

M. A. DEGREE END SEMESTER EXAMINATION - MARCH 2024**SEMESTER 4 - ENGLISH****COURSE : 21P4ENGT16 - LITERATURE AND THE EMPIRE***(For Regular - 2022 Admission and Supplementary - 2021 Admission)*

Duration : Three Hours

Max. Weights: 30

PART A**Answer any 8 questions****Weight: 1**

1. Discuss the sense of place in "Ruins of a great House." (A, CO 6)
2. How does the first dream show Tipu's magnanimity and his secular outlook? (E, CO 2, CO 4, CO 6)
3. Why does Said use *Jane Eyre* and *Mansfield Park* to express the relation between the Empire and the colonies? (U, CO 3)
4. What, according to Virginia Woolf are the two essential conditions for a woman to be a writer? (E, CO 1, CO 2, CO 3, CO 4, CO 5)
5. Define 'Hybridity'. (An, CO 2, CO 3, CO 4, CO 5)
6. Explain racism in Phillis Wheatley's poem "On Being Brought from Africa to America." (An, CO 2, CO 3, CO 4, CO 5, CO 6)
7. Define Syncreticity. (An, CO 3, CO 4, CO 5, CO 6)
8. How does Rushdie defend the image of India in *Midnight's Children* ? (U, CO 2, CO 5, CO 6)
9. How does Forster treat patriarchy and imperialism in his novel? (U, CO 6)
10. Write a note on colonial elements in *A Grain of Wheat*. (An, CO 2, CO 3, CO 5, CO 6)
(1 x 8 = 8)

PART B**Answer any 6 questions****Weights: 2**

11. Comment on the black woman writer's plight in comparison with the white woman in Alice Walkers essay. (An, CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7)
12. How does Fanon indict colonialist countries for using force and what is his solution? (An, CO 1, CO 2, CO 4, CO 6)
13. Consider *Disgrace* as a metaphor of the predicament of the settler community. (E, CO 4, CO 6)
14. Attempt a critique of the poem "Piano and Drums." (An, CO 4, CO 7)
15. Explain the literal and metaphorical ideas of transition in Phillis Wheatley's poem "On Being Brought from Africa to America". (An, CO 3, CO 4, CO 5, CO 6)
16. *A Passage to India* is unquestionably a novel that is hard on women. Elaborate. (U, CO 1, CO 3, CO 5)

17. Why does Walcott feel that Africa is full of urns carrying dead bodies? (U, CO 3, CO 5, CO 7)
18. Do you think that cultural integration is possible only between native bourgeois and colonial officers under the colonial regime? Discuss. (E, CO 2, CO 6)
(2 x 6 = 12)

PART C
Answer any 2 questions

Weights: 5

19. How does Alice Walker trace the history of African women's creativity in her essay 'In Search of our Mothers Garden? Discuss. (An, CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7)
20. Analyze the play *The Dreams of Tipu Sulthan* as a careful examination of dreams, thought process and actions of Tipu. (An, CO 4, CO 5)
21. *Disgrace* dwells on the white/black encounter in South Africa. Discuss. (E, CO 3, CO 4, CO 6)
22. Give a critical summary of George Lamming's reading of *The Tempest*. (A, CO 3, CO 5, CO 7)
(5 x 2 = 10)

OBE: Questions to Course Outcome Mapping

CO	Course Outcome Description	CL	Questions	Total Wt.
CO 1	Identify the key issues and themes in Post-colonial Literature and their scope of study as detailed in the syllabus.	Cr	4, 11, 12, 16, 19	12
CO 2	Analyse the basic tenets of postcolonial theory and literature	E	2, 4, 5, 6, 8, 10, 11, 12, 18, 19	17
CO 3	Evaluate the awareness of the historical contexts of literary production and reception.	An	3, 4, 5, 6, 7, 10, 11, 15, 16, 17, 19, 21, 22	29
CO 4	Explain how race, gender, history and identity are presented and problematised in the select postcolonial texts prescribed for study.	A	2, 4, 5, 6, 7, 11, 12, 13, 14, 15, 19, 20, 21	30
CO 5	Critically evaluate the arguments and assumptions of postcolonial texts and its various modes of interpretation.	A	4, 5, 6, 7, 8, 10, 11, 15, 16, 17, 19, 20, 22	29
CO 6	Critique the colonial, neo-colonial and postcolonial phases of history portrayed in the prescribed texts and how the various strategies adopted by the bougeoise class leaders for attaining the same.	An	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 19, 21	27
CO 7	Examine emergent areas of research in postcolonial studies and propose viable research questions based on their interest in cultural studies.	An	11, 14, 17, 19, 22	16

Cognitive Level (CL): Cr - CREATE; E - EVALUATE; An - ANALYZE; A - APPLY; U - UNDERSTAND; R - REMEMBER;