

Third Semester M.A. Degree Examination

English Language and Literature

(from 2022 admission onwards)

Model Question Paper

Paper III: Choice 4

EL.535.4- Elective Course: Environment, Ecology and Literature

Time : 3 hours

Marks: 75

I. Answer any five of the following in about 50 words each.

1. Define Ecofeminism.
2. Briefly outline the major features of the Anthropocene era.
3. Explain “wilderness”.
4. What is the secret myth of the Shabar tribes in *The Book of the Hunter*?
5. What do you understand by the term “Ecopoetics”?
6. Give examples of two environmental justice movements that took place in India.
7. What according to you, is the most far-reaching consequence of British colonial rule over India’s forests?
8. Explain the concept of “place” in environmental thought.

(5x2= 10 marks)

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

9. Critically evaluate the significance of Vandana Shiva’s concept of the feminine principle of Prakriti in offering a holistic perspective to our approach towards nature.
10. “We will not Leave Our Village” is a song of indigenous resistance in the form of oral cultural transmission. Elucidate.
11. Critically comment on the use of personification in bringing forth the idea of embedded spirituality in nature with reference to the poem “Hymn to a Tree” by Sugathakumari.
12. Elaborate on the alternative perspectives on developmental strategy put forward by Madhav Gadgil in his article “Environmentalism at the Crossroads”.
13. “It was at this point, and as a fortuitous offshoot of one of these sparrow-hunting expeditions that my first “scientific” interest in birds was born.” This statement made by Salim Ali throws light on the phase of transition between two different milieus of environmental thought in the Indian subcontinent. Elucidate.
14. Critically comment on the interface between the narrative of the Shabar tribes and that of the mainstream communities in the work *The Book of the Hunter*.

15. Critically analyse Cheryl Glotfelty's views on the much needed "greening" of literary studies with reference to her introductory essay on ecocriticism.
16. The story of Machli, opens up new vistas regarding the question of selective species conservation in India. Analyse the statement with reference to the documentary *The World's Most Famous Tiger*.

(5x5= 25 marks)

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

Group A

17. Trace the history of ecocriticism and its conceptual developments.
18. Critically analyze how ecological destruction cuts at the root of the belief systems of local communities and forest-dwelling tribes of India with reference to the texts prescribed for study.
19. Explore in depth the cross-cultural patterns of the narrative journey undertaken by the characters of *The Gun Island* to bring into light the overarching threat of climate change.

Group B

20. Elaborate on the emerging trends in contemporary nature writing.
21. "Environmental change is organically linked to social injustice and to resource management." Critically analyse the statement made by Madhav Gadgil in his essay "Environmentalism at the Crossroads."
22. Examine the significance of community participation and the native African traditions of nature conservation in the success of the Green Belt Movement led by Wangari Mathai.

(2x15 = 30)

IV. Answer any one of the following questions in about 150 words

23. Comment on the relationship between the remembrance of the geographical terrains where he grew up in and the making of Dr. Salim Ali as a naturalist turned conservationist.
24. Summarize the main arguments and comment on the role of women as presented in the following passage:

In 1977, when we started the Green Belt Movement, I was partly responding to needs identified by rural women, namely lack of firewood, clean drinking water, balanced diets, shelter and income.

Throughout Africa, women are the primary caretakers, holding significant responsibility for tilling the land and feeding their families. As a result, they are often the first to become aware of environmental damage as resources become scarce and incapable of sustaining their families.

The women we worked with recounted that unlike in the past, they were unable to meet their basic needs. This was due to the degradation of their immediate environment as well as the introduction of commercial farming, which replaced the growing of household food crops.

But international trade controlled the price of the exports from these small-scale farmers and a reasonable and just income could not be guaranteed. I came to understand that when the environment is destroyed, plundered or mismanaged, we undermine our quality of life and that of future generations.

Tree planting became a natural choice to address some of the initial basic needs identified by women. Also, tree planting is simple, attainable and guarantees quick, successful results within a reasonable amount time. This sustains interest and commitment.

So, together, we have planted over 30 million trees that provide fuel, food, shelter, and income to support their children's education and household needs. The activity also creates employment and improves soils and watersheds. Through their involvement, women gain some degree of power over their lives, especially their social and economic position and relevance in the family. This work continues.

25. Critically comment on the ecological vision in the following text:

the black oaks
fling their bronze fruit
into all the pockets of the earth
pock pock

they knock against the thresholds
the roof the sidewalk
fill the eaves
the bottom line

of the old gold song
of the almost finished year
what is spring all that tender
green stuff

compared to this
falling of tiny oak trees
out of the oak trees
then the clouds

gathering thick along the west
then advancing
then closing over
breaking open

the silence
then the rain
dashing its silver seeds
against the house

(1x10= 10 marks)