

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI – 86
(For candidates admitted from the academic year 2023 – 2024 and thereafter)

M. A. DEGREE EXAMINATION, NOVEMBER 2024
BRANCH VII - ENGLISH
FIRST SEMESTER

COURSE : CORE
PAPER : GENDER STUDIES
SUBJECT CODE : 23EL/PC/GS14
TIME : 3 HOURS

MAX. MARKS: 100

SECTION A			
Q. No.	Answer any one of the following in about 250 words: (1x10=10)	CO	KL
1	Show how Madhu Kishwar proves that she is not a feminist.	1	K1
2	How do Maya Angelou's poems reflect her aim to "be a representative of my race, of the human race"?		
SECTION B			
Q. No.	Answer any one of the following in about 250 words: (1x10=10)	CO	KL
3	Explain bell hooks' stance as a radical black feminist.	2	K2
4	Explain how Divakurani provides a uniquely female perspective in <i>The Palace of Illusions</i> .		
SECTION C			
Q. No.	Answer any one of the following in about 500 words: (1x20=20)	CO	KL
5	Identify and explain how <i>Malinche</i> combines elements of history, religion and mythology to explore the idea of identity.	3	K3
6	Apply Rich's concept of revisioning to any one text prescribed for study.		
Q. No.	Answer any one of the following in about 500 words: (1x20=20)	CO	KL
7	Examine how subjectivity, identity and agency interact and intersect with the notion of masculinity.	4	K4
8	Examine how Dopdi emerges as a voice of resistance in Mahasweta Devi's <i>Draupadi</i> .		
SECTION D			
Q. No.	Read the following extract and answer questions V and VI.	CO	KL
	<p>The Truth About Me: A Hijra Life Story By A. Revathi</p> <p>At school in the village, boys played at gilli-danda, robber-police, cricket and football. I played with the girls—we played five stones, hopscotch and hide-and-see. On some days, one of the girls would ask me, 'Why do you play with us? Boys like you are playing there, go join them'. 'I don't wish to play with them,' I'd reply. I was teased often at school, for behaving like a girl, for doing women's work, and on the streets too, was bullied often. I had a stammer and would also get teased for that. I was thus a regular source of amusement and curiosity.</p>		

	<p>Since I wore the same uniform every day to school, frequent washing had worn down the seat of my shorts. My classmates used to stick a bit of rolled paper into the tear, clap their hands loudly and scream ‘Post box!’ I would go all hot and angry and hurl obscenities at them, as I have heard women do. This would set them off even more, and they would chant, ‘Girl-boy!’ ‘Ali!’ ‘Number 9!’ My heart would sink at these words, but I also felt faintly gratified and even happy that these boys actually conceded that I was somehow a woman.</p> <p>In class, I would sit staring at the girls, taking note of the way their braids fell, the intricate knot of their colourful ribbons, the jasmine and kanakambaram they wore in their hair, and their skirts and blouses. I longed to be like them and suffered that I could not dress so. Since I was often inattentive, the teacher would pinch me on my thigh and make me stand on the bench. I remember having knelt down on the floor too. I think I was punished not just for being distracted, but also because I spoke like a girl, holding my body coyly like one. I remember being caned for ‘not being brave like a boy’. And since I did not play boys’ games, I got punished by the PT teacher too. He would box my ears and yell, ‘Are you a girl or what? Pull your trousers down, let me check.’ He would make as if he was going to strip me and I would start crying. The other boys laughed at this. I did know that I behaved like a girl, it felt natural for me to do so. I did not know how to be like a boy. It was like eating for me—just as I would not stop eating because someone asked me not to eat, I felt I could not stop being a girl, because others told me I ought not to be so.</p>		
Q. No.	Answer any one of the following in about 500 words: (1x20=20)	CO	KL
9	Evaluate this extract with reference to gender performativity.	5	K5
10	Assess the significance of the protagonist’s comparison of his behaviour with the act of eating.		
Q. No.	Answer any one of the following in about 500 words: (1x20=20)	CO	KL
11	Critically analyse the similarities and differences with Manobi Bandyopadhyay’s experiences.	5	K6
12	“Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects”. Justify this statement with reference to the extract given above.		
