

**R4490**

**Sub. Code**

**25MEN2C1**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**English**

**BRITISH LITERATURE — III**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Identify the poem written by William Wordsworth.

(CO1, K1)

- (a) Kubla Khan
- (b) Tintern Abbey
- (c) Ode to the West Wind
- (d) Ode on a Grecian Urn

2. Recall the central theme of *Kubla Khan*.

(CO1, K1)

- (a) Nature and memory
- (b) Political freedom
- (c) Imagination and creativity
- (d) Social reform

3. Recognize the speaker in *Ulysses*. (CO2, K1)
- (a) Telemachus
  - (b) Achilles
  - (c) Odysseus
  - (d) Agamemnon
4. Understand the poetic concern of Christina Rossetti's *Remember*. (CO2, K1)
- (a) War
  - (b) Faith
  - (c) Death and memory
  - (d) Industrialism
5. Identify the author of *A Dissertation Upon Roast Pig*. (CO3, K1)
- (a) Thomas Carlyle
  - (b) Charles Lamb
  - (c) Matthew Arnold
  - (d) Robert Browning
6. Comprehend the essayistic style of Charles Lamb. (CO3, K1)
- (a) Satirical
  - (b) Romantic and personal
  - (c) Scientific
  - (d) Political

7. Recall the novelist of *Pride and Prejudice* (CO4, K1)
- (a) George Eliot
  - (b) Charlotte Bronte
  - (c) Jane Austen
  - (d) Mary Shelley
8. Understand the dominant theme of *Kenilworth*. (CO4, K2)
- (a) Gothic horror
  - (b) Historical romance
  - (c) Social realism
  - (d) Colonialism
9. Identify the setting of *A Tale of Two Cities*. (CO5, K1)
- (a) London only
  - (b) Paris only
  - (c) London and Paris
  - (d) Rome and Paris
10. Apply the idea of pastoral life in *Far From the Madding Crowd*. (CO5, K3)
- (a) Urban conflict
  - (b) Rural simplicity
  - (c) Political revolution
  - (d) Industrial struggle

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the role of nature in *Tintern Abbey*.  
(CO1, K4)

Or

- (b) Describe the imaginative vision in *Ode to a Grecian Urn*.  
(CO1, K2)

12. (a) Illustrate Browning's dramatic monologue technique.  
(CO2, K2)

Or

- (b) Discuss the Victorian spirit reflected in *Ulysses*.  
(CO2, K2)

13. (a) Examine Charles Lamb's humour in his essays.  
(CO3, K4)

Or

- (b) Interpret Carlyle's idea of heroism in *Hero as a Poet*.  
(CO3, K4)

14. (a) Analyze Elizabeth Bennet's character. (CO4, K4)

Or

- (b) Explain the historical background of *Kenilworth*.  
(CO4, K4)

15. (a) Evaluate Dickens' portrayal of revolution. (CO5, K5)

Or

- (b) Assess Hardy's presentation of rural society.  
(CO5, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Evaluate Romantic imagination in Coleridge's poetry. (CO1, K5)

Or

- (b) Examine Shelley's concept of liberty in *Ode to the West Wind*. (CO1, K1)

17. (a) Compare Victorian and Pre-Raphaelite poetic ideals. (CO2, K1)

Or

- (b) Study about Arnold's intellectual concerns in *The Scholar Gypsy*. (CO2, K1)

18. (a) Critically evaluate Lamb as a Romantic essayist. (CO3, K5)

Or

- (b) Investigation on Carlyle's prose style and philosophy. (CO3, K1)

19. (a) Examine social realism in *Pride and Prejudice*. (CO4, K4)

Or

- (b) Analyze Scott's use of history in *Kenilworth*. (CO4, K4)

20. (a) Evaluate Dickens' narrative technique in *A Tale of Two Cities*. (CO5, K5)

Or

- (b) Create a critical appreciation of Hardy's tragic vision. (CO5, K5)
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**R4491**

**Sub. Code**

**25MEN2C2**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**English**

**SHAKESPEARE**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Identify the play that explores illusion and transformation. (CO1, K1)
  - (a) Hamlet
  - (b) Julius Caesar
  - (c) A Midsummer Night's Dream
  - (d) The Tempest
  
2. Recall the role of Oberon in *A Midsummer Night's Dream*. (CO1, K1)
  - (a) Mortal king
  - (b) Comic servant
  - (c) Fairy king
  - (d) Court jester
  
3. Recognise Hamlet's tragic flaw. (CO2, K1)
  - (a) Ambition
  - (b) Jealousy
  - (c) Indecision
  - (d) Revenge

4. Choose the theme central to *Hamlet*. (CO2, K1)  
(a) Comedy (b) Romance  
(c) Revenge (d) Patriotism
5. Identify the historical play. (CO3, K2)  
(a) Hamlet (b) Julius Caesar  
(c) The Tempest (d) Sonnets
6. Recall the cause of Caesar's assassination. (CO3, K2)  
(a) Love (b) Political ambition  
(c) Madness (d) Betrayal
7. Recognise Prospero's role in *The Tempest*. (CO4, K3)  
(a) Soldier (b) King  
(c) Magician-duke (d) Clown
8. Identify the dominant theme in *The Tempest*. (CO4, K1)  
(a) War (b) Reconciliation  
(c) Revenge (d) Fate
9. Recall the theme of Sonnet 18 (CO5, K2)  
(a) Death  
(b) Immortality through poetry  
(c) Betrayal  
(d) Power
10. Identify a Shakespearean dramatic device. (CO5, K1)  
(a) Chorus (b) Soliloquy  
(c) Epic simile (d) Allegory

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the comic elements in *A Midsummer Night's Dream*. (CO1, K4)

Or

- (b) Apply fantasy as a dramatic technique in the play. (CO1, K3)

12. (a) Analyse Hamlet as a tragic hero. (CO2, K4)

Or

- (b) Examine the role of revenge in Hamlet. (CO2, K2)

13. (a) Explain the political themes in *Julius Caesar*. (CO3, K4)

Or

- (b) Apply historical perspective to the play. (CO3, K3)

14. (a) Analyse forgiveness in *The Tempest*. (CO4, K4)

Or

- (b) Examine Prospero as a controlling figure. (CO4, K3)

15. (a) Explain the theme of time in Shakespearean Sonnets. (CO5, K4)

Or

- (b) Evaluate the importance of soliloquies. (CO5, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Critically analyse illusion and reality in A *Midsummer Nights Dream*. (CO1, K4)

Or

- (b) Evaluate the role of magic in shaping the plot. (CO1, K5)

17. (a) Critically evaluate Hamlet's delay. (CO2, K1)

Or

- (b) Analyse madness in *Hamlet*. (CO2, K4)

18. (a) Analyse Brutus as a tragic figure. (CO3, K4)

Or

- (b) Evaluate the concept of honour in *Julius Caesar*. (CO3, K5)

19. (a) Critically analyse power and authority in *The Tempest*. (CO4, K3)

Or

- (b) Examine colonial undertones in the play. (CO4, K3)

20. (a) Evaluate Shakespeare's use of soliloquies. (CO5, K5)

Or

- (b) Analyse the theme of immortality in the Sonnets. (CO5, K4)

**R4492**

**Sub. Code**

**25MEN2C3**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**English**

**LITERARY CRITICISM**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Identify the concept that Aristotle considers central to tragedy. (CO1, K1)  
(a) Catharsis                      (b) Imitation  
(c) Unity                              (d) Emotion
  
2. Recognize Sidney's primary defence of poetry in *An Apology for Poetry*. (CO1, K1)  
(a) Moral teaching  
(b) Historical accuracy  
(c) Rhetorical beauty  
(d) Linguistic purity



7. Assess Shelley's belief about the role of poets. (CO4, K3)
- (a) Entertainers
  - (b) Moral legislators
  - (c) Historians
  - (d) Linguists
8. Interpret Arnold's idea of poetry in *The Study of Poetry*. (CO4, K3)
- (a) Cultural ornament
  - (b) Criticism of life
  - (c) Emotional excess
  - (d) Romantic impulse
9. Evaluate Eliot's central argument in *Tradition and the Individual Talent*. (CO5, K4)
- (a) Personal emotion dominates poetry
  - (b) Poetry must reject the past
  - (c) Impersonality of art
  - (d) Romantic imagination
10. Construct the correct pairing of critic and concept. (CO5, K4)
- (a) Richards — Four Kinds of Meaning
  - (b) Lawrence — Objective Correlative
  - (c) Eliot — Practical Criticism
  - (d) Arnold— Stream of consciousness

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Describe Aristotle's concept of mimesis in *Poetics*.  
(CO1, K2)

Or

- (b) Differentiate Sidney's views on poetry and history.  
(CO1, K4)

12. (a) Apply Dryden's ideas to explain the superiority of modern drama.  
(CO2, K3)

Or

- (b) Compare Pope's critical principles with neoclassical ideals.  
(CO2, K2)

13. (a) Examine Wordsworth's objections to poetic diction.  
(CO3, K2)

Or

- (b) Analyze Coleridge's theory of imagination. (CO3, K4)

14. (a) Justify Shelley's claim that poetry strengthens moral imagination.  
(CO4, K5)

Or

- (b) Discuss Arnold's concept of high seriousness in poetry.  
(CO4, K2)

15. (a) Interpret Lawrence's argument in *Why the Novel Matters*.  
(CO5, K4)

Or

- (b) Evaluate Richards' contribution to practical criticism.  
(CO5, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Critically analyze Aristotle's theory of tragedy with reference to *Poetics*. (CO1, K1)

Or

- (b) Assess Sidney's defence of poetry in the context of Renaissance criticism. (CO1, K1)

17. (a) Examine Dryden's role in shaping English neoclassical criticism. (CO2, K1)

Or

- (b) Evaluate Pope's views on poetic rules and genius. (CO2, K5)

18. (a) Analyze the romantic shift in criticism through Wordsworth and Coleridge. (CO3, K4)

Or

- (b) Create a comparative critique of Wordsworth's and Coleridge's critical theories. (CO3, K6)

19. (a) Assess Shelley's idealistic conception of poetry. (CO4, K3)

Or

- (b) Evaluate Arnold's critical method and cultural vision. (CO4, K5)

20. (a) Examine Eliot's concept of tradition and its impact on modern criticism. (CO5, K4)

Or

- (b) Critique twentieth-century critical approaches with reference to Lawrence and Richards. (CO5, K4)
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**R4493**

**Sub. Code**

**25MEN2C4**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**English**

**LITERATURE OF THE MARGINALISED**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. The poem *A Subaltern's Love Song* highlights the theme of (CO1, K1)
  - (a) Imperial pride
  - (b) Marginalised love
  - (c) Romantic idealism
  - (d) Mythical devotion
  
2. Langston Hughes' *The Negro Speaks of Rivers* symbolizes (CO1, K1)
  - (a) Industrial growth
  - (b) Historical continuity
  - (c) Personal sorrow
  - (d) Natural beauty

3. Homi K. Bhabha's *Location of Culture* focuses on (CO2, K1)
- (a) Pure nationalism
  - (b) Cultural hybridity
  - (c) Colonial administration
  - (d) Economic theory
4. Edward Said's "Knowing the Oriental" critiques (CO2, K1)
- (a) Eastern philosophy
  - (b) Western stereotyping
  - (c) Religious traditions
  - (d) Linguistic studies
5. Nadine Gordimer's *A Soldier's Embrace* deals with (CO3, K2)
- (a) Romantic loyalty
  - (b) Moral courage
  - (c) Political ambition
  - (d) Family conflict
6. The term "crimes of conscience" refers to (CO3, K2)
- (a) Legal violations
  - (b) Ethical resistance
  - (c) Military betrayal
  - (d) Personal weakness

7. The *Amen Corner* explores (CO4, K1)
- (a) Religious hypocrisy
  - (b) Political revolution
  - (c) Economic struggle
  - (d) Romantic failure
8. August Wilson's *Fences* portrays (CO4, K1)
- (a) Racial marginalisation
  - (b) Mythical history
  - (c) Colonial power
  - (d) Industrial progress
9. *Their Eyes Were Watching God* centers on (CO5, K1)
- (a) Patriarchal authority
  - (b) Female self-realization
  - (c) War trauma
  - (d) Class conflict
10. Ralph Ellison's *Invisible Man* symbolizes (CO5, K1)
- (a) Physical blindness
  - (b) Social invisibility
  - (c) Moral weakness
  - (d) Economic failure

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Describe the portrayal of marginalised love in Betjeman's poem. (CO1, K2)

Or

- (b) Explain the symbolic significance of rivers in Langston Hughes' poem. (CO1, K4)

12. (a) Discuss Bhabha's concept of cultural hybridity. (CO2, K2)

Or

- (b) Examine Said's critique of Orientalism. (CO2, K1)

13. (a) Analyze moral resistance in *A Soldier's Embrace*. (CO3, K4)

Or

- (b) Discuss the theme of conscience in Gordimer's short story. (CO3, K2)

14. (a) Examine the causes of marginalisation in *The Amen Corner*. (CO4, K3)

Or

- (b) Analyze racial barriers depicted in *Fences*. (CO4, K4)

15. (a) Discuss Janies quest for identity in *Their Eyes Were Watching God*. (CO5, K2)

Or

- (b) Examine the theme of invisibility in Ellison's novel. (CO5, K2)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Analyze the representation of marginalised voices in the prescribed poems. (CO1, K4)

Or

- (b) Evaluate poetry as a tool for expressing subaltern identity. (CO1, K5)

17. (a) Examine literature as an instrument of resistance using Bhabha and Said. (CO2, K2)

Or

- (b) Critically analyze the role of discourse in constructing the “Other”. (CO2, K2)

18. (a) Analyze the relationship between conscience and power in Gordimer’s story. (CO3, K4)

Or

- (b) Create a critical account of ethical responsibility in marginalised narratives. (CO3, K6)

19. (a) Examine drama as a medium for exposing marginalisation. (CO4, K3)

Or

(b) Evaluate social oppression in *Fences* and *The Amen Corner*. (CO4, K5)

20. (a) Analyze emotional marginalisation in *Invisible Man*. (CO5, K4)

Or

(b) Critically evaluate empathy and identity in *Their Eyes Were Watching God*. (CO5, K5)

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**R4494**

**Sub. Code**

**25MEN2E1**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**English**

**Elective : NEW LITERATURES**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Which poem by Sylvia Plath explores the theme of patriarchal oppression? (CO1, K1)  
(a) Ariel (b) Daddy  
(c) Morning Song (d) Tulips
2. “Still I Rise” primarily celebrates (CO1, K1)  
(a) Personal grief (b) Female resilience  
(c) Romantic love (d) Nature imagery
3. The Diviners is written by (CO2, K2)  
(a) Margaret Atwood  
(b) Toni Morrison  
(c) Margaret Laurence  
(d) Alice Walker
4. *Surfacing* mainly deals with (CO2, K2)  
(a) Colonial history  
(b) Psychological identity  
(c) Political rebellion  
(d) Urban migration

5. *A Raisin in the Sun* focuses on (CO3, K1)
- (a) Mythical past
  - (b) African American aspirations
  - (c) Colonial administration
  - (d) Religious ritual
6. Wole Soyinka's *A Dance of the Forests* critiques (CO3, K1)
- (a) Western modernity
  - (b) African leadership
  - (c) Postcolonial amnesia
  - (d) Feminist ideology
7. *A Room of Ones Own* argues for (CO4, K4)
- (a) Literary realism
  - (b) Women's economic freedom
  - (c) Colonial reform
  - (d) Political revolution
8. Gayatri Spivak's famous question highlights (CO4, K4)
- (a) Gender equality
  - (b) Voice of the marginalized
  - (c) Cultural nationalism
  - (d) Modern feminism
9. *Ice Candy Man* is set against the background of (CO5, K3)
- (a) World War II      (b) Indian Partition
  - (c) Emergency period      (d) Freedom movement
10. *A House for Mr. Biswas* portrays (CO5, K3)
- (a) Spiritual quest      (b) Individual struggle
  - (c) Political satire      (d) Mythical journey

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the confessional elements in Plath's "Daddy". (CO1, K4)

Or

- (b) Examine the theme of resistance in Maya Angelou's poetry. (CO1, K1)

12. (a) Discuss identity crisis in *Surfacing*. (CO2, K2)

Or

- (b) Illustrate community life in *The Diviners*. (CO2, K2)

13. (a) Describe racial tension in *A Raisin in the Sun*. (CO3, K1)

Or

- (b) Interpret symbolism in *A Dance of the Forests*. (CO3, K2)

14. (a) Outline Woolf's idea of women and creativity. (CO4, K4)

Or

- (b) Summarize Spivak's concept of subalternity. (CO4, K5)

15. (a) Analyze Partition violence in *Ice Candy Man*. (CO5, K4)

Or

- (b) Explain displacement in *A House for Mr. Biswas*. (CO5, K4)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Critically analyze feminist consciousness in “Still I Rise”. (CO1, K4)

Or

- (b) Assess the mother-child relationship in Judith Wright’s poetry. (CO1, K5)

17. (a) Evaluate the search for selfhood in *Surfacing*. (CO2, K5)

Or

- (b) Examine the portrayal of memory in *The Diviners*. (CO2, K2)

18. (a) Appraise the theme of deferred dreams in *A Raisin in the Sun*. (CO3, K1)

Or

- (b) Critically comment on myth and history in *A Dance of the Forests*. (CO3, K1)

19. (a) Discuss economic independence as a feminist concern in Woolf. (CO4, K4)

Or

- (b) Examine postcolonial feminism in “Can the Subaltern Speak?” (CO4, K4)

20. (a) Analyze colonial trauma in *Ice Candy Man*. (CO5, K4)

Or

- (b) Evaluate individualism in *A House for Mr. Biswas*. (CO5, K5)

**R4495**

**Sub. Code**

**25MEN2S1**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Second Semester**

**English**

**OFFICE AUTOMATION**

**(CBCS – 2025 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective questions by choosing the correct option.

1. Identify the device used for converting printed text into digital form. (CO1, K2)  
(a) Keyboard (b) Scanner  
(c) OCR (d) Bar code reader
2. Classify the following as an output device. (CO1, K1)  
(a) Mouse (b) Printer  
(c) Scanner (d) Keyboard
3. Select the example of a shared resource in workgroup computing. (C02, K2)  
(a) Personal diary  
(b) Printer connected to network  
(c) Calculator  
(d) Keyboard

4. Recognize the mobile application primarily used for instant messaging. (C02, K2)
- (a) Maps (b) UC Browser  
(c) WhatsApp (d) Scanner
5. Identify the option used to create a numbered list in MS Word. (CO3, K3)
- (a) Insert → Table  
(b) Home → Numbering  
(c) Review → Track Changes  
(d) View → Outline
6. Choose the feature that automatically corrects spelling mistakes while typing. (CO3, K3)
- (a) Mail Merge (b) AutoCorrect  
(c) Header (d) Macro
7. Identify the option used to create a presentation using a predefined format. (CO4, K4)
- (a) Blank Presentation  
(b) Template  
(c) Slide Master  
(d) Custom Show
8. Select the option used to save a presentation as a web page. (CO4, K4)
- (a) Save As → Web Page  
(b) Export → PDF  
(c) Print Preview  
(d) Slide Show

9. Recognize the tool used to create charts in Excel. (CO5, K5)
- (a) Chart Wizard
  - (b) Auto Format
  - (c) Macro Recorder
  - (d) Page Layout
10. Select the command used to record a macro in Excel. (CO5, K5)
- (a) Review → Protect
  - (b) View → Record Macro
  - (c) Insert → Table
  - (d) Data → Sort

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the history and evolution of computers briefly. (CO1, K2)

Or

- (b) Compare CRT and flat panel display screens. (CO1, K4)

12. (a) Illustrate the concept of workgroup computing, Electronic Data Interchange and Intranets. (CO2, K3)

Or

- (b) Differentiate between mobile phones and tablets with suitable examples. (CO2, K4)

13. (a) Describe how to insert a table in MS Word. (CO3, K3)

Or

- (b) Illustrate the use of hyperlinks in a document. (CO3, K3)

14. (a) Define design template in PowerPoint. (CO4, K4)

Or

- (b) Illustrate the process of adding video and audio effects to slides. (CO4, K4)

15. (a) Define worksheet and cell selection in Excel. (CO5, K5)

Or

- (b) Illustrate how to link worksheets in Excel. (CO5, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss the introduction to computers, types of computers, and their applications in various fields. (CO1, K1)

Or

- (b) Analyze the different types of input devices. (CO1, K4)

17. (a) Examine various electronic gadgets other than computers such as mobile office devices, tablets, and smartphones along with their uses. (CO2, K2)

Or

- (b) Evaluate the working and applications of tablets and smartphones with reference to UC Browser, WhatsApp, Maps and Skype. (CO2, K5)

18. (a) Discuss the steps involved in working with files and text formatting in MS Word. (CO3, K3)

Or

- (b) Design a document using tables, graphics, macros, and web page saving features in MS Word. (CO3, K5)

19. (a) Evaluate the techniques for adding clip art, images, color schemes and backgrounds. (CO4, K5)

Or

- (b) Construct a presentation by inserting text boxes, multimedia effects and saving it as a web page. (CO4, K3)

20. (a) Discuss the methods of modifying a worksheet, including adding rows, columns and freezing panes. (CO5, K5)

Or

- (b) Develop a worksheet using charts, graphics, macros, and copying charts to Microsoft Word. (CO5, K5)
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**R4960**

**Sub. Code**

**701401**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Fourth Semester**

**English**

**CONTEMPORARY LITERARY THEORY**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Which artistic movement is closely associated with modernism in visual arts? (CO1, K1)
  - (a) Impressionism
  - (b) Rococo
  - (c) Baroque
  - (d) Renaissance
  
2. Which of the following is NOT a focus area of liberal humanities in literature? (CO1, K1)
  - (a) Ethics and morality
  - (b) Cultural diversity
  - (c) Scientific theories
  - (d) Social justice

3. Structuralism emphasizes the importance of studying \_\_\_\_\_ in understanding cultural phenomena (CO2, K1)
- (a) Singular events
  - (b) Individual personalities
  - (c) Patterns and structures
  - (d) Author biographies
4. What is the primary focus of post-structuralist literary analysis? (CO2, K1)
- (a) Authorial intent
  - (b) Historical context
  - (c) Linguistic structures
  - (d) Reader interpretation
5. Who is considered a key figure in the development of post-colonial theory? (CO3, K3)
- (a) Frantz Fanon      (b) Karl Marx
  - (c) Sigmund Freud      (d) Friedrich Nietzsche
6. Which feminist theory examines the intersectionality of gender with other forms of oppression, such as race, class, and sexuality? (CO3, K3)
- (a) Liberal feminism
  - (b) Radical feminism
  - (c) Intersectional feminism
  - (d) Marxist feminism

7. According to psychoanalytic theory, what is the function of defense mechanisms? (CO4, K1)
- (a) To distort reality to protect the ego
  - (b) To reinforce unconscious desires
  - (c) To facilitate the integration of the id, ego, and superego
  - (d) To eliminate all forms of anxiety
8. In Marxist criticism, what is the role of the intellectual in society? (CO4, K1)
- (a) To challenge the ruling class
  - (b) To maintain the status quo
  - (c) To promote individualism
  - (d) To enforce censorship
9. Who coined the term "New Historicism" in his influential work *The New Historicism*? (CO5, K4)
- (a) Stephen Greenblatt
  - (b) Michel Foucault
  - (c) Hayden White
  - (d) Jacques Derrida
10. Which ecocritic emphasized the importance of language and storytelling in shaping attitudes towards the environment? (CO5, K4)
- (a) Val Plumwood
  - (b) David Abram
  - (c) Carolyn Merchant
  - (d) Vandana Shiva

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Define the core principles of liberal humanities education and its significance in modern society. (CO1, K1)

Or

- (b) Describe the role of gender and sexuality in shaping Modernist literature and art. (CO1, K1)

12. (a) Showcase the contributions of Ferdinand de Saussure to the development of Structuralism in linguistics. (CO2, K1)

Or

- (b) List out the key characteristics of post-structuralism. (CO2, K1)

13. (a) Identify the elements of Post-Colonialism in the context of literary theory. (CO3, K3)

Or

- (b) Construct the impact of feminist activism on social and political change. (CO3, K3)

14. (a) Explain the concept of the “return of the repressed” in Psychoanalytic criticism. (CO4, K1)

Or

- (b) Evaluate the relevance of Marxist Criticism in contemporary literary theory and cultural studies. (CO4, K1)

15. (a) Examine New Historicism with its key principles. (CO5, K4)

Or

- (b) Interpret Ecocriticism with its main objectives. (CO5, K4)

**Part C** (5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss the significance of interdisciplinary studies within the liberal humanities. (CO1, K1)

Or

- (b) Justify-how contemporary critical theory reinterprets the concepts of modernism in literature, art and culture? (CO1, K1)

17. (a) Explore the application of Structuralist principles in literary theory. (CO2, K1)

Or

- (b) State the implications of post-structuralist theories for political and social critique. (CO2, K1)

18. (a) Interpret the ways in which contemporary critical theory intersects with activism and social justice movements related to colonialism. (CO3, K3)

Or

- (b) Make a note on the key concepts and themes of Post colonialism. (CO3, K3)

19. (a) Distinguish on the relevance of psychoanalytic criticism in the context of contemporary culture and society. (CO4, K1)

Or

- (b) Classify the role of ideology in Marxist interpretations of literature. (CO4, K1)

20. (a) Analyze the representation of history and memory in literature and culture from a New Historicist perspective. (CO5, K4)

Or

- (b) Write a critical appreciation of the foundational principles of Ecocriticism. (CO5, K4)
-

**R4961**

**Sub. Code**

**701402**

**M.A. DEGREE EXAMINATION, APRIL 2026**

**Fourth Semester**

**English**

**ENGLISH LANGUAGE TEACHING**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions  
by choosing the correct option.

1. English in India is often considered a language of \_\_\_\_\_ . (CO1, K2)
  - (a) Elite
  - (b) Rural communities
  - (c) Traditionalists
  - (d) None of the above
  
2. English as a library language facilitates: (CO1, K2)
  - (a) Access to library resources for non-English speakers
  - (b) Improved communication among international library professionals
  - (c) Enhanced consistency and standardization in library cataloging
  - (d) All of the above

3. Which method focuses on the use of target language in real-life communication situations, with an emphasis on fluency over accuracy? (CO2, K1)
- (a) Grammar-Translation Method
  - (b) Audio-Lingual Method
  - (c) Direct Method
  - (d) Communicative Language Teaching
4. Communicative language teaching materials are designed primarily to: (CO2, K1)
- (a) Teach grammar rules and vocabulary in isolation
  - (b) Promote meaningful communication and interaction in real-life contexts
  - (c) Focus on translation exercises and literary analysis
  - (d) Assess students' memorization of language rules
5. Which concept refers to the practice of interpreting a text by focusing on its historical and cultural context? (CO3, K3)
- (a) Intertextuality
  - (b) Formalism
  - (c) New Criticism
  - (d) Historicism
6. Which function of writing aims to inform, explain, or describe a topic or concept? (CO3, K3)
- (a) Narrative
  - (b) Descriptive
  - (c) Expository
  - (d) Persuasive
7. Which language skill focuses on producing spoken language and engaging in oral communication? (CO4, K3)
- (a) Listening
  - (b) Speaking
  - (c) Reading
  - (d) Writing

8. Which language skill is often practiced through activities such as role-plays, discussions, and presentations?  
(CO4, K3)
- (a) Listening                      (b) Speaking  
(c) Reading                      (d) Writing
9. Which communication technology is commonly used in language testing to administer speaking tests remotely?  
(CO5, K6)
- (a) Video conferencing  
(b) Email  
(c) Text messaging  
(d) Social media
10. Which type of question is designed to test factual knowledge and recall?  
(CO5, K6)
- (a) Open-ended  
(b) Closed-ended  
(c) Multiple-choice  
(d) Essay

**Part B**

(5 × 5 = 25)

Answer **all** the questions not more than 500 words each.

11. (a) How has English influenced India's education system?  
(CO1, K2)

Or

- (b) What are the advantages of using English as a library language in terms of access to global knowledge?  
(CO1, K2)

12. (a) What are the key principles of the communicative approach to teaching English? (CO2, K1)

Or

- (b) How does the grammar-translation method address the development of language skills such as speaking and listening? (CO2, K1)

13. (a) Define the main principles of behaviorism and explain how they apply to language learning. (CO3, K3)

Or

- (b) How do narrative and descriptive writing differ in their functions? (CO3, K3)

14. (a) What role do authentic materials and tasks play in teaching LSRW skills? (CO4, K3)

Or

- (b) How can teachers motivate students to engage in extensive reading outside of class. (CO4, K3)

15. (a) How do test questions differ when assessing writing skills for different proficiency levels? (CO5, K6)

Or

- (b) What are the benefits and challenges of using ICT in language testing. (CO5, K6)

**Part C**

(5 × 8 = 40)

Answer **all** the questions not more than 1000 words each.

16. (a) Examine the role of the English language in India.  
(CO1, K2)

Or

- (b) Examine the societal and individual benefits of learning English as a global language? (CO1, K2)

17. (a) Discuss the principles and techniques of the oral approach to teaching English? (CO2, K1)

Or

- (b) Discuss the principles underlying the audio-lingual method and evaluate its effectiveness in teaching a second language. (CO2, K1)

18. (a) Examine the principles of content-based instruction (CBI) and its potential benefits and challenges in language teaching? (CO3, K3)

Or

- (b) Analyze the stages of the revision process and their significance. (CO3, K3)

19. (a) How do teachers balance teaching the four language skills (LSRW)? (CO4, K3)

Or

- (b) How can teachers facilitate discussions about the narrative perspective and point of view in prose writing? (CO4, K3)

20. (a) Evaluate the advantage and challenges of integrating communication technology into ELT classrooms? (CO5, K6)

Or

- (b) Evaluate the role of objective and subjective assessment methods in language testing? (CO5, K6)
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**R4962**

**Sub. Code**

**701403**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Fourth Semester**

**English**

**INTRODUCTION TO LINGUISTICS**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Who is considered the father of modern linguistics?  
(CO1, K1)
  - (a) Leonard Bloomfield
  - (b) Noam Chomsky
  - (c) Ferdinand de Saussure
  - (d) Charles Hockett
  
2. Why might a person switch between different registers in speech?  
(CO1, K1)
  - (a) To maintain consistency in their speech
  - (b) To reflect changes in their social environment or audience
  - (c) To avoid dialectical differences
  - (d) To adhere strictly to formal grammar rules

3. In English phonetics, the sound /ʃ/ as in 'ship' is classified as \_\_\_\_\_. (CO2, K1)
- (a) Voiceless postalveolar fricative
  - (b) Voiced postalveolar fricative
  - (c) Voiced alveolar fricative
  - (d) Voiceless alveolar fricative
4. Which process in connected speech involves the omission of a sound? (CO2, K1)
- (a) Assimilation
  - (b) Elision
  - (c) Linking
  - (d) Intrusion
5. What does the concept of 'norm' refer to in linguistics? (CO3, K1)
- (a) The abstract mental representation of language rules
  - (b) The social standards that regulate language use in different contexts
  - (c) The historical development of linguistic features
  - (d) The physical production of speech sounds
6. How is surface structure related to deep structure in generative grammar? (CO3, K1)
- (a) Surface structure reflects the phonological aspects of a sentence
  - (b) Surface structure is a transformation of the deep structure based on syntactic rules
  - (c) Surface structure is identical to deep structure in all cases
  - (d) Surface structure is irrelevant to deep structure in sentence construction

7. What is the main advantage of IC analysis? (CO4, K1)
- (a) It simplifies sentence structure by reducing ambiguity
  - (b) It focuses on the historical development of language
  - (c) It emphasizes pronunciation over meaning
  - (d) It categorizes sentences based on intonation
8. Which of the following is an example of a cohesive device in discourse? (CO4, K1)
- (a) 'However'                      (b) 'Table'
  - (c) 'Quickly'                      (d) 'Large'
9. Which of the following is NOT a Germanic language? (CO5, K1)
- (a) Swedish                      (b) Dutch
  - (c) Portuguese                      (d) Danish
10. Which of the following word formation process is involved in making the word 'televise'? (CO5, K1)
- (a) Clipping                      (b) Acronym
  - (c) Back-formation                      (d) Borrowing

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Define linguistics and explain its scope as a field of study. (CO1 K4)
- Or
- (b) State the difference between Psycholinguistics and Sociolinguistics? (CO1, K4)

12. (a) Write short notes on accent, rhythm and intonation.  
(CO2, K4)

Or

- (b) What is assimilation and elision? (CO2, K4)

13. (a) How does the system of language rules interact with the social norms? (CO3, K5)

Or

- (b) How do transformations between deep structure and surface structure account for syntactic variations in different languages? (CO3, K5)

14. (a) Analyze the following sentence using Immediate Constituent (IC) analysis. Break the sentence into its hierarchical components and explain how the structure contributes to its meaning: The students, who were tired, decided to take a break. (CO4, K6)

Or

- (b) How do polysemy and homonymy challenge the understanding of meaning in linguistic systems? (CO4, K4)

15. (a) Explain the process of word making in English.  
(CO5, K5)

Or

- (b) Analyze the role of the printing press in standardizing the English language. (CO5, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) What are the major branches of linguistics, and how do they contribute to understanding language?  
(CO1, K5)

Or

- (b) Explain the key differences between animal communication and human language. (CO1, K4)
17. (a) Discuss the vowel system in English, focusing on monophthongs and diphthongs and how they are different in terms of articulation. (CO2, K5)

Or

- (b) Transcribe the following sentences using the International Phonetic Alphabet (IPA): (CO2, K6)
- (i) The cat sat on the mat.
  - (ii) She sells seashells by the seashore.
  - (iii) I would like a cup of coffee, please.
  - (iv) Peter picked a peck of pickled peppers.
  - (v) The quick brown fox jumps over the lazy dog.
  - (vi) They are going to the market tomorrow.
  - (vii) He thought the theory was thoroughly tested.
  - (viii) Can you believe it's already January?
  - (ix) My brother plays the guitar very well.
  - (x) The weather in London is often rainy.

18. (a) How does the idea of 'system' in language challenge the traditional view of language as a simple set of rules? (CO3, K5)

Or

(b) How do transformations between deep structure and surface structure account for syntactic variations in different languages? (CO3, K5)

19. (a) Explain the core principles of Transformational-Generative Grammar (TG Grammar) as proposed by Noam Chomsky. (CO4, K4)

Or

(b) Enumerate the concept of speech acts in pragmatics. Differentiate between locutionary, illocutionary, and perlocutionary acts with examples. (CO4 K4)

20. (a) Examine the impact of the Norman Conquest on the English language. How did it shape the vocabulary and syntax of Middle English? (CO5, K4)

Or

(b) How has American English influenced global communication and the perception of English as a world language? (CO5, K5)

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**R4963**

**Sub. Code**

**701404**

**M.A. DEGREE EXAMINATION, APRIL – 2026**

**Fourth Semester**

**English**

**AMERICAN LITERATURE**

**(CBCS – 2022 onwards)**

Time : 3 Hours

Maximum : 75 Marks

**Part A**

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. What is the symbolic significance of the lilacs in *When Lilacs Last in the Dooryard Bloom'd*? (CO1, K1)
  - (a) They represent fleeting beauty and life
  - (b) They symbolize eternal love
  - (c) They represent the cycle of seasons
  - (d) They signify the inevitability of death
2. \_\_\_\_\_ is the speaker in *Mending Wall* referring to as “Good fences make good neighbors”? (CO1, K1)
  - (a) Himself
  - (b) His neighbor
  - (c) A passerby
  - (d) An ancient proverb

3. What is the primary focus of Poe's discussion in *The Philosophy of composition*? (CO2, K2)
- (a) Metaphysical philosophy
  - (b) Literary criticism
  - (c) Poetic inspiration
  - (d) Political philosophy
4. Which literary genre does "Walden" primarily belong to? (CO2, K2)
- (a) Epic poetry
  - (b) Sonnet
  - (c) Essay
  - (d) Satire
5. The setting of *The Adventures of Tom Sawyer* is \_\_\_\_\_ . (CO3, K1)
- (a) London
  - (b) New York
  - (c) St. Petersburg, Missouri
  - (d) Paris
6. The protagonist of the novel, Frederic Henry, is a \_\_\_\_\_ (CO3, K1)
- (a) Journalist
  - (b) Soldier
  - (c) Doctor
  - (d) Pilot
7. What happens to Sula's father Rekus? (CO4, K4)
- (a) he is killed in prison
  - (b) he goes away to war
  - (c) he runs away from home
  - (d) he dies

8. Why does Zeena decide to go away for a night? (CO4, K4)
- (a) She wants to visit her relatives
  - (b) She needs to have an operation
  - (c) She wants to see a doctor in a neighboring town
  - (d) She has a job interview in another town
9. Biff was a \_\_\_\_\_ at Bill Oliver's store when he was a boy. (CO5, K5)
- (a) Salesman
  - (b) Manager
  - (c) Window dressers
  - (d) Shipping clerk
10. What is the consequence for killing a white man in America? (CO5, K5)
- (a) euthanasia
  - (b) hanging
  - (c) life imprisonment
  - (d) burned in oil

**Part B**

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) How does the raven's repeated phrase 'Nevermore' contribute to the mood of the poem? (CO1, K1)

Or

- (b) Explain how the poem *Emperor of Ice cream* challenges traditional notions of beauty and value. (CO1, K1)

12. (a) Outline Emerson's view of the relationship between nature and the human mind in *The American Scholar*. (CO2, K2)

Or

- (b) Explain Thoreau's views on materialism and consumerism as presented in *Walden*. (CO2, K2)
13. (a) Find out the relationship between Tom Sawyer and Huckleberry Finn. (CO3, K1)

Or

- (b) Showcase Hemingway's personal experiences in World War I shared in *A Farewell to Arms*. (CO3, K1)
14. (a) Interpret the challenges that the assistant faces in balancing professional duties with personal feelings in *The Assistant B*? (CO4, K4)

Or

- (b) Examine the role of Zeena in the story and her influences on Ethan's life and choices. (CO4, K4)
15. (a) How does the play *Death of a Salesman* address the issue of success and failure in American society? (CO5, K5)

Or

- (b) Justify the role of racial identity in *he Emperor Jones*. (CO5, K5)

**Part C**

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Write an essay on Whitman's employment of elements to enhance the poem's theme and emotional impact. (CO1, K1)

Or

- (b) Analyze the use of imagery, tone, and symbolism in Robert Frost's *Stopping by Woods on a Snowy Evening*. (CO1, K1)

17. (a) Outline the main argument of *The Philosophy of Composition* and how it challenges or supports the notion of artistic inspiration. (CO2, K2)

Or

- (b) Summarize Thoreau's criticisms of contemporary American culture and government. (CO2, K2)

18. (a) Write an essay on the portrayal of Injun Joe in *The Adventures of Torn Sawyer*. (CO3, K1)

Or

- (b) Examine the relationship between Frederic Henry and Catherine Barkley in *Farewell to Arms*. (CO3, K1)

19. (a) Classify the evolving friendship between *Sula* and Nel in *sula*. (CO4, K4)

Or

- (b) Interpret the theme of fate in *Ethan Frome* by Edith Wharton. (CO4, K4)

20. (a) Evaluate the role of modernity in *Death of a Salesman*.  
(CO5, K5)

Or

- (b) Justify O'Neill's use of 'Personal unconscious' and 'Collective unconscious' in *The Emperor Jones*.  
(CO5, K5)
-