

**St Aloysius College (Autonomous)****Mangaluru****Semester III – P.G. Examination – M.A. English****November/December – 2023****BRITISH LITERATURE III****(MODERNISM TO POSTMODERNISM)**

Time: 3 hrs.

Max Marks: 70

**UNIT I**

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**Answer any ONE of the following:****(15)**

1. Discuss the characteristics of the Avant-Garde movement providing illustrations from the popular art forms associated with it.
2. Comment on the central arguments of Raymond Williams in "When was Modernism"?
3. Critically examine Jean-Francois Lyotard's definition of postmodernity as "incredulity towards metanarratives".

**UNIT II****Answer any ONE of the following:****(15)**

1. "Above all I am concerned with poetry. My subject is war. The poetry is in the pity." Examine this statement of Wilfred Owen with reference to his poems prescribed for your study.
2. How far is it correct to regard *The Waste Land* as an expression of the disillusionment of the post-war generation? Substantiate your answer with reference to the poem.
3. Examine W. B. Yeats' use of language in "Easter 1916", a poem that includes personal reflections and public commentary."

**UNIT III****Answer any ONE of the following:****(15)**

1. Comment upon the narrative techniques used by Joseph Heller in *Catch 22*.
2. Do you consider Yossarian a hero or an anti-hero? Substantiate your answer.
3. Critically examine the significance of the title *On Beauty*.

**UNIT IV****Answer any ONE of the following:****(15)**

1. How does Harold Pinter's distinct treatment of an age-worn theme of infidelity and unfaithfulness contribute to the appeal of the play *Betrayal*?
2. Examine the dramatic techniques used by Tom Stoppard in dealing with the theme of alienation in *Rosencrantz and Guildenstern are Dead*.
3. Comment on *Rosencrantz and Guildenstern are Dead* as an absurdist play.

**UNIT V****Write short notes on any TWO of the following:****(2x5=10)**

1. The Symbolist Movement
2. The Use of Satire in "The Unknown Citizen"
3. The theme of identity in *On Beauty*
4. Surrealism

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**St Aloysius College (Autonomous)**  
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**Semester III - P.G. Examination - M. A. English**  
**November / December - 2023**  
**ENGLISH LANGUAGE TEACHING**

Time : 3 hours.

Max Marks : 70

**UNIT - I****I Answer any TWO of the following questions****(10x2=20)**

1. Highlight and examine the major features of NEP 2020.
2. Critically trace the history and development of ELT in India.
3. Read the following poem by Keki N Daruwalla and use it to comment on the functions of English in contemporary India-

The Mistress

By Keki N Daruwalla

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No one believes me when I say  
 my mistress is half-caste. Perched  
 on the genealogical tree somewhere is a Muslim midwife and a Goan cook. But  
 she is more mixed than that.  
 Down the genetic lane, babus  
 and professors of English  
 have also made their one-night contributions.  
 You can make her out the way she speaks;  
 her consonants bludgeon you;  
 her argot is rococo, her latest 'slang' is available in classical dictionaries.  
 She sounds like a dry sob  
 stuck in the throat of darkness.  
 In the mornings her mouth is sour  
 with dreams which had fermented during the night. When I sleep by her side  
 I can almost hear the blister-bubble  
 grope for a mouth through which to snarl.  
 My love for her survives from night to night,  
 even though each time  
 I have to wrestle with her in bed.  
 In the streets she is known. They hiss when she passes,  
 Despite this she is vain,  
 flashes her bangles and her tinsel;  
 wears heels even though her feet  
 are smeared up to the ankles with henna.  
 She will not stick to vindaloo, but talks of roasts, pies, pomfrets grilled.  
 She speaks of contreau and not cashew arrack which her father once distilled.  
 No, she is not Ango-Indian. The Demellos would murder me if they got scent  
 of this,  
 and half my body would turn into a bruise.  
 She is not Goan, not Syrian Christian.  
 She is Indian English, the language that I use.

**II Answer any TWO of the following questions****(10x2=20)**

1. According to Chomsky, how is language learnt by a baby? What significance does this have for ELT?

Contd...2

2. With the help of classroom examples, illustrate how behaviorism can be used in ELT.
3. Critically evaluate the Direct Method Classroom with the help of examples.

### UNIT - II

#### III You are Rizwan / Reema, write a Lesson Plan on the poem given below, for a II BA English Major Class (15)

Shall I compare thee to a summer's day? (Sonnet 18)

William Shakespeare

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate.

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date.

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimmed;

And every fair from fair sometime declines,

By chance, or nature's changing course, untrimmed;

But thy eternal summer shall not fade,

Nor lose possession of that fair thou ow'st,

Nor shall death brag thou wand'rest in his shade,

When in eternal lines to Time thou grow'st.

So long as men can breathe, or eyes can see,

So long lives this, and this gives life to thee.

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### UNIT - III

#### IV Material production on a short passage (of 300-400 words). (15) How Humans Evolved Language

Thanks to the field of linguistics we know much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. For example, we understand the origins of the Indo-European group of languages, which includes Norwegian, Hindi and English, and can trace them back to tribes in eastern Europe in about 3000 BC.

So, we have mapped out a great deal of the history of language, but there are still areas we know little about. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an innate system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share this capability because they are able to recognise when these rules are broken.

If we want to know where our capability for complex language came from, we need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that way. And for this there are very few physical clues; artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds. Before that, evolutionary biologists can only guess whether or not early humans communicated using more basic sounds.

Another question is, what is it about human brains that allowed language to evolve in a way that it did not in other primates? At some point, our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. These were the basic ingredients for complex language. The next change would have been to put those words into sentences, similar to the 'protolanguage' children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain or was simply a response to our increasingly civilised way of living together.

Between 100,000 and 50,000 years ago, though, we start to see the evidence of early human civilisation, through cave paintings for example; no one knows the connection between this and language. Brains didn't suddenly get bigger, yet humans did become more complex and more intelligent. Was it using language that caused their brains to develop? Or did their more complex brains start producing language?

More questions lie in looking at the influence of genetics on brain and language development. Are there genes that mutated and gave us language ability? Researchers have found a gene mutation that occurred between 200,000 and 100,000 years ago, which seems to have a connection with speaking and how our brains control our mouths and face. Monkeys have a similar gene, but it did not undergo this mutation. It's too early to say how much influence genes have on language, but one day the answers might be found in our DNA.

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- 1) Frame five multiple choice questions to test the vocabulary of the students. (5 Marks)
- 2) Prepare 3 exercises to test the students' knowledge on phrasal verbs OR tenses. (6 Marks)
- 3) Frame 2 evaluative questions based on the passage. (2 Marks)
- 4) Frame 2 inferential questions based on the passage. (2 Marks)

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**ST ALOYSIUS COLLEGE (AUTONOMOUS),  
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**THIRD SEMESTER PG EXAMINATION - M.A.ENGLISH**  
**November/December - 2023**  
**AMERICAN LITERATURE I**

Time : 3 Hours

Max. Marks : 70

## UNIT - I

- I. Answer any **ONE** of the following in about 300 words each. (1x15=15)
1. Discuss the Civil Rights Movement as a movement of resistance against racism.
  2. Discuss the literary contributions of the Harlem Renaissance.
  3. Discuss how the Puritans attempted to create a "city upon the hill" in their conquest of America.

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## UNIT - II

- II. Answer any **ONE** of the following in about 300 words each. (1x15=15)
1. Discuss the theme of Death in the poems of Emily Dickinson.
  2. How does the common man make a predominant appearance in the poetry of Walt Whitman? Examine.
  3. Critically evaluate the elements of 'dark' romanticism in the poetry of Edgar Allan Poe.

## UNIT - III

- III. Answer any **ONE** of the following in about 300 words each. (1x15=15)
1. Discuss the significance of the title, "The Possibility of Evil".
  2. Discuss the portrayal of 'good' and 'evil' in "Young Goodman Brown".
  3. Explore the use of symbolism in "Bartleby, the Scrivener".

## UNIT - IV

- IV. Answer any **ONE** of the following in about 300 words each. (1x15=15)
1. Discuss the theme of American Capitalism in *Death of a Salesman*.
  2. Discuss the role played by family in *Fiddler on the Roof*.
  3. Discuss how Biff proves to be a foil to Willy's dreams in *Death of a Salesman*.

## UNIT - V

- V. Write short notes on any **TWO** of the following. (2x5=10)
1. Ralph Waldo Emerson
  2. The Fidler in *Fidler on the Roof*
  3. Roses in "Possibility of Evil"
  4. The puritan undertones in Bradstreet's poems

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**ST ALOYSIUS COLLEGE (AUTONOMOUS),  
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**THIRD SEMESTER P.G. EXAMINATION - M.A. ENGLISH**  
**November/December - 2023**  
**INDIAN WRITING IN ENGLISH II**

Time : 3 Hours

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Max. Marks : 70

**UNIT - I**

I. Answer any **ONE** of the following in about 300 words each. (1x15=15)

1. Ramanujan explores the idea of "context-sensitive" thinking in the Indian context. What does he mean by this? Discuss.
2. Discuss how Ahamad questions some of the key theoreticians in his book, *In Theory*.
3. Critically analyse Mukherjee's "Nation, Novel and Language".

**UNIT - II**

II. Answer any **ONE** of the following in about 300 words each. (1x15=15)

1. How is woman denied agency to her own body as seen in "The Old Playhouse".
2. Examine the theme of family in the poems of Eunice D'Souza.
3. Examine the use of symbols by Jayanta Mahapatra in his poems.

**UNIT - III**

III. Answer any **ONE** of the following in about 300 words each. (1x15=15)

1. Discuss the portrayal of gender roles and societal expectations in the play *Silence! The Court is in Session*.
2. Discuss the role played by the male characters in the play, *Mangalam*.
3. Discuss the hypocrisy of the familial structure as seen in *Mangalam*.

**UNIT - IV**

IV. Answer any **ONE** of the following in about 300 words each. (1x15=15)

1. Discuss the narrative structure of *The God of Small Things*. How does the non-linear timeline and the use of multiple perspectives enhance the storytelling?
2. Critically analyse the character of Juggut Singh in *Train to Pakistan*.
3. "*Train to Pakistan* highlights the futility of violence and the need for empathy and understanding in times of conflict". Discuss.

**UNIT - V**

V. Write short notes on any **TWO** of the following. (2x5=10)

1. Samant
2. Nostalgia in "The Vase"
3. The title, *The God of Small Things*
4. The Indian way of thinking Vs the Western way of thinking

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**ST ALOYSIUS COLLEGE (AUTONOMOUS),  
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THIRD SEMESTER P.G. EXAMINATION- M.A. ENGLISH  
November/December - 2023  
Science Fiction**

Time : 3 Hours

Max. Marks : 70

**UNIT - I**

- I. Answer any ONE of the following in about 300 words each. (1x15=15)
1. Do you feel that sci-fi's tendency for extrapolation and speculation lends it a unique aesthetics? Support your stances with adequate examples from the *Seven Beauties of Science-Fiction*.
  2. "John Rieder's views on genre can be extended to any liminal discipline like fantasy and crime-fiction." Comment with examples from sci-fi.
  3. Is the primary stance of Peter Stockwell's "Aesthetics" substantiated in the texts prescribed to you for this semester? Cite examples to build your argument.

**UNIT - II**

- II. Answer any ONE of the following in about 300 words each. (1x15=15)
1. Comment on any two characters from *Frankenstein* with respect to their agency in the novel.
  2. How is *The Time Machine* a reflection of the times in which H.G Wells wrote and lived?
  3. How does the geographical and political makeup of Gethen influence the plot of *The Left Hand of Darkness*?

**UNIT - III**

- III. Answer any ONE of the following in about 300 words each. (1X15=15)
1. How does gender and power manifest itself in *The Handmaid's Tale*? Use examples from the text to support your answer.
  2. "Human beings must always live in congeries [in deep association] with one another and with nature." (Nayar *Posthumanism*) Critically evaluate the above statement with respect to *Neuromancer* and *Do Androids Dream of Electric Sheep*.
  3. Compare and contrast *The Calcutta Chromosome* with any other work prescribed to you this semester.

UNIT – IV

IV. Answer any ONE of the following in about 300 words each.

(1x15=15)

1. Compare and contrast *Solaris* and *Alien* with respect to how they present a view of the "other".
2. "Many of my movies are romances, they are about star-crossed lovers." Critically examine this statement by James Cameron with respect to *Avatar*.
3. How does the storytelling in *The Matrix* and *Inception* go hand-in-hand with elements of sci-fi?

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UNIT – V

V. Write short notes on any TWO of the following.

(2x5=10)

1. The Ending of *Inception*
2. Technology in *The Time Machine*
3. Sci-fi vs Fantasy
4. Malaria in *The Calcutta Chromosome*

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