



ASSIGNMENT QUESTIONS

M.A. ENGLISH LANGUAGE AND LITERATURE SEMESTER- I CHAUCER TO THE ELIZABETHAN AGE (M21EG01DC)

Instructions for Writing Assignments

Descriptive

- ❖ *Clearly outline the key elements or aspects that need to be described, such as features, characteristics, or events.*
- ❖ *Employ descriptive language that can engage the senses and ensure vivid pictures, enhancing the richness of descriptions.*
- ❖ *Organise the assignment in a coherent sequence to guarantee clarity and facilitate the smooth conveyance of ideas.*

Analytical

- ❖ *Clearly articulate your main argument in a concise manner at the beginning of your answer. This sets the tone for your analysis and helps the reader understand the central point you are trying to convey.*
- ❖ *Support your analysis with specific examples and quotes from the literature. Use direct textual evidence to illustrate and reinforce your points.*
- ❖ *Move beyond mere summary and engage in critical analysis. Interpret the significance of the literary elements, such as themes, characters, and symbols.*

SET 1 (Descriptive)

1. How did the series of events from the Norman Conquest to the introduction of Caxton's printing press contribute to the socio-political landscape and cultural evolution of England?
2. Describe the key events and imagery used in Spenser's poem "Prothalamion."
3. Describe in detail the traits, attire, and personal conduct of Chaucer's characters as presented in *The Canterbury Tales: General Prologue*.

4. Describe Francis Bacon's views on friendship and truth as expressed in his essays “Of Friendship” and “Of Truth.”
5. Provide a detailed account of how *The Canterbury Tales* reflect the sociopolitical and historical background of Chaucer’s age. (1*15=15)

SET II (Analytical)

1. Based on the literature of the Renaissance period, write a detailed essay on the role of poetry in transmitting the spirit of the age.
2. Analyse Henry Vaughan's use of structure in “The Retreat” to convey the speaker's desire to return to the purity and innocence of childhood. How does Vaughan use the shrinking and expanding line lengths and overall form of the poem to reflect changes in the speaker's perspective and mood?
3. Analyse the role of Mephistopheles in Marlowe’s *Dr. Faustus*.
4. Based on Thomas More’s *Utopia*, compare and contrast Utopian society with European society at the time. How are the two societies different, and what elements does More criticise about European society in contrasting it with the fictional Utopian society?
5. Critically analyse the actions of the protagonists in *The Spanish Tragedy* and *Dr. Faustus* as a commentary on morality.

(1*15=15)



M.A. ENGLISH LANGUAGE AND LITERATURE
SEMESTER- I
SHAKESPEARE STUDIES
(M21EG02DC)

Instructions for Writing Assignments

Descriptive

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- ❖ *Organise the assignment in a coherent sequence to guarantee clarity and facilitate the smooth conveyance of ideas.*

Analytical

- ❖ *Clearly articulate your main argument in a concise manner at the beginning of your answer. This sets the tone for your analysis and helps the reader understand the central point you are trying to convey.*
- ❖ *Support your analysis with specific examples and quotes from the literature. Use direct textual evidence to illustrate and reinforce your points.*
- ❖ *Move beyond mere summary and engage in critical analysis. Interpret the significance of the literary elements, such as themes, characters, and symbols.*

SET 1 (Descriptive)

1. Discuss the cultural and historical context of the Elizabethan Period, with a specific focus on the life and works of William Shakespeare. Explore the societal influences, political climate, and artistic developments that shaped this era.
2. Discuss the features of Shakespearean Sonnets in the light of “Sonnet 18” and “Sonnet 55”. Analyse the thematic elements, poetic devices, and stylistic choices employed in these sonnets and explore how they contribute to the overall understanding of Shakespeare’s poetic genius.
3. Define the concept of tragedy and elaborate on the key characteristics that distinguish a Shakespearean tragedy.

4. How was Akira Kurasowa able to overcome the challenge of cultural differences in adapting *King Lear* to the silver screen as *Ran*?
5. Explore the ways in which Howard Jacobson's *My Name is Shylock* reworks Shakespeare's *The Merchant of Venice* for the contemporary age.

(1*15=15)

SET II (Analytical)

1. Analyse the major classifications of Shakespearean plays, considering genres such as tragedies, comedies, and histories. Explore the distinctive characteristics of each genre and how Shakespeare employs different literary and dramatic elements to convey his themes.
2. Prepare a critical analysis of the portrayal of gender in the plays of William Shakespeare.
3. Compare and contrast the portrayal of revenge in *Hamlet* by William Shakespeare and *The Spanish Tragedy* by Thomas Kyd. Analyse the motivations, methods, and consequences of revenge as depicted in both plays, providing ample textual evidence.
4. In your opinion, how does Tom Stoppard's use of absurdist techniques in *Rosencrantz and Guildenstern Are Dead* enrich its adaptation of Shakespeare's *Hamlet*.
5. How has the evolution of new critical strategies for reading Shakespearean works impacted the field of Shakespeare Studies? Elaborate on your perspective with reference to any two critical theories of your choice.

(1*15=15)



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M.A. ENGLISH LANGUAGE AND LITERATURE
SEMESTER- I
MILTON TO THE PRE-ROMANTICS
(M21EG03DC)

Instructions for Writing Assignments

Descriptive

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Analytical

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- ❖ *Support your analysis with specific examples and quotes from the literature. Use direct textual evidence to illustrate and reinforce your points.*
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SET 1 (Descriptive)

1. What distinguishes neoclassical poetry through its features, such as its emphasis on order, reason, and imitation of classical forms, and how do these characteristics contribute to the overall aesthetic and thematic elements of neoclassical poetic works?
2. Examine the socio-cultural and political backdrop of the Stuart Dynasty (1603-1714) in England.
3. Explore and highlight the heroic attributes exhibited by Milton's Satan in Book 1.
4. Examine how the Periodical essays helped to capture the contemporary social ethos of the eighteenth century

5. Describe the themes and characteristics prevalent in the works of Pre-Romantic poets. Discuss how their poetry reflects the transitional phase between the Neoclassical and the Romantic era, emphasising key elements such as nature, emotion, imagination, and the role of the individual in society.

(1*15=15)

SET II (Analytical)

1. Analyse the role of wit and social satire in a play belonging to the genre of Comedy of Manners. How do the characters use language, manners, and social conventions to convey humour and comment on the society in which they live?
2. How did the two dramatic genres of Comedy of Manners and Sentimental Comedy approach the contemporary society of their times?
3. In *The School for Scandal*, Richard Brinsley Sheridan employs a satirical perspective to critique the societal norms and behaviours of the 18th-century upper class. How does Sheridan use Lady Sneerwell to satirise the gossip and scandal prevalent in the society of the time, citing examples to substantiate your analysis?
4. In Daniel Defoe's *Robinson Crusoe*, examine the theme of isolation and its impact on the protagonist. How does the extended solitary existence of the protagonist on the deserted island shape his character, thoughts, and actions? Analyse specific instances from the novel to support your arguments, considering both the physical and psychological aspects of isolation.
5. Analyse the themes of societal norms and class structure in the context of 18th-century novels. Select two prominent novels from this era and explore how the authors depict and critique these aspects of society. Consider the characters, settings, and narrative techniques employed by the authors to convey their views on these societal elements.

(1*15=15)



M.A. ENGLISH LANGUAGE AND LITERATURE
SEMESTER- I
INDIAN WRITING IN ENGLISH
(M21EG04DC)

Instructions for Writing Assignments

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Analytical

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- ❖ *Support your analysis with specific examples and quotes from the literature. Use direct textual evidence to illustrate and reinforce your points.*
- ❖ *Move beyond mere summary and engage in critical analysis. Interpret the significance of the literary elements, such as themes, characters, and symbols.*

SET 1 (Descriptive)

1. Discuss the emergence of Dalit consciousness and the representation of subaltern voices in Indian English literature. How have marginalised communities found expression through English writing?
2. Trace the historical development of Indian classical drama from Bharatamuni to Kalidasa.

3. Discuss the socio-political commentary in Nissim Ezekiel's poem "Background Casually." How does Ezekiel use irony and satire to comment on the complexities of modern society?
4. Discuss Ramanujan's observations on cultural syncretism in India as portrayed in "Is There an Indian Way of Thinking: An Informal Essay." How does the blending of diverse cultural elements contribute to a unique way of thinking?
5. Provide a comprehensive overview of the historical entry of English in India. What were the key factors that facilitated the introduction and establishment of the English language?

(1*15=15)

SET II (Analytical)

1. Evaluate the role of literature in fostering a sense of nationalism during the Indian independence movement. How did prose writers like Jawaharlal Nehru and Sri Aurobindo contribute to shaping a collective national identity?
2. Explore the theme of postcolonialism in Indian literature. How did writers navigate the complexities of identity, language, and cultural representation in the postcolonial era?
3. Provide a detailed analysis of the contributions of two Indian poets of your choice to Indian English poetry. Analyse the major themes, stylistic elements, and the impact of their works on literature.
4. Analyse the characters of Jairaj and Ratna in Mahesh Dattani's play *Dance Like a Man*. How do their backgrounds, personalities, and individual conflicts contribute to the overall thematic development of the play?
5. How do the themes of cultural identity and personal connection differ in "The Kite Maker" and "A Temporary Matter"?

(1*15=15)



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M.A. ENGLISH LANGUAGE AND LITERATURE
SEMESTER- I
ENGLISH LANGUAGE TEACHING
(M21EG01AC)

Instructions for Writing Assignments

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SET 1 (Descriptive)

1. Compare and contrast first language (L1) acquisition and second language (L2) learning.
2. Describe the key principles of Noam Chomsky's theory of language acquisition.
3. Discuss the pros and cons of using authentic listening materials versus created materials when teaching listening skills to language learners. In your discussion, compare and contrast the benefits and challenges of both approaches, and argue which approach you think is more effective overall for developing strong listening skills.
4. Describe three different types of authentic materials that can be used in English Language Teaching (ELT) and explain the benefits of using each type.

5. Describe the key differences between summative and formative assessments in English language teaching. Your discussion should clearly explain the purpose, timing, frequency, stakes, and focus of each type of assessment.

(1*15=15)

SET II (Analytical)

1. Describe the differences between English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching contexts.
2. Compare and contrast the key principles of behaviourist and constructivist learning theories.
3. Explain the key concepts and principles of Krashen's Monitor Model and analyse its implications for second language teaching and learning.
4. Describe three different listening games that teachers can incorporate into their English language classrooms to help students improve their listening skills.
5. Discuss the relative merits and limitations of using literature to teach English language skills. Provide your perspective on whether the benefits outweigh the challenges in using literature for English language instruction.

(1*15=15)
