

**Four Year Undergraduate Programme 2025**  
**English (Major)**  
**Semester IV**  
**MJEN7: Indian Fiction in English**

**Time: 3 Hours**

**Full Marks: 80**

**Questions are of equal value.**

**Answer Question No. 1 and any *three* from the rest.**

1. a) Give a critical account of the development of Indian Fiction in English.  

Or

b) Indian Fiction in English is by and large an urban middle-class literary phenomenon. Would you agree? Discuss with reference to the texts you have been taught.
2. *Swami and Friends* combines several Western and Indian literary and discursive elements. Discuss critically.
3. Arundhati Roy replaces collective political action with personal transgression in *The God of Small Things*. Would you agree? Justify your position with suitable references from the text.
4. Evaluate *The Hungry Tide* as an example of postcolonial fiction.
5. How do the short stories you have been taught engage with the idea of Indianness? Elucidate.
6. How does the empire write back through an indigenisation of the English language and English literary conventions? Answer with reference to the texts in your syllabus.

**Four Year Undergraduate Programme 2025**  
**English (Major)**  
**Semester IV**  
**MJEN08 English: British Poetry and Drama - 14<sup>th</sup>-17<sup>th</sup> Centuries**

**Time: 3 hours**

**Full Marks 80**

**Questions are of equal value**

**Question 1 is compulsory. Answer any *three* from the rest.**

1.a) Write an essay on the Elizabeth stage and acting conventions with references from at least two plays.

Or

b) How did Renaissance humanist education help in shaping Elizabethan plays? Write with reference to at least three instances.

2. The "General Prologue" to Chaucer's *Canterbury Tales* presents a wide cross section of medieval English society. Comment critically.

3. The setting, action and plot used in Elizabethan sonnets create a false sense of female agency. Discuss with reference to Spenser's poems.

4. Donne's poems of love and faith show a concern with power. Would you agree? Give reasons for your answer.

5. In *Macbeth* the killing of Duncan is not merely regicide but a violation of a moral order. Would you agree? Comment with instances.

6. In *The Merchant of Venice*, Portia saves the life of Antonio and establishes that she is the real 'hero' of the play. Would you agree? Justify

**Four Year Undergraduate Programme 2025**  
**English (Major)**  
**Semester IV**  
**MJEN09: British Poetry and Drama - 17<sup>th</sup> to 18<sup>th</sup> Century**

**Time: 3 Hours**

**Full Marks: 80**

**Questions are of equal value**

**Answer Question No. 1 and any three from the rest.**

1. (a) "The literature of the seventeenth and eighteenth centuries represent major social changes"? Do you agree? Substantiate your response.  
Or  
(b) "The literature of the seventeenth and eighteenth centuries make copious use of classical literary forms". Do you agree? Discuss with reference to the texts prescribed in your syllabus.
2. Discuss the use of satire in *The Alchemist*, addressing how Jonson critiques the gullibility of human beings and the societal pretensions of his time.
3. Comment on Milton's use of Classical and Christian motifs in the Invocation in *Paradise Lost*, Book I.
4. Comment on the presentation of the coronation scene in *MacFlecknoe*.
5. "*The Rape of the Lock* is marked by a celebration of colonial riches pouring into England". Do you agree? Justify your response.
6. "Dryden and Pope use different strategies in their use of the mock heroic". Discuss with reference to *MacFlecknoe* and *The Rape of the Lock*.

**Four Year Undergraduate Programme 2025**  
**English (Major)**  
**Semester IV**  
**MJEN10: British Literature 18<sup>th</sup> Century**

**Time: 3 Hours**

**Full Marks: 80**

**Questions are of equal value**

**Answer Question No. 1 and any *three* from the rest.**

1. (a) "The city is a major character in the literature of the eighteenth century". Do you agree? Substantiate your response.  

Or

(b) "Travel is a major theme in the literature of the eighteenth century". Do you agree? Discuss with reference to the texts prescribed in your syllabus.
2. Comment on the composition and significance of the Spectator Club in *The Coverley Papers*.
3. Gray's "Elegy" represents the poet as being on the margins of society. Discuss.
4. In *Robinson Crusoe* religion and economy complement each other. Do you agree? Give reasons for your answer.
5. Comment on the use of different levels of satire in *Gulliver's Travels*, Book I.
6. a) Analyse the themes of love, marriage, and social status in *The Way of the World*, while also reflecting on Congreve's critique of 18th-century society.  

Or

b) Dr. Johnson uses the satire on the city to launch into political satire in "London". Discuss.



**Four-Year Undergraduate Examination, 2025**

**Semester – IV (NEP)**

**English**

**AECC (Ability Enhancement Compulsory Course): English Language and Communication II**

**Time: 3 Hours**

**Full Marks: 40**

**Questions are of equal value.**

**Answer any *four* questions.**

1. Write an e-mail to the Principal of your Bhavana seeking permission to organise an interdepartmental debate competition.

2. As the representative of your Department, draft a notice for organising a farewell function for the outgoing students in the next month.

3. Write an essay on any one of the following topics:

- a) Impact of social media on the youth of the country, b) Climate crisis and its effect on humans, c) The problem of unemployment, d) Festivals of Santiniketan

**4) Read the passage carefully and answer the following questions.**

**5X2= 10**

Rabindranath Tagore was a towering figure in Indian literature and culture. Born on May 7, 1861, in Calcutta, India, Tagore was a polymath - a renowned Bengali poet, philosopher, playwright, educator, and composer. His literary works are known for their lyricism, depth, and universality, exploring themes of love, nature, spirituality, and the human condition. Tagore's collection of poems, "Gitanjali", earned him the Nobel Prize in Literature in 1913, making him the first non-European to receive this honor. He was a key figure in India's cultural renaissance, influencing not only literature but also art, music, and education. Tagore founded Visva-Bharati University, which aimed to promote cultural exchange and holistic learning. Tagore's vision for education emphasized the importance of creativity, freedom and holistic learning. He believed in the unity of all knowledge and the interconnectedness of different cultures. His legacy extends beyond India, inspiring artists, writers, and thinkers worldwide. Today, Tagore's works continue to be celebrated for their beauty, wisdom, and relevance.

- a. When was Rabindranath Tagore born?
- b. What award did Tagore receive in 1913?
- c. What themes did Tagore's writings explore?
- d. What did Tagore emphasize in his vision for education?
- e. What institution did Tagore establish, and what was its aim?

**5. Write a précis of the passage given below and add a suitable title.**

Unemployment in India remains a significant challenge, driven by a complex interplay of economic, demographic, and structural factors. As of 2025, the unemployment rate hovers around 7-8%, with urban areas and youth facing higher joblessness. The country's rapidly growing population, adding millions to the workforce annually, outpaces job creation, particularly in the formal sectors. While agriculture employs nearly 40% of the workforce, it contributes less to GDP, reflecting underemployment and low productivity. The manufacturing and service sectors, though growing, struggle to absorb the surplus labour due to automation and skill mismatches. Educated youth, especially graduates, face high unemployment due to a gap between academic training and industry demands. Government initiatives like Skill India and Make in India aim to boost employability and industrial growth, but their impact is gradual. Rural-to-urban migration further strains urban job markets, leading to informal employment with low wages and poor conditions. Women's participation in the workforce remains low, exacerbating gender disparities. Despite recent economic reforms, bureaucratic hurdles and inadequate infrastructure hinder job creation. Addressing unemployment requires sustained investment in education, skill development, and labour-intensive industries to align with India's demographic dividend and economic aspirations.