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T – 6277

Reg. No. :

Name :

Second Semester M.A. Degree Examination, September 2024

English Language and Literature

EL 521 : WORLD LITERATURES – I

(2022 Admission onwards)

Time : 3 Hours

Max. Marks : 75

Answer any **five** of the following questions in about **50** words.

1. Surrealism.
2. The brutal contradictions of life and history in Ko Ko Thett's poetry.
3. Yasodhara's narrative in *Island of a Thousand Mirrors*.
4. Point of view in *Yellow Brick Road*.
5. What is "Faith Healing" about?
6. Szymborska's vision in "Utopia."
7. Matiu as a deluded character.
8. Biblical imagery in "Bullocky"

(5 × 2 = 10 Marks)

II. Answer any **five** of the following questions in about **100** words.

9. Several alternatives are offered in *A Case of Exploding Mangoes* regarding the assassination of Muhammad Zia-ul-Haq. Comment.
10. The consolatory note in Karin Boye's poetry.

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11. The mother's dreams in "To my little girl".
 12. "For Amichai, to be an Israeli is quite as difficult as to be a Diaspora Jew." Comment.
 13. Aggression in Kerosene.
 14. Critique of capitalist ideology in "Mushrooms in the City."
 15. How does Allen Curnow set forth the challenges and responsibilities faced by a poet in New Zealand?
 16. Examine the dangers faced by Abdel Latif's children in "Death Is Hard Work".
- (5 × 5 = 25 Marks)**

III. Answer any **two** of the following questions in about **300** words choosing one from each group.

Group – A

17. The experiences narrated by Fatima Mernissi in *Doing Daily Battle*.
18. The eternal questions discussed by Tawfiq al-Hakim in *The Sultan's Dilemma*.
19. History, fiction and fantasy in *The Dove's Necklace*.

Group – B

20. Examine "The Tinker's Wedding" as a farce.
 21. Comment on Patricia Grace's condemnation of traditional development discourse in *Potiki*.
 22. How does "Last Contact" present metaphysical questions about identity, humanity, and the nature of reality?
- (2 × 15 = 30 Marks)**

IV. Answer any **one** of the following questions in about **150** words.

23. How could motherhood be thus defiled? ... [H]ow could families, the community, the nation — indeed, how could men allow this state of affairs to continue? The women had to be brought back, they had to be "purified". . . and they had to be relocated into the family and the community." Comment on these lines.



24. Owing to the privileged social background of most Arab women writers, their fictional works give inadequate attention, and lack realistic solutions for the plight of women from the poorer classes of society. Even the creative women writers are impeded by family obligations, full time jobs, or financial pressures. The literary activities of these authors are conducted alongside their duties as wives, mothers and full time working women. Economic freedom does not necessarily entail intellectual freedom."

Offer your analysis of these lines.

25. In *Remembering Babylon*, examine the attitude of the people of the town towards Gemmy.

(1 × 10 = 10 Marks)



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T – 6280

Reg. No. :

Name :

Second Semester M.A. Degree Examination, September 2024

English Language and Literature

EL 524 : CRITICAL STUDIES I

(2022 Admission Onwards)

Time : 3 Hours

Max. Marks : 75

I. Answer any **five** of the following questions in about **50** words.

1. What is Ambiguity?
2. What is Oedipus complex?
3. What is Polyphony?
4. What is Metanarrative?
5. What is False Consciousness?
6. Discuss Cultural Materialism.
7. What is Capitalism?
8. Difference between Irony and Paradox.

(5 × 2 = 10 Marks)

II. Answer any **five** of the following questions in about **100** words.

9. What is meant by the pleasure principle and the reality principle according to Sigmund Freud?
10. Discuss Lacan's main ideas.
11. What is the historicity of texts in New Historicism?
12. Describe the core ideas of *Marxism and Literature* that Raymond Williams advocates.

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13. In his essay "Art as Technique," Viktor Shklovsky tries to highlight the concept of Defamiliarization. Explain.
14. What is meant by *langue* and *parole*?
15. Explain Structural Anthropology.
16. What does Derrida mean by discourse?

(5 × 5 = 25 Marks)

- III. Answer any **two** of the following questions in about **300** words choosing **one** from each group.

GROUP A

17. What does Foucault mean by Continuity, Discontinuity, and Contradiction in his work *The Archaeology of Knowledge*?
18. What are the similarities and differences between Formalism, Structuralism, and New Criticism?
19. What were the main contributions of Jacques Lacan to Psychoanalysis?

GROUP B

20. Explain Russian formalism and its effect on literature.
21. Discuss the Marxist interpretation of Ideology.
22. Explain Derrida's criticism of Claude Lévi Strauss in "Structure, Sign and Play in the Discourse of the Human sciences."

(2 × 15 = 30 Marks)

- IV. Critically analyze any **one** of the following passages in about **150** words using any critical theory you have studied.
23. Certainly fame is like a river that beareth up things light and swoln, and drowns things weighty and solid. But if persons of quality and judgment concur, then it is (as the Scripture saith) *nomen bonum instar unguenti fragrantis*. It fireth all round about, and will not easily away. For the odors of ointments are more durable, than those of flowers. There be so many false points of praise, that a man may justly hold it a suspect. Some praises proceed merely of flattery; and if he be an ordinary flatterer, he will have certain common attributes, which may serve every man; if he be a cunning flatterer, he will follow the archflatterer, which is a man's self; and wherein a man thinketh best of himself, therein the flatterer will uphold him most: but if he be an impudent flatterer, look wherein a man is conscious to himself, that he is most defective, and is most out of countenance in himself, that will the flatterer entitle him to perforce, *spretia conscientia*.



24. I hear it was charged against me that I sought to destroy institutions,

But really I am neither for nor against institutions,

(What indeed have I in common with them? or what with the destruction of them?)

Only I will establish in the Mannahatta and in every city of these States inland and seaboard,

And in the fields and woods, and above every keel little or large that dents the water,

Without edifices or rules or trustees or any argument,

The institution of the dear love of comrades.

25. In our time, political speech and writing are largely the defence of the indefensible. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of political parties. Thus political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness. Defenceless villages are bombarded from the air, the inhabitants driven out into the countryside, the cattle machine-gunned, the huts set on fire with incendiary bullets: this is called pacification. Millions of peasants are robbed of their farms and sent trudging along the roads with no more than they can carry: this is called transfer of population or rectification of frontiers. People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called elimination of unreliable elements. Such phraseology is needed if one wants to name things without calling up mental pictures of them.

(1 × 10 = 10 Marks)



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Reg. No. :

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Second Semester M.A. Degree Examination, September 2024

English Language and Literature

EL 523 : GENDER STUDIES

(2022 Admission Onwards)

Time : 3 Hours

Max. Marks : 75

I. Answer any **five** of the following questions in about **50** words.

1. Write a note on phallocentrism.
2. How did the suffrage movement contribute to women's rights?
3. What is gynocriticism?
4. Write a note on Mulvey's concept of 'male gaze'.
5. What is the significance of the title 'The Thing around your neck'?
6. Write a note on the 'Me Too' movement.
7. How does the poem 'Tonight, in Oakland' explore the concepts of identity and belonging?
8. What is intersectional feminism?

(5 × 2 = 10 Marks)

II. Answer any **five** of the following questions in about **100** words.

9. How does Audre Lorde challenge societal norms and expectations in "A Litany for Survival"?
10. How does the novel, *When I Hit You* depict the protagonist's journey towards empowerment and resilience?

P.T.O.



11. Examine Simone de Beauvoir's concept of "the other"?
12. Elaborate on the term "residual category of women" and how it relates to the open negotiation of dowry?
13. Write a note on cyber-bullying.
14. Explain Judith Butler's concepts on performativity.
15. How does the novella, *Listen Girl* address the concept of freedom and agency for women in a patriarchal society?
16. How have the Vishaka Guidelines contributed to raising awareness about sexual harassment and promoting a safe and respectful work environment?

(5 × 5 = 25 Marks)

- III. Answer any **two** of the following questions in about **300** words choosing **one** from each group.

Group A

17. In what ways does Butler's approach challenge traditional feminist narratives and offer a new perspective on gender and identity?
18. Examine the specific areas in which men's exercise of control contribute to the subordination and exploitation of women within a patriarchal system.
19. Examine how gender and queer theories have enhanced our comprehension of identity, moving beyond conventional binary constructs.

Group B

20. Examine how Laura Mulvey argues that 'the spectator/spectacle relationship in cinema is invariably gendered'.
21. Examine the intersections of gender, caste and matchmaking in Kerala.
22. Write an overview of existing currents in the historical discourse of disability within the field of disability studies.

(2 × 15 = 30 Marks)



IV. Critically analyse and answer any **one** of the following questions in about **150** words.

23. In light of the prescribed texts for study, critically investigate the intricate relationship between power and patriarchy, and elucidate how this interplay shapes and influences societal structures and gender dynamics.
24. Present the main arguments in the given passage in not more than two sentences and attempt a one page critical note on the passage:

Josim (2012) claims that the hijra population in mainstream society cannot access fundamental rights like housing. Hijra's death does not exonerate them from their shame, as burying the body and arranging the burial is complicated by various religious and social practices. In the scenario of Bangladesh's hijra minority, they live on the periphery of society, with no sociopolitical space to live a dignified life. Their plight stems from their lack of acknowledgement as separate gender human beings outside the male-female gender binary (Khan et al., 2009). There are many ways in which hijra people are ostracized in society. Finally, the hijra is banished from their family for their cross-dressing. Their gender biases hinder academic and professional achievement. Outside of their homes and social circles, they are regularly subjected to abuse, exploitation, and other forms of exploitation. Social and familial tasks are highly valued in Bangladeshi society because of the country's gendered expectations for family roles (Jebin and Farhana, 2015). When it comes to the hijra population, civil society is not paying enough attention to the issue at hand. Their fundamental rights and social acceptability are ignored in every growth process. An example of gender-based social exclusion is represented by the hijra lifestyle, which shows that gender is not currently being addressed as part of a more comprehensive social exclusion.

25. Use the following passage as a point of reference to discuss gender inequality in society.

While it is undisputable that the economic status of men and women has greatly converged in the second half of the twentieth century, it is also well documented that it is still not equal: women receive, on average, lower employment incomes than men, they more often work part-time or not at all, and they carry out the lion's share of unpaid work in the home. But while there are so many clues suggesting that women's overall income is lower than that of men, there is no straightforward measure that would allow the size of such an overall gender gap in income or in economic well-being to be assessed. The main limitation is that,



in most income data sets, only some components of income, essentially related to work, are received and available at an individual level; the others are either received by households or measured as if received at the household level. The rationale for this household-level conceptualization is that multiperson households are assumed to benefit equally from shared resources within the household. This strong assumption about the distribution of income is made in the absence of reliable indications of the actual extent of intrahousehold sharing, so indicators of gender inequality in income or living standards are limited, if not biased. Then, as long as it is not possible to measure individual income—that is, being able to distribute the household income between the household members—gender inequalities are best assessed by various outcomes such as wages, pensions, or time spent in unpaid work than on the basis of a synthetic indicator assuming that all individuals who live together necessarily achieve an equal level of economic well-being.

(1 × 10 = 10 Marks)

