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**St Aloysius College (Autonomous)**  
**Mangaluru**  
**Semester III – P.G. Examination – M.A. English**  
**JANUARY-2021**

**TWENTIETH CENTURY BRITISH LITERATURE**

Time: 3 hrs.

Max Marks: 70

**UNIT - I**

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

1. Comment upon the characteristic features of British Modernism.
2. Establish the Theatre of the Absurd as a significant literary movement.
3. Examine the Avant Garde movements and account for the emergence of these art forms during the early 20<sup>th</sup> century.

**UNIT - II**

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

1. How does W.B. Yeats commemorate the martyrs in his "Easter 1916"?
2. Evaluate critically the portrayal of the women in *The Waste Land*.
3. Consider W.H. Auden's "The Unknown Citizen" as a satire on a totalitarian society. Comment on the form, style and tone employed in the poem.

**UNIT - III**

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

1. How is the theme of death depicted in *Mrs Dalloway*?
2. Examine the influence of European politics on George Orwell's *1984*.
3. How is "Modernism" a selective appropriation according to Raymond Williams? Discuss.

**UNIT - IV**

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

1. Establish Amy Monchensey as a tempter who wishes to maintain her illusory world at Wishwood.
2. Comment on the politics of class and language as depicted in *Pygmalion*.
3. Attempt a character sketch of Liza.

**UNIT - V**

**V. Write short notes on any TWO of the following:** (2×5=10)

1. Symbolist Movement
2. "After the Funeral"
3. Septimus Warren Smith in *Mrs Dalloway*
4. Elements of Greek drama in *The Family Reunion*

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

**JANUARY-2021**

**ENGLISH LANGUAGE TEACHING**

Time: 3 Hours

Max.Marks:70

**UNIT - I** ST.ALOYSIUS COLLEGE  
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**I Answer any TWO of the following :**

**(2×5=10)**

1. What challenge did Chomsky pose to Skinner's scheme of learning behaviour?
2. What are Thorndike's three laws of learning ?
3. Contrast Grammar Translation Method with Direct Method?

**II Answer any ONE of the following:**

**(10)**

1. Discuss Constructivist theory of language acquisition.
2. How does Stephen Krashen differentiate between first language acquisition and second language learning?

**UNIT - II**

**I Answer any FOUR of the following:**

**(4×5=20)**

1. Explain Structural Syllabus.
2. Explain Notional-Functional Syllabus.
3. What is National Curriculam Framework and what are the guiding principles that are recommended in it?
4. What is syllabus and how is it different from curriculam?
5. Why is formulation of objectives important in ELT? Explain.
6. How does National Curriculam Framework formulate language education?

**UNIT - III**

**I Consider the poem as a material for reading comprehension at the graduation level and prepare a lesson plan for the same:**

**(10)**

When trouble comes your soul to try,  
You love the friend who just "stands by".  
Perhaps there's nothing he can do -----  
The thing is strictly upto you;  
For there are troubles all your own,  
And paths the soul must tread alone;  
Times when love cannot smooth the road

**Contd...2**

Nor friendship life the heavy load,  
 But just to know you have a friend  
 Who will "stand by" until the end,  
 Whose sympathy through all endures,  
 Whose warm handclasp is always yours ---  
 It helps, some way to pull you through  
 Although there's nothing he can do.  
 And so with fervent heart you cry,  
 God bless the friend who just "stands by".

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**II Read the following passage carefully and design tasks for teaching learning skills of language:**

It is almost impossible to escape from advertisements. Hoardings stare down at us from the sides of the roads; crude neon signs wink above shops; jingles and slogans assault our ears. In magazines, pictures of washing machines and custard powders take up more room than the letter press. All these are twentieth century developments which have grown side by side with the spread of education and technical advances in radio, TV and internet.

Advertising assaults not only our eyes and ears but also our pockets. Its critics point out that in this country 1.6 percent of the national income is spent on advertising and this advertising actually raises that cost of products. When a house wife buys a pound of flour, 5 percent of what she pays goes to some advertiser or others, even if she has not bothered to ask the shopkeeper for a particular brand. If she buys a named brand of aspirin, upto 29 percent of what she pays may represent the cost of advertising the name.

These amounts seem a great deal to pay for the questionable benefits of advertising, but there are a few things to be said in its favour – some things cost less. Newspapers, magazines, commercial radio and television – all carry advertisements. The money they receive from the advertisers help them to lower the cost of production. In this way we get information and entertainment at lower prices than would otherwise have to be charged. Therefore, what we lose on the savings we gain on the round – abouts. Apart from this very important consideration advertising to some extent ensures that a product will maintain its quality. It also gives rise to competition among manufacturers, which gives the customers a wider choice. Competition may even succeed, in some cases, in reversing the influence of advertising and causing a reduction in price.

i) Frame two MCQ's for 1 mark each based on the passage.

(2)

Contd...3

- ii) Design a vocabulary exercise from this passage and state reasons for your choice. (3)
- iii) What grammar components can be taught using this passage? Design a grammar task? (3)
- iv) Comment on the appropriateness of the text for I year degree General English class. (2)

**UNIT - IV**

**Write short notes on any TWO of the following: (2×5=10)**

1. English for special purposes
2. Smart classroom
3. Introduction of British Literature as a subject in India.
4. Mother tongue influence

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

**JANUARY-2021**

**CULTURAL STUDIES**

Time: 3 Hours

Max.Marks:70

**UNIT - I**

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Answer any **ONE** of the following :

(15)

1. Explain the extended dimension and scope of Cultural Studies as reflected in the "Introduction" by Simon During.
2. How is the "Introduction" by Simon During a preface to the history and theory of Cultural Studies?
3. How does Raymond Williams analyse 'culture' and the nuances associated with the study of culture?

**UNIT - II**

Answer any **ONE** of the following:

(15)

1. Explain Foucault's arguments on 'discipline' and 'panopticism'.
2. What is panopticon model? Trace its origin and explain how Foucault developed it.
3. How does John Fiske redefine Louis Althusser's idea of "Interpellation".

**UNIT - III**

Answer any **ONE** of the following:

(15)

1. Explain the ideas of bell hooks as presented in her essay , "A Revolution of Values : A Promise of Multicultural Change".
2. bell hooks' wish is to see a transition from a segregated culture to cultural diversification. Elaborate the statement in the context of her essay.
3. How does "Introduction" of Susie Tharu and K Lalita re-evaluate the literary tradition in India?

**UNIT - IV**

Answer any **ONE** of the following:

(15)

1. How, according to Jonathan Sterne are the cyber culture, politics, media and technology related?
2. What are the challenges of cyber culture research in 'Object Construction'?
3. How do Theodor Adorno and Max Horkheimer establish the fact that culture industry is the phenomena of capitalism?

**UNIT - V**

Write short notes on any **TWO** of the following:

(2×5=10)

1. William's analysis of *Antigone*
2. Foucault's concept of 'subject' and 'power'
3. Epistemological Break
4. Gaps in Cyberculture Scholarship

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**AMERICAN LITERATURE**

Time: 3 hrs.

Max Marks: 70

**UNIT - I**

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

1. Discuss the Harlem Renaissance as a flowering of "Negro" culture and an assertion of a new Black identity.
2. Expand upon the role played by Martin Luther King Jr. in the American Civil Rights Movement.
3. Define Transcendentalism. In what sense was American Transcendentalism similar to the British Romantic Revival of the late eighteenth century?

**UNIT - II**

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

1. Examine the imagery and poetic devices in Emily Dickinson's "Because I could not stop for Death" and show how these develop the central theme of the poem.
2. What light does Amiri Baraka's poem, "Ka'Ba" throw on the ongoing misery of African Americans? What assertions about the African American people and their culture does the poem make?
3. Critically comment on Allen Ginsberg's poem "The Velocity of Money".

**UNIT - III**

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

1. Analyze the narrative structure of Faulkner's novel *As I Lay Dying*.
2. Examine the use of magical realism in Toni Morrison's *Beloved*.
3. How does Toni Morrison's *Beloved* depict slave experience?

**UNIT - IV**

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

1. "A *Streetcar Named Desire* can be described as a eulogy for an Old South that died in the early twentieth century". Discuss.
2. Analyze the relationship between Blanche and Stanley. What does the depiction of each of their lives say about 'desire'?
3. Examine Edward Albee's *The Zoo Story* as a play of the Absurd School of theatre.

**UNIT - V**

**V. Write short notes on any TWO of the following:** (2×5=10)

1. Puritanism
2. 'Her Epitaph' in Anne Bradstreet's poem
3. Comic elements in *As I Lay Dying*
4. Stella Kowalski

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