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R – 6079

Reg. No. :

Name :

First Semester M.A. Degree Examination, May 2023

English Language And Literature

Core Course II: Paper II

EL 512 : BRITISH LITERATURE II

(2022 Admission)

Time : 3 Hours

Max. Marks : 75

- I. Answer any **five** of the following questions in about **50 words**.
1. What does Coleridge say about childhood in "Frost at Midnight"?
 2. How does the narrator in "Poem in October" feel about his thirtieth birth day?
 3. Identify the characteristic features of dramatic monologue.
 4. Why do people "Stop all the Clocks"?
 5. Comment on the significance of the title "Adam's Curse".
 6. Discuss the changes in Eliza Doolittle after she learns to talk differently.
 7. What does 'bat' symbolize in D H Lawrence's poem?
 8. How does the poem "Casualty" echo the political question in Ireland?

(5 × 2 = 10 Marks)

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II. Answer any **five** of the following questions in about **100** words.

9. Discuss the humour and pathos in the essays of Charles Lamb.
10. Enumerate the contributions of Bernard Shaw in revolutionizing comedic drama.
11. Discuss the representation of pride in "Ozymandias".
12. Comment on the different marriages portrayed in *Emma*.
13. Write briefly about the animal imagery in "Hawk Roosting"?
14. How do Porphyria and the over feel about each other?
15. Comment on the representation of modern chivalry in *Look Back in Anger*.
16. Consider "Poem in October" as a surrealist poem.

(5 × 5 = 25 Marks)

III. Answer any **two** of the following questions in about **300** words choosing **one** from each group.

Group – A

17. Discuss the significance of Tiresias in *The Waste Land*.
18. What does nightingale symbolize in "Ode to a Nightingale"?
19. What did the Romantics revolt against, and what did they revive?

Group – B

20. Comment on the relationships between characters in *Waiting for Godot*.
21. Analyze the significance of the play *Nights at the Circus* from the Postfeminist perspective.
22. Comment on the narrative techniques employed in *Mrs. Dalloway*.

(2 × 15 = 30 Marks)



Group – C

- IV. Answer any **One** of the following questions in about **150** words.
23. Present the main argument in the given passage in not more than two sentences and attempt a one-page critical note on the passage.

During my college years it was tacitly assumed that we all agreed that classes should not be talked about, that there would be no critique of the bourgeois class biases shaping and informing pedagogical process (as well as social etiquette) in the class room. Although no one ever directly stated the rules that would govern our conduct, it was taught by example and reinforced by a system of rewards. As silence and obedience to authority were most rewarded, students learned that this was the appropriate demeanour in the classroom. Loudness, anger, emotional outbursts, and even as something as seemingly innocent as unrestrained laughter were deemed unacceptable, vulgar disruptions of classroom social order. These traits were also associated with being a member of the lower classes. If one was not from a privileged class group, adopting demeanour similar to that of the group could help one to advance. It is still necessary for students to assimilate bourgeois values in order to be deemed acceptable.

Bourgeois values in the classroom create a barrier, blocking the possibility of confrontation and conflict, warding off dissent. Students are often silenced by means of their acceptance of class values that teach them to maintain order at all costs. When the obsession with maintaining order is coupled with the fear of "losing face", of not being thought well of by one's professor and peers, all possibility of constructive dialogue is undermined. Even though students enter the "democratic" classroom believing they have the right to "free speech", most students are not comfortable exercising this right- especially if it means they must give voice to thoughts, ideas, feelings that go against the grain, that are unpopular. This censoring process is only one way bourgeois values overdetermine social behavior in the classroom and undermine the democratic exchange of ideas. Students who enter the academy unwilling to accept without question the assumptions and values held by privileged classes tend to be silenced, deemed troublemakers.



24. The disparages of culture make its motive curiosity; sometimes, indeed, they make its motive more exclusiveness and vanity. The culture which is supposed to plume itself on a smattering of Greek and Latin is a culture which is begotten by nothing so intellectual as curiosity; it is valued either out of sheer vanity and ignorance, or else as an engine of social and class distinction, separating its holder, like a badge or title, from other people who have not got it. Elucidate the argument.
25. Give a brief account of the influence of absurd theatre in the formation of modern drama.

(1 × 10 = 10 Marks)