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**St Aloysius College (Autonomous)**  
**Mangaluru**

Semester III – P.G. Examination – (M.A. English)

November – 2024

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**BRITISH LITERATURE III**  
**(MODERNISM TO POSTMODERNISM)**

Time: 3 hrs.

Max Marks: 70

**UNIT I**

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

1. Dadaism and Surrealism are revolutionary art movements of the 20<sup>th</sup> century. Explain their basic tenets and agendas and show how they differed from each other.
2. Why does Raymond Williams contest the periodization of modernist literature? Explain the historical analysis of modernism that Williams makes in the essay "When was Modernism"?
3. Examine key features of postmodernism that Fredric Jameson identifies in his essay "Postmodernism and Consumer Society". Do you agree with Jameson that postmodernism is a style associated with the emergence of multinational capitalism after WW- II?

**UNIT II**

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

1. Identify the modernist elements in W.H Auden's poetry. How do you think the context of the 20<sup>th</sup> century influenced his writing?
2. Critically analyze Eliot's *The Wasteland* or "The Love Song of Alfred J. Prufrock" to highlight modernist style and themes.
3. Critically analyze the Byzantium poems of W. B Yeats. Explain why Yeats was interested in ancient myths and legends while living in modern times.

**UNIT III**

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

1. "The novel *Catch 22* reveals the hypocrisy of the American military establishment and madness of war." Critically evaluate this statement with reference to the novel.
2. "The narrative of *Catch 22* is counter-cultural; it inverts the notion of heroism in war by placing it in a psycho-social and economic context". Analyze characters and incidents in the novel to justify this statement.
3. Critically analyze issues of cultural identities of race and class in Zadie Smith's novel *On Beauty*.

**UNIT IV**

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

1. Analyze the complexity of the relationship between Emma and Jerry. What does it suggest about love in modern times?
2. Do you think Pinter's play *Betrayal* is a bitter critique of individualism and bourgeois society? Discuss with reference to the play.
3. Examine the main themes of Stoppard's play *Rosencrantz and Guildenstern are Dead*.

**UNIT V**

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

1. Characteristics of Absurd Theatre
2. Pastiche
3. Simulacra
4. Modernity and Modernism

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**St Aloysius College (Autonomous)**  
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**Semester III - P.G. Examination - (M.A English)**  
**November - 2024**

**ENGLISH LANGUAGE TEACHING**

Time : 3 Hours

Max. Marks : 70

**UNIT - I**

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(10x2=20)

**I. Answer any TWO of the following questions**

1. Trace the origins of English education in India with reference to Macaulay's Minutes.
2. What are some of the common teaching methods used in TESOL?
3. Critically evaluate the role of English as a medium of education in India with specific emphasis on NEP 2020.

(10x2=20)

**II. Answer any TWO of the following questions**

1. Comment on how Chomsky's contributions to Universal Grammar impact the modern ELT set-up.
2. Critically evaluate a Grammar Translation Classroom with the help of examples.
3. "Imitation and repetition is key to learning." Evaluate this statement with specific reference to the most appropriate ELT method/approach of your choice.

**UNIT - II**

**III. Write a Lesson Plan on the poem given below.**

(15)

Stopping by Woods on a Snowy Evening  
 BY ROBERT FROST

Whose woods these are I think I know.  
 His house is in the village though;  
 He will not see me stopping here  
 To watch his woods fill up with snow.

My little horse must think it queer  
 To stop without a farmhouse near  
 Between the woods and frozen lake  
 The darkest evening of the year.

He gives his harness bells a shake  
 To ask if there is some mistake.  
 The only other sound's the sweep  
 Of easy wind and downy flake.

The woods are lovely, dark and deep,  
 But I have promises to keep,  
 And miles to go before I sleep,  
 And miles to go before I sleep.

**UNIT - III**

**IV. Material production on a short passage (of 300-400 words).**

(15)

**A Threat to Bananas**

In the 1950s, Central American commercial banana growers were facing the death of their most lucrative product, the Gros Michel banana, known as Big Mike. And now it's happening again to Big Mike's successor – the Cavendish.

With its easily transported, thick-skinned and sweet-tasting fruit, the Gros Michel banana plant dominated the plantations of Central America. United Fruit, the main grower and exporter in South America at the time, mass-produced its bananas in the most efficient way possible: it cloned shoots from the stems of plants instead of growing plants from seeds, and cultivated them in densely packed fields.

Unfortunately, these conditions are also perfect for the spread of the fungus *Fusarium oxysporum* f. sp. cubense, which attacks the plant's roots and prevents it from transporting water to the stem and leaves. The TR-1 strain of the fungus was resistant to crop sprays and travelled around on boots or the tyres of trucks, slowly infecting plantations across the region. In an attempt to escape the fungus, farmers abandoned infected fields, flooded them and then replanted crops somewhere else, often cutting down rainforest to do so.

Contd...2

Their efforts failed. So, instead, they searched for a variety of banana that the fungus didn't affect. They found the Cavendish, as it was called, in the greenhouse of a British duke. It wasn't as well suited to shipping as the Gros Michel, but its bananas tasted good enough to keep consumers happy. Most importantly, TR-1 didn't seem to affect it. In a few years, United Fruit had saved itself from bankruptcy by filling its plantations with thousands of the new plants, copying the same monoculture growing conditions Gros Michel had thrived in.

While the operation was a huge success for the Latin American industry, the Cavendish banana itself is far from safe. In 2014, South East Asia, another major banana producer, exported four million tons of Cavendish bananas. But, in 2015, its exports had dropped by 46 per cent thanks to a combination of another strain of the fungus, TR-4, and bad weather.

Growing practices in South East Asia haven't helped matters. Growers can't always afford the expensive lab-based methods to clone plants from shoots without spreading the disease. Also, they often aren't strict enough about cleaning farm equipment and quarantining infected fields. As a result, the fungus has spread to Australia, the Middle East and Mozambique – and Latin America, heavily dependent on its monoculture Cavendish crops, could easily be next.

Racing against the inevitable, scientists are working on solving the problem by genetically modifying the Cavendish with genes from TR-4-resistant banana species. Researchers at the Queensland University of Technology have successfully grown two kinds of modified plant which have remained resistant for three years so far. But some experts think this is just a sophisticated version of the same temporary solution the original Cavendish provided. If the new bananas are planted in the same monocultures as the Cavendish and the Gros Michel before it, the risk is that another strain of the disease may rise up to threaten the modified plants too.

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 question tags 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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PH 123.3

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Semester III - P.G. Examination - (M.A. English)

November - 2024

**AMERICAN LITERATURE I**

Time : 3 Hours

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**UNIT - I**

Max. Marks : 70

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

(1x15=15)

1. Elucidate the contributions made by the Puritans to the American society.
2. Discuss the Civil Rights Movement as a movement of resistance against racism.
3. Comment on the contributions made by the Harlem Renaissance to American Literature

**UNIT - II**

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

(1x15=15)

1. Examine the role played by Death in the poetry of Emily Dickinson
2. Discuss the anxieties and insecurities of a woman writer that can be seen in Bradstreet's poem, "The Author to her Book"
3. Comment on the portrayal of patriarchy in Sylvia Plath's, "The Applicant"

**UNIT - III**

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

(1x15=15)

1. How does fantasy and reality blur in "Young Goodman Brown"
2. Discuss the theme of isolation and alienation in the story, "Bartleby, the Scrivener"
3. Discuss the role played by Pleasant Town and its people in "The Possibility of Evil"

**UNIT - IV**

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

(1x15=15)

1. Comment on the father - sons relationship in *Death of a Salesman*.
2. Critically analyse the character of Tevye in *Fiddler on the Roof*.
3. Analyse and comment on the title, *Death of a Salesman*.

**UNIT - V**

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

(2x5=10)

1. "El Dorado"
2. Music and the Harlem Renaissance
3. Faith's ribbons in "Young Goodman Brown"
4. Tzeitel in *Fiddler on the Roof*

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PH 124.3

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Semester III - P.G. Examination (M.A. English)

November - 2024

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. What are some of the key ideas in Aijaz Ahmad's, *In Theory*
2. Ramanujan explores the idea of "context-sensitive" thinking in the Indian context. What does he mean by this? Discuss.
3. Discuss the importance played by the novels in the vernacular tongues when compared to the novels written in the English Language

UNIT - II

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

1. Critically examine the thematic concerns of Ezekiel in his poems
2. Examine the use of symbols by Jayanta Mahapatra in his poems
3. Examine the theme of family in the poems of Melanie Silgado.

UNIT - III

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

1. Discuss the violence done to women's bodies as portrayed in the play, *Mangalam*
2. Comment on the role played by Sukhatme and Mr Kashikar as "representatives" of justice in *Silence! The Court Is in Session*.
3. How does the play, *Silence! The Court is in Session* address the issue of morality and ethics, particularly in the context of the characters' actions and decisions.

UNIT - IV

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

1. Explore the themes of betrayal and betrayal of trust in *The God of Small Things*
2. Explore the significance of the title, *The God of Small Things*.
3. How does the partition of India serve as a backdrop to the story in *Train to Pakistan*? Discuss with reference to Masculinity.

UNIT - V

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

1. 'Love' in the poem of Kamala Das
2. The rusty door bolt in *Silence! The Court is in Session*
3. Iqbal in *Train to Pakistan*
4. The title, "Nation, Novel, and Language"

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PS 125.3

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Semester III - P.G. Examination - (M.A. English)

ST.ALOYSIUS COLLEGE  
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November - 2024

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. "Fictive neology is at the heart and core of all the remaining beauties of sci-fi". Evaluate this statement with respect to the broader essay and other texts prescribed to you this semester.
2. Comment on the "language of sci-fi" with respect to Stockwell's essay "Aesthetics".
3. How does Isaac Asimov's example of science-fiction vs social-science fiction find a place in Brook Landon's arguments about the genre? Elaborate with examples.

**UNIT - II**

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

1. How is *The Time Machine* a reflection of the times in which H.G Wells wrote and lived?
2. How does power, politics, and gender manifest itself in *The Left Hand of Darkness*?
3. "Is Frankenstein the monster or is the monster the monster: whom to blame- nature or nurture?" Critically evaluate this statement with examples from the text.

**UNIT - III**

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

1. Comment on the themes of silence and technology in *The Calcutta Chromosome*.
2. Compare and contrast any two characters in *Neuromancer* with respect to their motivations.
3. "Margaret Atwood's picture of the future is bleak, dark, and frankly illogical." Critically evaluate this statement with specific reference to *The Handmaid's Tale*.

**UNIT - IV**

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

1. How does technology and memory manifest itself in *The Matrix* and *Inception*?
2. How does the storytelling in *The Matrix* and *Inception* go hand-in-hand with elements of sci-fi?
3. Critically examine the "white messiah trope" as presented in *Avatar*.

**UNIT - V**

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

1. Kemmer
2. Gilead in *The Handmaid's Tale*
3. Depiction of men in *Matrix*
4. Social-science fiction

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