

(Pages : 3)

J – 4771

Reg. No. :

Name :

Fourth Semester M.A. Degree Examination, May 2020

English Language and Literature

Elective Course : Paper XV

EL 243.2 : SOUTH ASIAN LITERATURE

(2017 Admission Onwards)

Time : 3 Hours

Max. Marks : 75

I. Answer any five of the following questions, in about 50 words each :

1. What is Homi K Bhabha' s opinion regarding ambivalence?
2. How does the poet depict Sunday in the poem "Sun and Moon"?
3. Discuss the background of the poem "The Big Match"?
4. What is the historical reference in the poem "July 1983"?
5. Comment on the significance of the title *The Homecoming*.
6. Discuss the occasion and the message of the speech "Freedom from Fear."
7. Discuss the concept of the other in the context of migration.
8. What does the author opine regarding the study of south Asian literature in the west?

(5 × 2 = 10 Marks)

P.T.O.



- II. Write short notes on any **four** of the following questions, each in about **one hundred** and **fifty** words choosing at least two from each section:

Section A

9. Discuss the ideology of sartorial equality in the poem "Ode on a Lungi."
10. Discuss the theme of the poem "You are as You are."
11. Give a brief overview of regional writing with literary examples.
12. Discuss decolonization and its impact in South Asian Literature.

Section B

13. Analyse the predicament of women as represented in *The Circle of Karma*.
14. Critically evaluate the representation of the servant Imam Din, the family cook in the narrative *Cracking India*.
15. Discuss the concept of homeland in South Asian literature with examples from the prescribed texts for study.
16. Critically examine the role of vernacular intellectuals in the literary culture.

(4 × 5 = 20 Marks)

- III. Write an essay on three of the following questions, each in about five hundred words, choosing at least one from each section

Section A

17. Discuss the theme of race in the drama *Disgraced*.
18. Critically evaluate the poem *The Big Match*.
19. Examine the major themes of conflict and identity in the poems "Ode on a Lungi" and "Curfew Summer."



Section B

- 20 Critically examine D.C.R.A Goonetilleke's views regarding Sri Lankan poetry in English.
- 21 Discuss the themes of gender and alienation in the prescribed fiction of Taslima Nasreen and Kunzang Choden.
- 22 Give a critical overview of the central character Karim in *The Buddha of Suburbia*.

Section C

- 23 Elucidate the concept of hostile homes in the context of partition literature.
- 24 Critically examine Sheldon Pollock's views on language in literary culture.
- 25 Discuss the key features of Diasporic literature.

(3 × 15 = 45 Marks)



(Pages : 4)

J – 4769

Reg. No. :

Name :

Fourth Semester M.A. Degree Examination, May 2020

Branch : English Language and Literature

Core Course : Paper XIV

EL 242 – CULTURAL STUDIES

(2017 Admission onwards)

Time : 3 Hours

Max. Marks : 75

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

1. Discourse.
2. Hegemony.
3. Culture capital.
4. Sub culture.
5. Historical bloc.
6. Stereo typing.
7. Subjectivity.
8. Visual ethics.

(5 × 2 = 10 Marks)

P.T.O.



II. Write short notes on **any four** of the following each in about 150 words.

1. Gender in popular culture.
2. Explain the concept of discourse.
3. What does Adorno say about the stunting of mass media?
4. Comment on the theoretical approach in the essay of Stuart Hall.
5. Birmingham school.
6. Concept of 'Text'.
7. Spectacle.
8. Commodification of culture eradicates autonomous thinking. Explain.

(4 × 5 = 20 Marks)

III. Write an essay on **any three** of the following choosing one from each section.

SECTION A

1. Adorno on entertainment industry and the autonomy of art.
2. How does Laura Mulvey depict the various aspects of gaze and seeing in her essay?
3. Discuss the semiotics of cultural text in the context of "cricket fiction and fictional cricket".

SECTION B

4. Cultural hybridity.
5. Commodity fetish.
6. Examine the association between power and popular culture.



SECTION C

7. Provide a theoretical reading of any one of the following text. Adopt a theoretical frame work prescribed for study.

I sit with my thermos of coffee on the mall:

a mile-long promenade. arcades of elms

flanking a generous aliquot of benches.

But at this early hour it starts to dawn.

I am the only one without a dog.

So, a Witness to an ancient symbiosis

as it's evolved with in a modern city:

The dogs, I note, are smaller, the owners

less ferocious. The former sniff then poop,

the latter, like Potty-training parents, pat their heads,

gather it in plastic doggy-bags.

It's no longer for the hunt or for protection;

both species have adapted to survive

hard loneliness inside a small apartment.

8. "Eyes mark the shape of the City. Through the eyes of a high-flying night bird, we take in the scene from midair. In our broad sweep, the city looks like a single gigantic creature-or more like a single collective entity created by many intertwining organisms. Countless arteries stretch to the ends of its elusive body, circulating a continuous supply of fresh blood cells, sending out new data and collecting the old, sending out new consumables and collecting the old, sending out new contradictions and collecting the old, To the rhythm of its pulsing, all parts of the body flicker and flare up and squirm. Midnight is approaching, and while the peak of activity has passed, the basal metabolism that maintains life continues undiminished, producing the basso continuo of the city's moan, a monotonous Sound that neither rises nor falls but is pregnant with foreboding.



Our line of sight chooses an area of concentrated brightness and, focusing there, silently descends to it—a sea of neon colors. They call this place an “amusement district.” The giant digital screens fastened to the sides of buildings fall silent as midnight approaches, but loudspeakers on storefronts keep pumping out exaggerated hip-hop bass lines. A large game center crammed with young people; wild electronic sounds; a group of college students spilling out from a bar; teenage girls with brilliant bleached hair, healthy legs thrusting out from micromini skirts; dark-suited men racing across diagonal crosswalks for the last trains to the suburbs”.

- 9 I am an only child. When I was real small, I thought I was the only child there ever was, because I didn't know there were any others. When I finally started going to school, some kids from big families would tell me how lucky I was. To be the only child. They would have so many kids in their families that it was hard for them to get any attention, or have any privacy. I never told them the truth. I would just nod, like I understood what they were saying.

A lot of kids thought I was stupid at first, because I nodded a lot when they talked. But the teachers knew different, because I could read and write faster—I mean, I learned to read and write faster—before the other kids did. Math too, I was quicker.

I did understand what the other kids were saying. About being an only child. By then, I knew I wasn't the only child. And I listened to other children, so I knew that we weren't all alike. But even the ones who were wrong about me were half right. I did have a lot of privacy. Even when I was very, very small. I remember the privacy, I used to cry and cry for my mother, but she never came. It wasn't until I was older that I understood she wouldn't come. She wasn't even in the house. When she was in the house, she usually had a man with her. They didn't want to see me. If I kept them from seeing me, I would be okay. If they saw me, one of them would hurt me, usually her. One time, this man—all I remember about him was he had red hair—he told my mother not to slap me. He said I was just a baby and I wanted my mother. That was a natural thing, he said. My mother told him to mind his own business. She said I wasn't his kid, so shut the fuck up. The red-haired man slapped her then. Real hard—she went flying. He grabbed her by the hair and dragged her back and slapped her again. He asked her, did that feel good? Did she like that? My mother licked her lips. Where they were bloody and said something to the man I didn't understand. She was on her knees. The man turned around and went out the door. He never came back. I remember that night especially well. It was the first time my mother ever burned me with a cigarette.

(3 × 15 = 45 Marks)



(Pages : 3)

J – 4778

Reg. No. :

Name :

Fourth Semester M.A. Degree Examination, May 2020

English Language and Literature

Elective Course : Paper XVI

EL 244.4. DALIT WRITING

(2017 Admission onwards)

Time : 3 Hours

Max. Marks : 75

- I. Answer **any five** of the following in about **50** words each :
1. The predicament of the fishmonger in S Joseph's "Fish Monger"
 2. The language of Dalit writing.
 3. How does "Touch" describe the Dalits?
 4. Significance of the title *ChangiaRukh*.
 5. AdiDharm movement.
 6. The mixing of fact and fantasy in "Dream Hunt".
 7. Objectives of Dalit Studies according to TM Yesudasan.
 8. Self narratives and Dalit Writing.

(5 × 2 = 10 Marks)

P.T.O.



- II. Write short notes on *any four* of the following each in about 150 words choosing atleast two from each section :

Section A

1. Early leaders of Dalit movement.
2. Locate Limbale as a writer-activist.
3. Images of oppression in Prathiba Jayachandran's writings.
4. Comment on the subversive note in Meena Kandaswamy's poetry.

Section B

5. How does Ambedkar criticize the Hindu religion and its religious texts?
6. Conflict of attitudes in "Poisoned Bread".
7. Caste violence in *Joothan*.
8. *Outcaste* as a landmark in Marathi literature.

(4 × 5 = 20 Marks)

- III. Write an essay on **any three** of the following choosing one from each section.

Section A

1. How does Dalit poetry reflect the magnitude of erasure with regard to Dalit identity?
2. Marginalization haunts Dalit writers - Explain with reference to the plays prescribed for study.
3. Situate Namdeo Dhasal in the tradition of Marathi poetry, tracing his artistic vision and contributions.



Section B

4. How does TM Yesudasan stress the need for a new discipline in his essay?
5. How does Gopal Guru provide an ideological basis for the discourse on Dalit Feminism?
6. Gogu Shyamala's stories dissolve borders and do more than make the margin the centre – Elucidate.

Section C

7. Caste as the identity of a social group with reference to Dalit writing
8. Dalit consciousness as expressed in Dalit personal narratives prescribed for study.
9. The Dalit movement in Kerala and the contributions of Sri Ayyankali.

(3 × 15 = 45 Marks)



(Pages : 4)

J – 4768

Reg. No. :

Name :

Fourth Semester M.A. Degree Examination, May 2020

English Language and Literature

Core Course : Paper XIII

EL 241 : ENGLISH LANGUAGE TEACHING

(2017 Admission onwards)

Time : 3 Hours

Max. Marks : 75

1. Answer **any five** of the following in about **50** words each :

1. Distinguish between ESL and EFL.

2. Interlanguage

3. Cognitivism in ELT.

4. Curriculum

5. Functional grammar

6. Scaffolding

7. Diglossia

8. Diagnostic test

(5 × 2 = 10 Marks)

P.T.O.



II. Write short notes on **any four** of the following in about **150** words .

1. Significance of Macaulay's Minutes on Indian Education System.
2. Bilingualism
3. Grammar translation method of teaching
4. CLT
5. The Natural Order hypothesis
6. Constructivism in teaching and learning
7. Inclusion of literature in language teaching
8. Distinguish between formative and summative evaluation.

(4 × 5 = 20 Marks)

III. Write an essay on **any three** of the following choosing **two** from Section A and **one** from Section B :

Section A

1. Write an essay on the status of English in contemporary India
2. Comment on the various methods of language teaching.
3. Current trends in ELT.
4. Testing and evaluation in language teaching.



Section B

5. Prepare a lesson plan on **one** of the following: -

WOMEN

Louise Bogan

Women have no wilderness in them,
They are provident instead,
Content in the tight hot cell of their hearts
To eat dusty bread.

They do not see cattle cropping red winter grass
They do not hear
Snow water going down under culverts
Shallow and clear.

They wait, when they should turn to journeys,
They stiffen, when they should bend.
They use against themselves that benevolence
To which no man is friend.

OR

6. Prepare a lesson plan to teach Present Perfect Tense with the passage given below:

Recently, it has snowed in Maria's town. In the last week, it has snowed three times. Maria has always loved the snow. She has played in the snow many times before.

Maria's dog, Sparky, has never played in the snow. This is Sparky's first snow. He has not felt the cold yet.



Maria has just received a new sled for Christmas. She puts on her warm clothes and snow boots. She pulls the sled up the hill. Sparky has run outside with Maria. Sparky has followed Maria up the hill. He feels good!

Maria has finally reached the top. She sits on her sled. She rides down the hill. Sparky runs beside the sled. They have finally reached the bottom. Sparky has followed Maria all the way down the hill. Sparky has decided that he likes the snow too!

(3 × 15 = 45 Marks)

