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St Aloysius (Deemed to be University)

Mangaluru

SCHOOL OF LANGUAGES AND CULTURAL STUDIES

(PG Programme)

M.A. (English) Semester III –P.G. Examination

October/November - 2025

BRITISH LITERATURE III (MODERNISM – 20TH CENTURY)

Time: 2½ Hours

Max Marks: 60

UNIT-I

I. Answer any ONE of the following: (1x12=12)

1. How does Baudelaire's theory of modern art continue to influence contemporary debates about culture, fashion, and consumerism? Discuss.
2. Comment on how the horrors of World War I proved to be contributing factor to the Modernist Movement.
3. To what extent can the avant-garde be seen as a form of cultural resistance? Discuss with examples.

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UNIT-II

II. Answer any ONE of the following: (1x12=12)

4. How does Hughes use the fox as a metaphor for the act of poetic creation in "The Thought-Fox"?
5. Examine the religious and apocalyptic imagery in the poem, "The Second Coming"
6. Discuss the role of the narrator, Tiresias, in *The Waste Land*.

UNIT-III

III. Answer any ONE of the following: (1x12=12)

7. Compare and contrast the portrayals of Clarissa Dalloway and Septimus Warren Smith in *Mrs Dalloway*.
8. Examine how cultural biases and prejudices destroy the life of Dr Aziz in *A Passage to India*.
9. Examine how the novel, *A Passage to India* critiques British colonial rule in India.

UNIT-IV

IV. Answer any ONE of the following: (1x12=12)

10. Discuss how personal and professional betrayals intersect in the play, "Betrayal"
11. Comment on the triangle of Jimmy, Allison and Helena in "Look Back in Anger".
12. Examine the theme of class struggle in the play, "Look Back in Anger".

Contd...2

UNIT-V

V. Write short notes on any TWO of the following:

(2x6=12)

13. The doomed youth in Owen's poem

14. Dadaism

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15. Robert

16. Sally Seton

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SCHOOL OF LANGUAGES AND CULTURAL STUDIES

(PG Programme)

M.A. (English) Semester III –P.G. Examination

October/November - 2025

ENGLISH LANGUAGE TEACHING

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Time: 2¹/₂ Hours

Max Marks: 60

UNIT-I

I. Answer any TWO of the following: (10x2=20)

1. Critically evaluate the role of English as a medium of education in India with specific emphasis on NEP 2020.
2. Examine the role of ICT and multimedia in English Language Teaching. To what extent do digital platforms, assessment tools, and EdTech resources enhance learner engagement and accessibility?
3. "Education in India, especially in English, is a product of India's colonial legacy." Discuss with specific examples to support your stance.

UNIT-II

II. Answer any TWO of the following: (10x2=20)

4. What are the basis tenets of Skinner's Behaviorism and how do they impact ELT?
5. Compare and contrast a Grammar Translation Classroom with one which employs the communicative language approach.
6. Distinguish between how one would acquire/learn a first language and second language as per Krashen.

UNIT-III

III. Write a Lesson Plan on the poem given below. (10x1=10)

7. **Stopping by Woods on a Snowy Evening**

BY ROBERT FROST

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

Contd...2

He gives his harness bells a shake
 To ask if there is some mistake.
 The only other sound's the sweep
 Of easy wind and downy flake.

The woods are lovely, dark and deep,
 But I have promises to keep,
 And miles to go before I sleep,
 And miles to go before I sleep.

UNIT-IV

IV. Material production on a short passage (of 300-400 words). (1x12=12)

How Humans Evolved Language

Thanks to the field of Linguistics we know much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. For example, we understand the origins of the Indo-European group of languages, which includes Norwegian, Hindi and English, and can trace them back to tribes in eastern Europe in about 3000 BC.

So, we have mapped out a great deal of the history of language, but there are still areas we know little about. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an innate system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share this capability because they are able to recognise when these rules are broken.

If we want to know where our capability for complex language came from, we need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that way. And for this there are very few physical clues; artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth,

throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds. Before that, evolutionary biologists can only guess whether or not early humans communicated using more basic sounds.

Another question is, what is it about human brains that allowed language to evolve in a way that it did not in other primates? At some point, our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. These were the basic ingredients for complex language. The next change would have been to put those words into sentences, similar to the 'protolanguage' children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain or was simply a response to our increasingly civilised way of living together.

Between 100,000 and 50,000 years ago, though, we start to see the evidence of early human civilisation, through cave paintings for example; no one knows the connection between this and language. Brains didn't suddenly get bigger, yet humans did become more complex and more intelligent. Was it using language that caused their brains to develop? Or did their more complex brains start producing language?

More questions lie in looking at the influence of genetics on brain and language development. Are there genes that mutated and gave us language ability? Researchers have found a gene mutation that occurred between 200,000 and 100,000 years ago, which seems to have a connection with speaking and how our brains control our mouths and face. Monkeys have a similar gene, but it did not undergo this mutation. It's too early to say how much influence genes have on language, but one day the answers might be found in our DNA.

8. Frame 3 multiple choice questions to test the vocabulary of the students. **(3 Marks)**
9. Prepare 3 exercises to test the students' knowledge on phrasal verbs OR tenses. **(3 Marks)**
10. Frame 2 evaluative questions based on the passage. **(2 Marks)**
11. Frame 2 inferential questions based on the passage. **(2 Marks)**

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(PG Programme)

M.A. (English) Semester III –P.G. Examination

October/November - 2025

AMERICAN LITERATURE

Time: 2¹/₂ Hours

Max Marks: 60

UNIT-I

I. Answer any ONE of the following: (1x12=12)

1. Comment on the contributions made by the Harlem Renaissance to American Literature.
2. Discuss how the Puritans attempted to create a "city upon the hill" in their conquest of America.
3. Comment on the contributions made by the Civil Rights Movement to the American nation.

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UNIT-II

II. Answer any ONE of the following: (1x12=12)

4. In what ways does the metaphor of a funeral mirror the speaker's psychological crisis in "I Felt a Funeral in my Brain".
5. How does "Phenomenal Woman" advocate for women's agency and self-definition?
6. Discuss how the poem, "Let America be America again" highlights which groups have been historically excluded from America's promises.

UNIT-III

III. Answer any ONE of the following: (1x12=12)

7. Analyze the impact of trauma on the characters in *Beloved*.
8. Discuss the symbolism of the sea in *The Awakening*.
9. Critically examine the role played by Santiago in *The Old Man and the Sea*.

UNIT-IV

IV. Answer any ONE of the following: (1x12=12)

10. In what ways do gender dynamics impact the characters' decisions and relationships in *A Raisin in the Sun*?
11. Compare and contrast the characters of the Younger siblings - Walter Lee and Beneatha.
12. Critically analyze the character of Blanche DuBois. How does her past influence her present behaviour as seen in *A Streetcar Named Desire*?

Contd...2

UNIT-V

V. Write short notes on any TWO of the following:

(2x6=12)

13. "Daddy"
14. Paul D
15. Rosa Parks
16. Stella

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SCHOOL OF LANGUAGES AND CULTURAL STUDIES

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M.A. (English) Semester III –P.G. Examination

October/November - 2025

INDIAN WRITING IN ENGLISH II

Time: 2¹/₂ Hours.

Max Marks: 60

UNIT-I

I. Answer any ONE of the following: (1x12=12)

1. Evaluate the reasons why Indian Writing in English failed to make a mark, according to Meenakshi Mukherjee.
2. Evaluate the different zones of contact according to Vinay Dharwadkar that influenced Indian Writing in English.
3. Critically comment on the title, "Is there an Indian way of Thinking"?

UNIT-II

II. Answer any ONE of the following: (1x12=12)

4. Evaluate how Jayantha Mahapatra reveals different kinds of hunger.
5. Examine "The Old Playhouse" as a feminist expression against oppression.
6. Evaluate Nissim Ezekiel's poem "On Reading a Prediction " as an expression of creative refashioning.

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UNIT-III

III. Answer any ONE of the following: (1x12=12)

7. Evaluate the portrayal of women and their sensibilities in Karnad's "Boiled Beans on Toast ".
8. Evaluate how Karnad uses fragmented narratives and multiple viewpoints in the play "Boiled Beans on Toast ".
9. Critically analyse the title of Mahesh Dattani's play, "Bravely Fought the Queen".

UNIT-IV

IV. Answer any ONE of the following: (1x12=12)

10. Evaluate how Manju Kapur situates women's bodies and choices against the backdrop of nationalism.
11. Evaluate how Manju Kapur critiques conventional notions of marriage and respectability in *Difficult Daughters*.
12. Evaluate the theme of marginality and resistance in the novel *The God of Small Things*.

Contd...2

UNIT-V

V. Write short notes on any TWO of the following: (2x6=12)

13. What does Vinay Dharwadkar say about zones of marriage and friendship?
14. Examine the character of the Professor in *Difficult Daughters*.
15. Examine " A River " from an ecocritical perspective.
16. How does Kolatkar depict the jowar fields in "From Jejuri to the Station"?

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M.A. (English) Semester III –P.G. Examination

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SCIENCE FICTION

Time: 2½ Hours

Max Marks: 60

UNIT-I

- I. Answer any ONE of the following:** (1x12=12)
- How does Isaac Asimov's example of science-fiction vs social-science fiction find a place in Brooks Landon's arguments about the genre? Elaborate with examples.
 - Choose one of the "seven beauties" and apply it to a science fiction text or film you have studied.
 - "All science-fiction starts with a 'what-if' question". How appropriate is this stance with respect to Brooks Landon's essay?

UNIT-II

- II. Answer any ONE of the following:** (1x12=12)
- To what extent can *The Sentinel* be read as a meditation on human progress and its limitations? Discuss with reference to the story's portrayal of technology and discovery.
 - How do the story-telling techniques in *Frankenstein* build an effect of both horror and Sci-fi? Discuss.
 - Critically examine the relationship between Genly Ai and Estraven with respect to the notions of love, friendship, and gender as presented in *The Left Hand of Darkness*.

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UNIT-III

- III. Answer any ONE of the following:** (1x12=12)
- To what extent does *Neuromancer* suggest that artificial intelligence can control human destiny? Do you agree with Gibson's view?
 - What kind of dystopia does Margaret Atwood present in *The Handmaid's Tale*? Discuss.
 - "*The Handmaid's Tale* is an example of what happens when society becomes overtly gendered and controlled by select forces of power" Discuss.

Contd...2

UNIT-IV

IV. Answer any ONE of the following: (1x12=12)

10. Discuss *Avatar* with specific emphasis on the connection between nature and its inhabitants.
11. Critically evaluate the representation of technology and corporate power in *Alien*. Does the film suggest that human survival is secondary to capitalist interests?
12. How does *The Matrix* present a different relationship between technology and humanity? Cite examples from the text to support your answer.

UNIT-V

V. Write short notes on any TWO of the following: (2x6=12)

13. Identity and resistance in *The Handmaid's Tale*
14. Significance of the title *Frankenstein: The Modern Prometheus*
15. The Death of a Tree in *Avatar*
16. Seven beauties of Science Fiction
