nothing since the morning, he was eating a sandwich hungrily.

- (a) Rewrite the passage dividing each sentence into clauses. Identify the subordinate clauses within each main clause stating the type of subordination used. 10
- (b) Count the number of independent and dependent clauses in the passage. Which type of clause occurs more frequently? What is the effect of the types of clauses in the passage? 7
- (c) Attempt **any one** of the following: 4
  - i. Break up S3 into phrases stating the type of phrases used
  - ii. State the functions that the different phrases perform in S3
  - iii. Identify the word class ( parts of speech) of each word in S8 and classify them as open or closed word classes.
- (d) Comment on **any one** of the following in the passage: 4
  - i. Variety of sentences in the text
  - ii. Use of Adjectives in the text

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

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 2th., but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play, and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones;

Bobby and Harry Jones and Dickie Delacroix-- the villagers pronounced this name "Dellacroy"--eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather. surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call out to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

- (a) Who is the narrator? Do you think he/she is different from the author? Substantiate your response with linguistic evidences from the passage.
- (b) Comment on the mode of the narration employed.
- (c) What insight do you get into the characters' personalities in the passage?

Q.4. Answer **any two** of the following.

25

- (a) Write a note on **any one** of the following:
  - i. Stylistics
  - ii. Point of view
- (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.

**Tyger Tyger burning bright**

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?

(c) Read the following passage from student writing and answer the questions given below in 4-5 lines each.

T.S. Eliot was an eloquent poet. His poems symbolize the boredom and horror of the modern world. He is a poet of moral nature and not just the physical nature of a subjective life. His poems always convey state of mind through the imageries. This makes them at once traditional and novel.

'The Love song of Alfred J. Prufrock' is a poem symptomatic of the modern age. Prufrock is an allegory of the modern man. The angst and trauma that affected people in the modern age is exemplified in Prufrock's character. He lacks conviction and confidence, wants to express his love but is unable to do so. The feeling of a futile existence is ingrained deep in Prufrock's character. Words do not hold any meaning or emotion for him in the modern world. It is a

desensitized age. In the poem, the speaker seems to address a potential lover but he lacks the courage to express his feelings towards her.

The poem begins with an epigraph from Dante's Inferno. The Count talks about his identity and says, "If I believed that my answer would be to someone who would ever return to earth, this flame would move no more, but because no one has ever returned alive from this gulf, if what I hear is true, I can reply with no fear of infamy."

This epigraph describes the ideal listener Prufrock. He longs to have someone he can trust with his confessions. But, in the real world such a confidant does not exist. Therefore he must be content with finding answers for himself and reflect upon his thoughts all by himself.

The poem begins with a romantic note in the first two lines when Prufrock asks his lover to go 'when the evening is spread out against the sky'. But, soon after, the romantic image is pushed aside and the realistic setting of a city takes its place. To Prufrock, the city is really nothing but 'like a patient etherised upon a table'.

- i. Formulate a thesis statement for the above text. How easy or difficult was it to do so? Give reasons for your answer.
- ii. List the number of ideas in the text. Does the author substantiate the ideas?
- iii. Is the text coherent? Give reasons for your answer.

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**M.A [Part – I]**

**ENGLISH**

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

**(Paper- III) (May-2017)**

**QP Code : 67543**

(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 Renaissance and Humanism have immensely influenced the Elizabethan literature? Discuss.

**OR**

(b) Trace the growth and development of Essay form in the 18th century English literature.

**OR**

(c) Comment on the socio-cultural realities reflected in the Neo-classical poetry.

2. (a) Edmund Spenser blends the elements of Romance and Epic to bring about Christian allegory in *The Fairy Queene*. Substantiate this statement with reference to Book I, Canto ix of the poem.

**OR**

(b) The sensuality and love has been the major thematic concerns in the Metaphysical poetry. Illustrate with reference to the poems you have studied.

**OR**

(c) Critically examine the protagonist of Shakespeare's *Richard II* as a tragic hero.

3. (a) Discuss Ben Jonson's *Volpone* as a Comedy of Humours.

**OR**

(b) Comment on John Milton's use of Epic features in Book I of *Paradise Lost*.

**OR**

(c) Critically examine Congreve's *The Way of the World* as a typical example of the Comedy of Manners.

4. (a) Alexander Pope's *The Dunciad* satirizes the declining trends of political discourses and the arts. Illustrate.

**OR**

(b) Comment on the elements of digressions and interruptions in the narrative of Sterne's *Tristram Shandy*.

**OR**

(c) Explain how Dr. Johnson defends Shakespeare's dramatic works in his *Preface to Shakespeare*.

**SF-Con. 5707-16.**

**M.A [Part – I]**

**ENGLISH**

***Nineteenth and Twentieth  
Century American Literature***

**(Paper- IV) (May-2017)**

**Q.P. Code :11976**

**[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) Consider the impact of transcendentalism on 19<sup>th</sup> century American literature.

**OR**

B) Discuss the concerns and themes of literatures produced during the Harlem Renaissance.

**OR**

C) Discuss the characteristic features of confessional poetry.

**Q.2** A) Discuss the major themes of Herman Melville's *Billy Budd*.

**OR**

B) The poetry of Walt Whitman is about self and nature. Elucidate the statement with reference to the poems prescribed for study.

**OR**

C) Analyze the prescribed short stories of Jack London and Stephen Crane and comment on plot construction and setting.

**Q.3** A) Explain how Tennessee Williams explores complex human behaviours in *A Streetcar Named Desire*.

**OR**

B) How do the prescribed poems of Langston Hughes articulate distinct African American experience?

**OR**

C) Comment on the modernist features in the prescribed poems of Wallace Stevens.

**Q.4** A) Comment on William Faulkner's narrative techniques used in *The Sound and the Fury*.

**OR**

B) How does Malamud treat the theme of sin and redemption in *The Assistant*?

**OR**

C) Write an essay on Alice Walker's engagement with race, class and gender in *The Temple of my Familiar*.