

QP Code: D142444	Total Pages: 3	Name:
		Register No.
SECOND SEMESTER (CUFYUGP) DEGREE EXAMINATION, APRIL 2026		
ENGLISH		
ENG2FA103(1B): ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES		
2024 Admission onwards		
Maximum Time: 1.5 Hours	Maximum Marks: 50	
Section A		
Read the passage given below and answer the following questions. Each question carries two marks. (Ceiling: 16 Marks) Towards the close of the nineteenth century, the placid surface of social life in Kerala was rift apart by the outbreak of a violent storm of agitation. For long the irrational taboos of the caste system, the haughty pomposity of the men of privileges, and the heinous practice of untouchability confined sections of the population in constricted spaces. Ages of suppressed anger began to burst out into open rebellion in the conducive climate of the renaissance. The revolt in the temple town of Vaikom was targeted at the practice of untouchability and that strange inexplicable notion of "distance pollution." The Shiva temple at the heart of Vaikom was famous and, it must be added, a centre of orthodoxy. The joy of worshipping inside temples was denied to the people of 'avarna' communities. Worse still, in the holy town of Vaikom there existed a strange form of this evil, what we might call "unapproachability.". They were denied access to the roads around the temple while they were kept open even for non-Hindus. Notice boards were placed at appropriate spots proclaiming the prohibition. Stories were told of Ayyankali being stopped on the road by fanatics and asked to take a longer and circuitous route, of the great sage Sree Narayana Guru himself-being denied travel along the road. What is surprising in the case of Ayyankali was that the bullock cart in which he had been travelling was allowed to proceed. Gestures of this kind were a bold statement that they were less than animals on the scale of respect. Such high-handed abuse took place in defiance of an explicit order of the Government of Travancore that public roads in the state were open to all people irrespective of caste. The notification was promulgated in 1865. Nearly two decades later another notification to the same effect was issued. The arrogant, orthodox Hindus chose not to obey the royal injunction. The High Court gave an interpretation that helped maintain the status quo without alienating the powerful, orthodox, high caste Hindus. It distorted the royal edict to mean that the common access to roads applied only to 'Rajaveedhis' and not to 'gramaveedhis.' Thus, the prohibition remained in force. There was a justification for the ban on the use of the roads adjacent to the temple. The proximity of the people of the lower castes would defile the temple inside which sacred, customary rituals had to take place. Conservative opposition to the demand for access was based on this plea of defilement.		

What turned out to be one of the first massive uprisings in Kerala for the elimination of an injustice, for foregrounding the rights of the downtrodden in the mainstream politics of the state, began on a low key with representatives of the Ezhava community in the Travancore legislature (Kochu Kunjan Channar and Kumaran Asan) seeking a legis-lative solution to the problem. This happened in 1905. Later Asan brought the issue to the attention of the legislature. However, the issue remained unsolved. T.K. Madhavan was a radicalist who was bent on gaining ac-cess into the temple. He could not raise it in the legislature, leave alone dreaming of entry into temples. Madhavan had a fair mind to express his rage and disappointment in the form of some concrete action. The SNDP Yogam was not divided over the question of launching an agitation. The general feeling was that the issue would gain prominence if the Congress could be persuaded to lead the rebellion, if Gandhiji could be convinced of the urgency of the situation. Madhavan's discussions with Gandhiji at Tirunelveli on 23 September 1921 were fruitful. The Mahatma lent his support for the programme for eradicating untouchability. Madhavan, Sardar Panicker and K.P. Kesava Menon attended the AICC meet at Kakinada and prevailed upon the members to back the fight for the legitimate rights of the people of the avarna communities.

1	What were the primary factors that confined sections of Kerala's population in constricted spaces before the Vaikom Satyagraha?
2	What social evil was the revolt in Vaikom aimed at eradicating?
3	Why was the Shiva temple in Vaikom significant in the context of the movement?
4	What incident highlighted the severity of caste discrimination in Vaikom regarding Ayyankali?
5	What was the historical significance of the 1865 Travancore Government notification?
6	How did the temple authorities flout the Travancore Government's order opening all roads to all castes?
7	What was the reasoning given for keeping lower-caste individuals away from temple roads?
8	What strategy did T.K. Madhavan adopt to bring prominence to the issue?
9	Why was the AICC meeting at Kakinada significant for the Vaikom struggle? Which key figures, apart from Madhavan, participated in the efforts to convince the Congress?
10	What was the long-term consequence of the Vaikom Satyagraha on Kerala's political landscape?

Section B

All Questions can be answered. Each Question carries 6 marks (Ceiling : 24 Marks)

11	In what ways does the poem "Still I Rise" challenge the societal norms concerning femininity?
12	Consider how Bourdain's perspective as an outsider influences his interpretation of the changes occurring in Myanmar.
13	Critically read the poem "Mightier than War" in the background of the current geopolitical tensions.

14	If you were to start a climate campaign inspired by <i>The Climate Book</i> , what would it look like?
15	“I’m Not That Woman” is the poet’s defiance towards society’s double standards. Do you think that there is still double standard in the contemporary society?
Section C	
Answer any ONE. Each Question carries 10 marks (1x10=10 Marks)	
16	Sri Narayana Guru's philosophy challenged the traditional caste system in Kerala. Do you think that the Kerala society has progressed positively in the treatment of caste system today?
17	Analyse “The True Story of the Three Little Pigs” as a satire on contemporary news reporting.

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B.A HUMANITIES AND OTHER B.A. PROGRAMMES		
ENG2FA103(1B): ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES		
2024 Admission onwards		
Maximum Time: 1.5 Hours	Maximum Marks: 50	
Section A		
Read the passage given below and answer the following questions. Each question carries two marks. (Ceiling: 16 Marks) Our schools are the holy temples which raise each child to the world of letters and knowledge. Teachers are the main factors which help the children to turn their imagination into words. Teachers help them to bring out their talents by motivating them. Our new educational system gives due importance to handwritten magazines. It should be regarded as something which allows the young writers to express their mind without any restrictions. Thus, the magazine becomes a memory of their school days. It can develop group activities among the students. No doubt it creates a co-operative mind which develops a sharing and helping mentality among the children. Usually this is done at the primary stage of education. Handwritten magazines are usually prepared under the supervision of one or more teachers. Only a teacher can make the innocent scribbles of children more colourful. Usually a student representative will be in charge of the handwritten magazine. As the name denotes the "hand written" magazine is prepared by hand written works. So, students with good handwriting will have a lot of work during its preparation. Not only stories and poems but also comic pieces, pictures, puzzles, riddles, write ups etc. are included in it. It increases the curious nature of students. Their knowledge will not be limited to text books alone. For the contents of the magazines they search outside their curriculum. They are motivated in their learning process. Our world is subject to tremendous change day after day. There is immense development in the field of literature and Technology. So, it is necessary to motivate the young generation in such areas. The magazines that we prepare in our schools have a major role for motivating the students in the field of literature. Handwritten magazines enable the students to create a loving world of letters. Hidden talents of students are brought to light with the help of handwritten magazines. The students are engaged, from the beginning till its end i.e., from naming till its first presentation. This enables the students to create a confidence that will be helpful to them in their future days.		
1	What role do schools play in a child's education according to the passage? How do teachers contribute to a child's creative development?	

2	Why are handwritten magazines given importance in the new educational system? How do handwritten magazines foster group activities?
3	At what stage of education are handwritten magazines usually introduced? What is the role of a student representative in the preparation of a handwritten magazine?
4	How do creating a handwritten magazine benefit student beyond textbooks?
5	What does the passage say about the changing world and its impact on students?
6	What impact does a handwritten magazine have on students' confidence?
7	What values do students develop through the process of creating a handwritten magazine?
8	Why is teacher supervision necessary in the preparation of handwritten magazines?
9	How does the process of making a handwritten magazine engage students from start to finish?
10	What is the overall significance of handwritten magazines in student learning?

Section B

All Questions can be answered. Each Question carries 6 marks (Ceiling : 24 Marks)

11	Discuss how does the poem “Still I Rise” address the historical struggles of marginalised people?
12	Analyse how Noah uses humour, irony, and personal anecdotes to critique societal issues like apartheid, inequality, and abuse?
13	Create an alternative ending to the story “The True Story of the Three Little Pigs.”
14	Design a school curriculum based on ‘The Climate Book’ to educate students about the climate crisis.
15	Examine how effectively does Winterson address the theme of loneliness in 'The Spare Room'? Elucidate with specific examples.

Section C

Answer any ONE. Each Question carries 10 marks (1x10=10 Marks)

16	Critically analyse Mr. Crocker's portrayal of Nehru as a complex and multifaceted individual.
17	Asses the advantages and limitations of protests organized through social media.