

Total No. of Printed Pages—4

6 SEM FYUGP ENGC6A

2026

(May/June)

ENGLISH

(Core)

Paper : ENGC6A

(Postcolonial Literature)

Full Marks : 60

Time : 2½ hours

*The figures in the margin indicate full marks
for the questions.*

UNIT—I

1. Answer any one of the following questions : 10

- (a) Discuss the key features of post-colonial literature.**
- (b) Discuss the themes of decolonization and identity politics in post-colonial literature.**
- (c) How does language play a crucial role in discussions on race, gender and ethnicity? Examine critically.**

- (d) Discuss the elements of nationalism and the phenomenon of resistance.

UNIT—II

2. Answer any *one* of the following questions : 10

- (a) Discuss the significance of the title of Chinua Achebe's *Arrow of God*.
 (b) How is the conflict between traditional Igbo culture and British colonial rule presented in *Arrow of God*?
 (c) Attempt a critical appraisal of the character of Ezeulu as depicted in *Arrow of God*.

3. Answer any *one* of the following questions : 5

- (a) Discuss the symbols and motifs as used in *Arrow of God*.
 (b) How is gender depicted in Chinua Achebe's *Arrow of God*?
 (c) Evaluate how cross-cutting pre-colonial experiences shape the African novel, *Arrow of God* and how colonial experiences disrupt all these.

(Continued)

UNIT—III

4. Answer any *one* of the following questions : 10

- (a) Discuss the use of the technique of magic realism in Garcia Marquez's *Chronicle of a Death Foretold*.
 (b) Discuss the complex links between gender, class and violence in Garcia Marquez's *Chronicle of a Death Foretold*.
 (c) Discuss the themes of fate and free will as represented in Marquez's *Chronicle of a Death Foretold*.

5. Answer any *one* of the following questions : 5

- (a) Write a note on the women characters in Marquez's *Chronicle of a Death Foretold*.
 (b) Comment on the theme of violence in Marquez's *Chronicle of a Death Foretold*.
 (c) Comment on the symbolic use of birds in Garcia Marquez's *Chronicle of a Death Foretold*.

UNIT—IV

6. Answer any *two* of the following questions :

5×2=10

- (a) How does the author address the issues of oppression of women and female identity in *The Collector of Treasures*?

(Turn Over)

- (b) How does Ama Ata Aidoo relate education to the theme of women empowerment in *The Girl Who Can*?
- (c) Discuss *The Green Leaves* in the context of European colonialism.

UNIT—V

7. Answer any *two* of the following questions :

5×2=10

- (a) *The Way Spain Was* by Pablo Neruda depicts Spain as a country that is both beautiful and tragic. Discuss.
- (b) Discuss Derek Walcott's *A Far Cry from Africa* or *Names* from post-colonial perspectives.
- (c) Discuss how Mamang Dai in *An Obscure Place* celebrates the ecological, cultural, and spiritual identity of Northeast India.

★ ★ ★

6 SEM FYUGP ENGC6B

2026

(May/June)

ENGLISH

(Core)

Paper : ENGC6B

(World Literature)

Full Marks : 60

Time : 2½ hours

*The figures in the margin indicate full marks
for the questions.*

UNIT—I

(Literary and Social Context)

1. Answer any one of the following questions : 10

- (a) Why do we study world literature?
Briefly describe the idea of world
literature.

- (b) "Adults do not read children's books in the same way children do." Discuss the key patterns of difference in interpretation and engagement of an adult reader from the child reader.
- (c) "Memory is not a static repository of the past but a dynamic process of engagement." Elaborate on this statement with reference to its various functions in world literature.
- (d) Should world literature focus more on equal cultural representation? Assess the significance of the binaries of race and culture in shaping world literature.
- (e) Examine the concepts of identity, violence, global crisis and politics addressed in the works of poetry across the world.

UNIT—II

(Novel)

2. Answer any *one* of the following questions : 10

- (a) Elucidate Naipaul's engagement with

issues of hybridity and displacement through his characters in *A Bend in the River*.

- (b) *A Bend in the River* is the first of Naipaul's novels to offer an expansive, fully articulated and unflinching treatment of his newfound sense of human vulnerability. Discuss.

3. Answer any *one* of the following questions : 5

- (a) How does V. S. Naipaul's *A Bend in the River* represent post-colonialism? Write a short note.
- (b) Discuss the issue of identity crisis in *A Bend in the River*.
- (c) Analyze Salim's relationship with the Africans as presented in the novel.
- (d) What is the significance of Raymond's discussion of history and the impossibility of reconstructing real historical truth? Comment.

UNIT—III

(Drama)

4. Answer any one of the following questions : 10

(a) Comment on the use of surrealism and multimedia technology to advance a political agenda in *The Unnatural and Accidental Women*.

(b) *The Unnatural and Accidental Women* stages naming and witnessing as commemorative as well as recuperative acts. Comment.

5. Answer any one of the following questions : 5

(a) Write a note on the significance of the title of *The Unnatural and Accidental Women*.

(b) Analyze the character of Rebecca and her significance in the play.

(c) How does Marie Clements blend realism and indigenous spirituality in the play, *The Unnatural and Accidental Women*? Evaluate.

(Continued)

(d) What message does the play, *The Unnatural and Accidental Women* convey about justice and remembrance? Comment.

UNIT—IV

(Novella)

6. Answer any two of the following questions :

5×2=10

(a) How does the Little Prince teach its readers about pain and loss in a world that is difficult to understand?

(b) Analyze the themes of loneliness, friendship and love through a reading of *The Little Prince* as a young adult fiction.

(c) Elaborate on the use of fantasy in *The Little Prince*.

(d) Describe, in brief, the Little Prince's attitude towards the Baobabs and the sunsets as described in the novella.

26P/1014

(Turn Over)

(6)

- (e) Why can the novella, *The Little Prince* be read by both children as well as adults? Give reasons in support of your answer.

UNIT—V

(Poetry)

7. Answer any *two* of the following questions :

5×2=10

- (a) Discuss the representation of time in Judith Wright's poem, *Bora Ring*—the past versus the present.
- (b) Analyze the poetic techniques Judith Wright uses to convey grief and lamentation in the poem, *Bora Ring*.
- (c) How does Gabriel Okara portray the theme of cultural conflict in the poem, *The Mystic Drum*? Comment.
- (d) Discuss the political background that shapes the meaning of Shu Ting's poem, *Assembly Line*.

(7)

- (e) *Two dead Soldiers* is a powerful elegy that mourns not just two men, but all victims of war. Elucidate your views on Jean Arasanayagam's poem.

(Continued)

Total No. of Printed Pages—4

6 SEM FYUGP ENGC6C

2026

(May/June)

ENGLISH

(Core)

Paper : ENGC6C

(**American Literature**)

Full Marks : 60

Time : 2½ hours

*The figures in the margin indicate full marks
for the questions*

UNIT—I

(**Literary and Social Context**)

1. Answer *any one* of the following questions : 10

- (a) Discuss the significance of the concept of the American Dream.
- (b) Discuss the growth of the Black literary voice in American literature.
- (c) Analyze the elements of social realism in American drama.
- (d) Examine the elements of realism and fantasy inherent in American fiction.

(2)

UNIT—II

(Drama)

2. Answer **any one** of the following questions : 10

- (a) Discuss the autobiographical elements in *A Streetcar Named Desire*.
- (b) Critically examine the symbols in *A Streetcar Named Desire*.
- (c) Discuss the theme of Illusion versus Reality in *A Streetcar Named Desire*.

3. Answer **any one** of the following questions : 5

- (a) Is Blanche DuBois a victim or victimized? Comment.
- (b) Briefly discuss the significance of the title, *A Streetcar Named Desire*.
- (c) Write on the character of Stella Kowalski.

UNIT—III

(African-American Novel)

4. Answer **any one** of the following questions : 10

- (a) Explore the impact of slavery on identity in the novel, *Beloved*.

(3)

(b) Sethe represents 'the silenced voice' of the black slave woman, her most important characteristic being her devotion to her children. Discuss.

(c) Discuss how memory functions both as a burden and a form of survival in *Beloved*.

5. Answer **any one** of the following questions : 5

- (a) Write on the character of Paul D.
- (b) What is the significance of 124 Bluestone Road in *Beloved*?
- (c) What does the character of 'Beloved' symbolize?

UNIT—IV

(Short Stories)

6. Answer **any two** of the following questions :

5×2=10

- (a) Briefly discuss the theme of power and authority in *The Purloined Letter*.
- (b) Write on the character of C. Auguste Dupin.
- (c) What does the 'letter' symbolize in the story, *The Purloined Letter*?

- (d) Discuss the theme of ambiguity in the story, *Dry September*.
- (e) What is the 'irony' in Faulkner's *Dry September*?
- (f) Write a short note on the character of John McLendon.

UNIT—V

(Poetry)

7. Answer **any two** of the following questions :

5×2=10

- (a) Discuss the theme of gender inequality in *The Prologue*.
- (b) Examine the symbols in *O Captain! My Captain!*.
- (c) How does Whitman's poem, *Passage to India* reflect the spiritual journey of humanity?
- (d) Examine the conflict between tradition and change in *Mending Wall*.
- (e) Write a note on the biblical allusions used in *Crow Testament*.

★ ★ ★

Total No. of Printed Pages—7

6 SEM FYUGP ENGC6D

2026

(May/June)

ENGLISH

(Core)

Paper : ENGC6D

(**Literary Theory-I**)

Full Marks : 60

Time : 2½ hours

*The figures in the margin indicate full marks
for the questions*

UNIT—I

1. Answer **any one** of the following questions : 10

- (a) How does Gramsci distinguish 'civil society' and 'political society' in connection to the function of intellectuals in society? Elucidate.

(b) For Gramsci, hegemony operates through civil society. Discuss with reference to his essay, *The Formation of the Intellectuals*.

(c) What are the Ideological Apparatuses of State and how do they function to dominant ideologies? Discuss.

2. Answer briefly **any one** of the following questions :

5

(a) "School is the instrument through which intellectuals of various levels are elaborated." Explain.

(b) What does Althusser mean by reproduction of the means of production and reproduction of labour power in the context of ideology?

(c) What role do intellectuals play in the maintenance or subversion of hegemonic control?

UNIT—II

3. Answer **any one** of the following questions : 10

(a) How does Showalter justify/response to the criticism of feminist scholars of her book, *A Literature of Their Own*? Explain.

(b) Critically respond to the idea of female literary tradition in relation to Showalter's essay, *Twenty Years on : A Literature of Their Own Revisited*.

(c) How does 'female homosexuality' usually get interpreted and contained within a phallogentric sexual economy as explained in Irigaray's essay, *When the Goods Get Together*?

4. Answer briefly **any one** of the following questions :

5

(a) Write a note on Showalter's concept of 'New Woman'.

(b) Discuss the ways suggested by Irigaray for women to counter domination and commodification.

(4)

- (c) Comment briefly on Irigaray's critique of Freud.

UNIT—III

(Post-structuralism)

5. Answer *any one* of the following questions : 10

- (a) For Derrida, the center "close off the play, which it opens up and makes possible." It represents "a fundamental immobility and a reassuring certitude, which itself is beyond the reach of the play."

Discuss the idea of the center, in governing the operations within any structure.

- (b) Discuss Derrida's thoughts on Bricolage in the light of the G. Genette's statement that the analysis of Bricolage could 'be applied almost word for word' to criticism, and especially to literary criticism.

(5)

- (c) How does Foucault discuss the relationship between truth, power and the position of the intellectual in society?

6. Answer briefly *any one* of the following questions : 5

- (a) In what way does Derrida bring in Claude Lévi-Strauss to his discussion?
- (b) Outline Foucault's theory of power in brief.
- (c) Prepare a note on Foucault's ideas on the evolution of the 'universal intellectual' into the 'specific intellectual'.

UNIT—IV

(Post-Colonial Studies)

7. Attempt *any one* of the following questions : 10

- (a) "The foundation that Macaulay laid of education has enslaved us." Discuss the statement as a starting point for Gandhi's views on education as elaborated in *Hind Swaraj*.

(6)

(b) Discuss, in detail, Gandhi's ideas on experiments in education and his vision of new education.

(c) How does Edward Said discuss 'Orientalism' as a way of defining and locating Europe's 'other'? Discuss.

(d) Examine Ahmad as a Marxist post-colonial critic with specific reference to the prescribed essay.

8. Answer briefly *any one* of the following questions :

5

(a) Prepare a note on 'swaraj' as defined by Gandhi in *Hind Swaraj*.

(b) What is the crisis referred to in Edward Said's *Orientalism*?

(7)

(c) Briefly discuss Ahmad's views on the interrelated, comparative approach in studying 'Indian English'.
