

MAULANA AZAD NATIONAL URDU UNIVERSITY

Programme: M.A. English

III Semester Examinations, November/December-2024

Paper Title: Postcolonial Literature

Paper Code: MAEN304CCT

Time: 3 Hours

Marks: 70

**Note:** This question paper consists of (3) parts : Part – A, Part-B and Part-C. Number of words to answers each question is only indicative. Attempt all the parts.

**Part–A** contains (10) compulsory questions of multiple choice/fill in the blank/very short answer type question. Answer all questions. Each question carries (1) mark. **(10x1=10-marks)**

**Part-B** contains (8) questions of which students are supposed to answer (5) questions. Answer each question in approximately 200 words. Each question carries 06 marks. **(5x6=30 marks)**

**Part-C** contains (5) questions of which students are supposed to answer (3) questions. Answer each question in approximately 500 words. Each question carries (10) marks. **(3x10=30 marks)**

**PART — A**

**I. Answer the following:**

- I. Who is the author of the book *Imagined Communities: Reflections on the Origin and Spread of Nationalism*?  
(a) Homi Bhaba (b) Ambedkar (c) Benedict Anderson (d) Edward Said
- II. What is the name of Okonkwo's village in *Things Fall Apart*?  
(a) Umuofia (b) Mbaino (c) Abame (d) Umuru
- III. Who is sent to live with Okonkwo's family as part of a peace settlement with another village?  
(a) Nwoye (b) Ikemefuna (c) Obierika (d) Ezinma
- IV. Which famous poet's work does Lucy study, that further complicates her feelings about her identity and her past?  
(a) Emily Dickinson (b) Walt Whitman (c) William Wordsworth (d) Robert Frost
- V. What gift does Lucy's mother send her, which evokes strong emotions in Lucy?  
(a) A letter (b) A book (c) A photograph (d) A dress
- VI. Complete the following lines from the poem, "Ruins of a Great House" :  
"Marble as Greece, like \_\_\_\_\_ south in stone,/ Deciduous beauty prospered and is gone;"
- VII. Define Pakeha in a sentence or two.
- VIII. Prior to changing her name to Oodgeroo Noonuccal, she was known as \_\_\_\_\_.
- IX. What are the names of Imam Din's grandchildren in *Ice-Candy-Man*?
- X. In which city does most of the story in the novel, *Ice-Candy-Man*, take place?  
(a) Delhi (b) Amritsar (c) Lahore (d) Karachi

**PART — B**

2. How does Okonkwo's relationship with his father, Unoka, influence his actions and personality throughout the novel?
3. Write an essay on societal expectations of masculinity, productivity, and success in Igbo culture.
4. In what ways does studying William Wordsworth's poetry affect Lucy's reflections on her identity and her memories?
5. Analyze Lucy's relationship with her mother and how it influences her decisions and identity throughout the novel.

6. Explore the symbolic importance of the character Ice-Candy-Man. How does his transformation throughout the novel reflect the changes in society during Partition?
7. Examine how Curnow's portrayal of old Miss Wilson in "House and Land" reflects the complexities of memory, heritage and longing for belonging.
8. How does Oodgeroo Noonuccal convey a sense of loss regarding Indigenous customs and practices in her poem "No More Boomerang"?
9. Explore the theme of ambivalence in "Ruins of a Great House". How does Walcott convey both anger toward and empathy for the colonial legacy?

### PART —C

10. How does the imagery of the iron horse tied to a sacred cotton tree in *Things Fall Apart* symbolize the conflict between colonial modernity and indigenous beliefs? Discuss how this juxtaposition highlights the tensions and transformations within Igbo society as it encounters colonial influences.
11. Discuss the theme of identity in Jamaica Kincaid's *Lucy*. How does Lucy's journey from her Caribbean homeland to the United States shape her understanding of self and her relationships with others? Analyze the impact of cultural dislocation, family dynamics, and the influence of literature on her evolving identity.
12. What is the concept of 'nation' in the context of colonial and postcolonial discourse? Discuss how colonialism reshapes the understanding of nationhood and the implications for identity, culture, and power in postcolonial societies.
13. How do postcolonial writers challenge the dominance of the colonizer's language while still engaging with it? Illustrate with examples from texts in your syllabus.
14. Explore the significance of 'house' as a metaphor in postcolonial literature, with special focus on Walcott's "Ruins of a Great House" and Curnow's "House and Land."

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