

Branch -- ENGLISH LITERATURE

Answer **ALL** questions
ALL questions carry **EQUAL** Marks

(5 × 7 = 35)

Module No.	Question No.	Question	K Level	CO
1	11.a.	Show how nature is portrayed in Mary Oliver's <i>When I Am Among the Trees</i> .	K1	CO1
		(OR)		
	11.b.	Demonstrate the theme of human disconnection from nature in Wordsworth's <i>The World is Too Much With Us</i> .		
2	12.a.	Apply the concept of "land ethic" to present-day environmental conservation practices.	K3	CO2
		(OR)		
	12.b.	Identify how <i>Silent Spring</i> critiques human intervention in nature.		
3	13.a.	Illustrate how Osundare's <i>Our Earth Will Not Die</i> promotes environmental consciousness.	K4	CO3
		(OR)		
	13.b.	Examine how <i>A Fable for Tomorrow</i> creates awareness about ecological destruction.		
4	14.a.	Evaluate how literature can create environmental consciousness using Osundare's <i>Our Earth Will Not Die</i> .	K5	CO4
		(OR)		
	14.b.	Assess how <i>A Fable for Tomorrow</i> promotes ecological awareness.		
5	15.a.	Develop an eco-critical reading of any one prescribed poem.	K6	CO5
		(OR)		
	15.b.	Formulate an eco-critical interpretation using T.V. Reed's concept of environmental justice.		

SECTION -C (30 Marks)

Answer **ANY THREE** questions
ALL questions carry **EQUAL** Marks

(3 × 10 = 30)

Module No.	Question No.	Question	K Level	CO
1	16	Explain the representation of nature in any two prescribed poems.	K1	CO1
2	17	Develop an essay on how the concepts in <i>A Sand County Almanac</i> and <i>Silent Spring</i> contribute to environmental conservation.	K3	CO2
3	18	Analyze how films and documentaries in the syllabus contribute to developing environmental and ethical consciousness.	K4	CO3
4	19	Evaluate the portrayal of human-nature conflict in <i>The Hungry Tide</i> and <i>Animal's People</i> .	K5	CO4
5	20	Construct an eco-critical framework using Peter Barry and T.V. Reed, and apply it to any one prescribed text.	K6	CO5

Z-Z-Z

END