

CENTRAL UNIVERSITY OF RAJASTHAN

CENTRE FOR DISTANCE & ONLINE EDUCATION

Department of English

End Semester Examinations, Session 2025-26 (Odd Semester)

Programme : English
Course Code : 6.0 ODLENG01
Course Title : Renaissance to Restoration
Course Credit : 3

Semester : 1
Maximum Marks : 70
Time Allowed : 3 Hrs
Total Printed Pages : 2

Instructions to Candidates: (If required)

1.

Q.No.			Marks
1.	A	What were the major characteristics of the Renaissance period in English literature?	[10]
		OR	
	B	How did Humanism influence Renaissance literature?	[10]
2.	A	Examine the theme of appearance versus reality in <i>Hamlet</i> with suitable examples from the play.	[10]
		OR	
	B	Discuss the significance of Ophelia in <i>Hamlet</i> . How does her character contribute to the tragic structure of the play?	[10]
3.	A	"Reading makes a full man; conference a ready man; and writing an exact man." Explain this statement in the context of <i>Of Studies</i> .	[10]
		OR	
	B	Discuss the central idea of <i>Of Studies</i> . How does Bacon explain the importance and uses of studies in human life?	[10]
4.	A	Discuss Lucifer's character in <i>Paradise Lost</i> Book I with special reference to his leadership qualities and pride after his fall into Hell.	[10]
		OR	
	B	Critically comment upon the idea of heaven and hell in Book I of <i>Paradise Lost</i> .	[10]
5.	A	Discuss the significance of the conceit of the compass in "A Valediction: Forbidding Mourning".	[10]
		OR	
	B	Discuss the theme of innocence and childhood in "The Retreat".	[10]

6.	A	Examine the theme of solitude and peace in "The Garden".	[10]
		OR	
	B	How do Metaphysical poets combine intellect and emotion in their poetry? Illustrate with suitable examples.	[10]
7.	A	Examine <i>The Way of the World</i> as a comedy of manners.	[10]
		OR	
	B	Discuss the themes of love, marriage, and social hypocrisy in <i>The Way of the World</i> .	[10]

CENTRAL UNIVERSITY OF RAJASTHAN

CENTRE FOR DISTANCE & ONLINE EDUCATION

Department of English

End Semester Examinations, Session...2025-26.....(.....Ist... Semester)

Programme : M.A.(English)

Course Code : 6.0ODLENG02

Course Title : Neo-Classicism to Romanticism

Course Credit : 03

Semester : 1

Maximum Marks : 70

Time Allowed : 3 Hrs

Total Printed Pages : 02

Instructions to the candidate: All questions are compulsory.

Q.No.		Marks
1.	Bring out the role of myth in Mary Shelley's <i>Frankenstein</i> .	[10]
	OR	
	Illustrate how Gulliver manages to strike an adjustment with the Houyhnhnms.	[10]
2.	Justify <i>Kubla Khan</i> as a vision in a dream.	[10]
	OR	
	Draw a sketch of contemporary society based on <i>The Rape of the Lock</i> .	[10]
3.	How does the poem <i>The Tyger</i> reflect Blake's understanding of the creator and the world.	[10]
	OR	
	Explain the narrative techniques used by the writer in <i>Frankenstein</i> .	[10]
4.	Critically appreciate the poem <i>Ode on a Grecian Urn</i> .	[10]
	OR	
	How does Shelley justify the comparison between himself and the West Wind in <i>Ode to the West Wind</i> .	[10]
5.	Discuss Wordsworth's perspective on transition from childhood to adulthood in the <i>Immortality Ode</i> .	[10]
	OR	
	Justify the title of the novel <i>Pride and Prejudice</i> and the use of irony in it.	[10]
6.	Elaborate the salient features of the Neo-Classical age.	[10]
	OR	
	Delineate <i>Pride and Prejudice</i> as a feminist text.	[10]
7.	Write a detailed note on Romantic age.	[10]
	OR	
	Point out the Neo-Classical characteristics of <i>The Rape of the Lock</i> .	[10]

CENTRAL UNIVERSITY OF RAJASTHAN
CENTRE FOR DISTANCE & ONLINE EDUCATION
Department of English
Semester-I, End-Semester Examination (ESE), June 2026
Course Code: 6.0 ODLENG03
Title of the Course: Literary Criticism

Time: 3 hours

Max. Marks: 70

General Instructions: *All questions are compulsory.* Each question carries 10 marks

1. Critically comment on Aristotle's idea of 'law of probability and necessity'

OR

Explain with examples how sublimity in art is created as theorised by Longinus.

2. Discuss Alexander Pope as a classicist with some romantic streak.

OR

Evaluate Johnson's estimate of Shakespeare as a dramatist.

3. Elucidate the idea of imagination as theorised by Coleridge.

OR

Compare the mimetic and expressive theories of art as traditionally conceived.

4. What, according to Arnold, are the essential functions of criticism? Discuss.

OR

Examine Arnold's ideas of 'historical estimate' 'personal estimate'.

5. Critically examine Eliot's views on the nature of poetry and its process of creation.

OR

Evaluate T.S. Eliot as a modernist critic within the English critical tradition.

6. Explain the two uses of language as theorized by I.A. Richards.

OR

Contextualize Practical criticism in the 20th century critical tradition of England.

7. Write a note on 'literary criticism' as a discipline.

OR

Discuss the growth of English literary tradition.

CENTRAL UNIVERSITY OF RAJASTHAN
CENTRE FOR DISTANCE & ONLINE EDUCATION

End Semester Examination, Session 2025-26 (First Semester)

Programme : M. A. English
Course Code : 6.0 ODLENG04
Course Title : American Literature
Course Credit : 03

Semester : 1
Maximum Marks : 70
Time Allowed : 3 Hrs
Total Printed Pages : 02

Instructions to Candidates: (If required)

1. **General Instructions:** There are 7 questions with each having internal choice. All questions are compulsory. Each carries 10 marks

Q.No.		Marks
1.	Throw light on the advantages and disadvantages of 'books' as a resource for the scholar as explained by Emerson in the essay "The American Scholar".	[10]
	OR	
	"We will walk on our own feet; we will work with our own hands; we will speak our own minds. The study of letters shall be no longer a name for pity, for doubt, and for sensual indulgence." Explain Emerson's idea of American scholar in the light of above statement.	[10]
2.	Critically comment upon the opening section (Part- 1) of the poem "Passage to India".	[10]
	OR	
	Explicate the transcendental elements present in Walt Whitman's poem "Passage to India".	[10]
3.	Examine the contrast charted out by Wallace Stevenson in the poem "Anecdote of the Jar" and throw light on its suggestive meaning.	[10]
	OR	
	Critically examine the philosophical undertone in Robert Frost's poem "West Running Brook".	[10]
4.	Critically comment upon the role of Nick Carraway in the novel <i>The Great Gatsby</i> .	[10]
	OR	
	Analyze F. Scott Fitzgerald's novel <i>The Great Gatsby</i> as a critique of American Dream.	[10]

5.		How far does Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i> capture the reality of institutionalized slavery in America? Explain with suitable illustrations.	[10]
		OR	
		Point out the predicament of a black woman in the light of Chapter 1 and 2 from <i>Incidents in the Life of a Slave Girl</i> .	[10]
6.		Compare and contrast the characters of Blanche DuBois and Stella Kowalski in Tennessee Williams's play <i>A Street Car Named Desire</i> .	[10]
		OR	
		Critically analyze the symbols used in Tennessee Williams's play <i>A Street Car Named Desire</i> .	[10]
7.		Explain the following extract with reference to the context: "Her Message is committed To Hands I cannot see — For love of Her — Sweet — countrymen — Judge tenderly — of Me"	[10]
		OR	
		Identify the central metaphor and trace its development in the poem, "I Felt a Funeral in My Brain".	[10]

CENTRAL UNIVERSITY OF RAJASTHAN

CENTRE FOR DISTANCE & ONLINE EDUCATION

Department of English

End Semester Examinations, Session 2025-26 (Odd Semester)

Programme : English
Course Code : 6.0 ODLENG33
Course Title : Culture and Society
Course Credit : 3

Semester : I
Maximum Marks : 70
Time Allowed : 3 Hrs
Total Printed Pages : 2

Instructions to Candidates: (If required)

1.

Q.No.			Marks
1.	A.	How did the Industrial Revolution change the definition of culture, according to Raymond Williams?	[10]
		OR	
	B.	What are the main differences between the culturalist and structuralist paradigms outlined by Stuart Hall?	[10]
2.	A.	How do subcultures use style and fashion as symbolic resistance against dominant norms?	[10]
		OR	
	B.	What is the difference between culture and subculture? Answer with examples.	[10]
3.	A.	How does the culture industry homogenize art and media to create meaning?	[10]
		OR	
	B.	What is culture industry? Answer with suitable examples.	[10]
4.	A.	What defines the culture of the Internet according to Manuel Castells?	[10]
		OR	
	B.	Discuss how Internet functions as a creative as well a critical space of engagement?	[10]
5.	A.	How does Billie Holiday's "Strange Fruit" use art to confront racism?	[10]
		OR	
	B.	In what ways did "Blowin' in the Wind" capture the 1960s anti-war sentiment?	[10]
6.	A.	What utopian ideals does John Lennon propose to achieve true global peace?	[10]

		OR	
	B.	What role does music play in the creation of culture? Answer with examples.	[10]
7.	A.	Discuss the role 'everyday' plays when it comes to the politics of presentation.	[10]
		OR	
	B.	Goffman uses the tropes of Drama to discuss the presentation of self. What are some of the tropes?	[10]

CENTRAL UNIVERSITY OF RAJASTHAN

CENTRE FOR DISTANCE & ONLINE EDUCATION

Department of English

End Semester Examinations, Session 2025-26 (Semester I)

Programme : English

Course Code : 6.0 ODLENG35

Course Title : Comparative Literature

Course Credit : 3

Semester : 1

Maximum Marks : 70

Time Allowed : 3 Hrs

Total Printed Pages : 02

Instructions to Candidates: All questions are compulsory, 10 Marks each. Word limit 400-500.

Q.No.			Marks
1.	A	How does Comparative Literature broaden our understanding of literature and culture? Discuss the nature and scope of the discipline in light of this statement.	[10]
		OR	
	B	Trace the emergence and evolution of Comparative Literature in both Western countries and India, highlighting its major phases of growth and development.	[10]
2.	A	How do Tagore's concept of <i>Vishwa Sahitya</i> and Goethe's idea of <i>Weltliteratur</i> serve as the foundational principles of Comparative Literature? Discuss.	[10]
		OR	
	B	"everywhere there is connexion, everywhere there is illustration: no single event, no single literature, is adequately comprehended except in its relation to other events, to other literatures." In the light of the statement, share your understanding of Comparative Literature.	[10]
3.	A	Explain how Charles Bernheimer's report on the American Comparative Literature Association reflects and responds to the changing socio-political world order.	[10]
		OR	
	B	Illustrate the broad changes introduced in Comparative literature in the 1990s. Give reasons for the same.	[10]
4.	A	Discuss how Vishal Bhardwaj relocates Shakespeare to Kashmir, with particular reference to the political parallels between the original works and their adaptations.	[10]
		OR	
	B	Critically examine the diverse versions and reinterpretations of the Ramakatha in India and across the world, highlighting their cultural and literary variations.	[10]

5.	A	Discuss the complexities and ethical concerns involved in Translation Studies, and examine the challenges of untranslatability faced by translators during the process of translation.	[10]
		OR	
	B	Elaborate on the role and place of translation in India. What does Sujit Mukherjee mean by 'linguistico-political change' witnessed in India with the advent of English?	[10]
6.	A	Critically analyze Muhammad Umar Memon Asaduddin's translation of Ismat Chughtai's <i>Chowthi ka Jowra</i> through the lens of gender in Translation Studies.	[10]
		OR	
	B	Explain Venuti's ideas of 'domestication' and 'foreignization' in the two prescribed translations of Renu's 'Panchlight'.	[10]
7.	A	Explain Gayatri Chakravorty Spivak's notion that "translation is the most intimate form of reading," and discuss its significance in the context of Translation Studies.	[10]
		OR	
	B	Can the translator ever be considered absent in the target text? Critically examine whether the gender, caste, and ideology of the translator influence the process and outcome of translation, with suitable examples.	[10]

CENTRAL UNIVERSITY OF RAJASTHAN
Semester-I, End-Semester Examination (ESE), June 2026
CENTRE FOR DISTANCE & ONLINE EDUCATION
Course Code: 6.0ODLENG38
Title of the Course: Writers of the Diaspora

Time: 3 hours

Max. Marks: 70

General Instructions: *All questions are compulsory.* Each question carries 10 marks

1. Trace the semantic evolution of the concept of diaspora.

OR

Write a note on Kapil Kapoor's ideas of 'into India diaspora' and 'out of India diaspora'.

2. Briefly comment on the theme of the story "My Son, the Fanatic".

OR

Examine the function of the metaphor of 'swimming' in the story "Swimming Lessons".

3. Critically discuss the issue of racial identity as it emerges in the novel *No New Land*.

OR

Comment on the role of history in the narrative of the novel *No New Land*.

4. Analyse the poetics of remembrance and loss in the poems of Agha Shahid Ali.

OR

Critically evaluate Agha Shahid Ali as an Indian poet in diaspora.

5. How does the memoir *Fault Lines* represent postcolonial nationalism?

OR

Discuss the significance of recurring images—water, dust, journeys, borders—in Alexander's *Fault Lines*.

6. Critically discuss the role of religion, nation, and culture in diasporic experience. Illustrate from the texts prescribed.

OR

In Diaspora literature, language and food become a synecdoche of a way of life. Comment.

7. Trace the etymology of the term 'diaspora'

OR

Discuss the various kinds of diaspora as theorized by Kapil Kapoor.

CENTRAL UNIVERSITY OF RAJASTHAN

CENTRE FOR DISTANCE & ONLINE EDUCATION

Department of English

End Semester Examinations, Session 2025-26 (Odd Semester)

Programme : English
 Course Code : 6.0 ODLENG39
 Course Title : Life Writing
 Course Credit : 3

Semester : I
 Maximum Marks : 70
 Time Allowed : 3 Hrs
 Total Printed Pages :

Instructions to Candidates: (If required)

1.

Q.No.			Marks
1.	A	What is life writing, and how is it different from autobiography and biography?	[10]
		OR	
	B	How can life writing help readers understand an individual's identity and society?	[10]
2.	A	How does Olney explain the relationship between memory and self in autobiography?	[10]
		OR	
	B	Why does Naipaul feel the need to write about himself and his journey?	[10]
3.	A	How can life writing add to the issue of disability in society? Answer with reference to Preeti Monga's book.	[10]
		OR	
	B	How does Preeti Monga in <i>The Other Senses: An Inspiring True Story of a Visually Impaired</i> describe her experiences with the world around her?	[10]
4.	A	Write the Critical appreciation of Maya Angelou's <i>I Know Why the Caged Bird Sings</i> .	[10]
		OR	
	B	Discuss the role of identity and self-discovery in Maya Angelou's memoir.	[10]
5.	A	Discuss the significance of personal experience in shaping Ambedkar's narrative in <i>Waiting for a Visa</i> .	[10]
		OR	
	B	In what ways does <i>Waiting for a Visa</i> function as both autobiography and social critique?	[10]

6.	A	How does Lalitambika Antharjanam portray the position of women in society in <i>Cast Me Out If You Will</i> ?	[10]
		OR	
	B	How does <i>Cast Me Out If You Will</i> reflect themes of identity and exclusion?	[10]
7.	A	Discuss the relationship between Kafka's personal life and his writing in <i>Letters</i> .	[10]
		OR	
	B	How does Kafka's letter function as a form of life writing?	[10]

Department of English
Central University of Rajasthan
Kishangarh, Ajmer, Rajasthan

ESE (6.0 ODLENG81 Reading Skills)

Max. Marks: 70

Time: 3 hours

I Go through the passage given below and answer the given questions. Each question is of 10 marks

1. a) Skim through the text and explain what it is about. Suggest a suitable title also.
OR
b) Scan through the text and write the relevant information paragraph wise.
2. a) Frame 10 Wh- questions from the given text and explain the type of information that each question seeks.
OR
b) Frame 10 questions (Only Yes/ No type) from the given text and explain the type of information that each question seeks.
3. a) Comment on the suitability of paragraphs 1-4. Suggest if some paragraphs could be clubbed or deleted. Also point out the topical sentence in each paragraph and the expansion.
OR
b) Comment on the suitability of paragraphs 5-8. Suggest if some paragraphs could be clubbed or deleted. Also point out the topical sentence in each paragraph and the expansion.

Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago, but until now no one has been able to show that a woman's ability to read in itself improves her children's chances of survival.

Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival.

In 1979, the government of Nicaragua established a number of social programmes, including a National Literacy Crusade. By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write and use numbers.

During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua

and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all. The women were asked how many children they had given birth to and how many of them had died in infancy. The research teams also examined the surviving children to find out how well-nourished they were.

The investigators' findings were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, Those mothers who later went on to learn to read had a similar level of child mortality(105/1000).For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.

In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourished than those of women who could not read.

Why are the children of literate mothers better off? According to Peter Sandiford of the Liverpool School of Tropical Medicine, no one knows for certain. Child health was not on the curriculum during the women's lessons, so he and his colleagues are looking at other factors. They are working with the same group of 3,000 women, to try to find out whether reading mothers make better use of hospitals and clinics, opt for smaller families, exert more control at home, learn modern childcare techniques more quickly, or whether they merely have more respect for themselves and their children.

The Nicaraguan study may have important implications for governments and aid agencies that need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health. 'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.' Cleland warns that the Nicaraguan crusade was special in many ways, and similar campaigns elsewhere might not work as well. It is notoriously difficult to teach adults skills that do not have an immediate impact on their everyday lives, and many literacy campaigns in other countries have been much less successful. 'The crusade was part of a larger effort to bring a better life to the people,' says Cleland. Replicating these conditions in other countries will be a major challenge for development workers.

II Go through the passage given below and answer the given questions::

4. a) Analyse the given text on the following parameters:
- i) Simplicity/ complexity of vocabulary
 - ii) Simplicity/ complexity of structures

OR

b) Analyse the given text on the following parameters:

- iii) Tone
 - iv) Overall appeal of the text
 - v) Logical progression
5. a) Prepare appropriate notes based on the information given from paragraph 1-4.
OR
b) Prepare appropriate notes based on the information given from paragraph 5-8.
6. a) Extract the relevant information from the given text, paragraph 1-4
OR
b) Extract the relevant information from the given text, paragraph 5-8

This mess-up with the CBSE English paper was something just waiting to happen. As far back as I can remember I have been seeing English comprehension passages in Indian textbooks that felt decidedly ... old. And foreign. At first I would be bothered only about the language, which had a musty smell of long-ago British English that would surely feel strange to young Indian teachers. And here, now, comes a passage in a CBSE 10th Board exam paper that speaks airily of a wife in an earlier time as “accepting her husband’s sway”, so that she could “gain obedience from the young”. Then it cuts to a present time when “Father’s word had no longer the holy writ and given the Bible itself was relegated to a high shelf quite unsuitable for the young.”

The *Bible*? Where had they got this precious document from, and what was this about the Bible in a 10th Boards comprehension passage for Indian teenagers in the year 2021? It wasn’t as though the English was all that good. Who wrote this piece? I wondered. A man. That was the only thing that was certain. Indian? British? Hard to tell.

It takes a different level of English to see that this extract might actually be tongue-in-cheek, and not totally supportive of the old patriarchal way. But on the surface it pushes all the wrong buttons, and this is why it caused such an uproar among the parents and teachers. It does, after all, start with a dismissive comment about teenagers living “in a world of their own”, a prime cause of which, it seems, is “clearly the lack of parental authority in the home”. I am not even certain that the ones who chose it to put in the exam paper knew it might be ironic. Most

probably they heartily approved it at first glance since it looked like an old-fashioned yearning for a return to the golden days of male authority and female submission.

Years ago I asked a friend who had worked at NCERT why English comprehension passages in India read like old British essays, with a dry tone that it was so easy to misunderstand. Wasn't it easier to get Indian writers who knew Indian children and ask them to write simple, straightforward prose that connected to things that children thought about? No, I was told. The prime consideration was not having to pay royalties for the articles. A living local writer would need to be paid. And that, it seems, was a very big problem. No, a dusty old piece from Britain was much less trouble. And their English was always good, wasn't it?

What bothers me about this passage is that, after the half-hearted attempt to sound cool, the writer caps his argument with "What people were slow to observe was that the emancipation of the wife destroyed the parent's authority over the children." Equality, clearly, is not a very good thing, as "married women now retained their identity and some of them even pursued separate careers." Even with the self-deprecating ending, of men "readily dropping the role of infallible tyrant in the house", the smug sense of upper class male entitlement does not go away.

So there is an agenda here, slipped in in the guise of a passage children absolutely have to read, because it is a Board exam. Agenda that fits in with the kind of thinking that is being pushed on the young these days to promote a new "obedience", a new tolerance of stern authority, and submissiveness from men and women alike. It is probably too much to expect, in the present Dark Age, that the powers-that-be have an interest in opening children's minds and encouraging them to think for themselves. But a passage like this that wishes for obedience from "children and servants", however much it is dressed up as mild humour, is sinister.

In a future age we will have to sit and design more wholesome material as lessons or readings for our children. We will have to choose age-appropriate texts that do not require children to see through layers of hidden meaning. We will have to write textbooks that explain these comprehension passages in Indian languages, not just in English, so that the teacher misses nothing and can actually discuss the material with the class, instead of having to stay inscrutably mute, to hide the sad truth that some of the meaning has escaped her. And we will have to come up with an examination system that pushes our children to think and be imaginative, and to disagree, as the young are meant to do.

And when that day comes, we will all shake our heads in disbelief at the sort of things that passed as education in this great land of ours once upon a time.

7.a) Comment on the reading comprehension test in an IELTS exam.

OR

b) Comment on the reading comprehension text in TOEFL exam.



Central University of Rajasthan

Center for Distance and Online Education (CDOE)

Dear Learner,

Greetings from the CDOE!

As you are aware, every student enrolled in the ODL Programme is required to write and submit assignments for each course. These assignments form an important component of the continuous assessment and carry **30% weightage** of the overall grade for each course.

Please carefully note the following instructions:

General Instructions

1. Please remember to attach the designated cover page on every assignment you submit. The format of cover page is attached for your reference.
2. All sections of the assignment are compulsory in nature. All questions are to be attempted, except for those where options are provided.
3. Please write the answer mentioning the correct corresponding question number given in the assignment.
4. Please write on continuous pages and number each page.
5. All assignments should be handwritten. Typed or printed assignment will not be accepted.
6. it is strongly recommended to keep a copy (photocopy or scanned) of the assignment sent by you for your record.
7. **The last date for submitting assignments is 10.06.2026.** Submission of assignments is required to appear in the End Semester Examination.
8. Assignments can be deposited at CDOE, Curaj or sent through post to **Director, Centre for Distance and Online Education (CDOE), Room 102, Administration Building, Central University of Rajasthan, Bandarsindari, District: Ajmer – 305817, Rajasthan.**

Director

Centre for Distance and Online Education (ODL & OP)



राजस्थान केन्द्रीय विश्वविद्यालय Central University of Rajasthan

Assignment

Open and Distance Learning Programme

Learner's Name :
Enrollment Number :
Academic year and Session :
Programme Name and Code :
Course Code :
Course Title :
.....

Learner's Signature

Centre for Distance and Online Education (CDOE)

Room 102, Administration Building, Central University of Rajasthan

N.H. 8, Bandarsindari, District: Ajmer – 305817, Rajasthan

Website: www.curaj.ac.in | Email: cdoe@curaj.ac.in | Phone : 01463 257 556

Central University of Rajasthan

Centre for Distance and Online Education

Open and Distance Learning Programme

Assignment

Programme Name: M.A. English

First Semester

Programme Code: ODLMAEN

Instructions:

1. In the M.A. (English) programme, two assignments have been planned for the continuous evaluation of the learner in each course of the curriculum.
2. The learner can appear in the term-end examination of the concerned course only after completing both assignments and submitting them within the stipulated time period.
3. Each assignment carries 15 marks. Thus, a total of 30 marks are allocated for assignments for each course.
4. In each assignment, The learner is expected to attempt all questions, keeping in mind the internal choices provided.
5. The assignments must be written in the learner's own handwriting. Typed or printed assignments will not be accepted.
6. The last date for submission of the assignments is **15/06/2026**. Learners should complete them within the stipulated time and send them by post or submit them in person at the following address:

Address for Submission of Assignments:

Director, Centre for Distance and Online Education (CDOE), Room - 102, Administration Building, Central University of Rajasthan, Bandarsindari, Jaipur – Ajmer highway, District - Ajmer – 305817, Rajasthan.

Title of the Course: Renaissance to Restoration

Course Code: 6.0 ODLENG01

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

- Q. 01 Explain the significance of the Renaissance in shaping new ideas about man and society. 05
- Q. 02 Discuss the character of Hamlet as a tragic hero. 05
- Q. 03 Analyse Lucifer's speech in Hell in *Paradise Lost* Book I. 05
- Q. 04 What are some of the characteristics of Metaphysical Poetry? 05
- Q. 05 Analyse the conflict between rebellion and faith in "The Collar". 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

- Q. 01 Who were the major writers of the Renaissance period, and what were their contributions? 05
- Q. 02 Evaluate the relationship between Hamlet and Claudius. How does their conflict drive the plot forward? 05
- Q. 03 How does John Donne present the idea of spiritual love in "A Valediction: Forbidding Mourning"? 05
- Q. 04 Discuss how Marvell contrasts nature with human ambitions in "The Garden". 05
- Q. 05 Discuss the character of Mirabell in *The Way of the World*. How does he represent the Restoration gentleman? 05

Title of the Course: Neo-classicism to Romanticism

Course Code: 6.0 ODLENG02

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

- Q. 01 Comment on the use of supernatural machinery in *The Rape of the Lock*. 05
- Q. 02 Discuss *Kubla Khan* as an illusionary piece of art. 05
- Q. 03 *Frankenstein* is a classic gothic horror novel justify. 05
- Q. 04 Illustrate how Gulliver manages to strike an adjustment with the Houyhnhnms. 05
- Q. 05 Point out the features of Neo-Classicism. 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

- Q. 01 Discuss *Pride and Prejudice* as a feminist text. 05
- Q. 02 Give a critical appreciation of *Ode to the West Wind*. 05
- Q. 03 Explain the features of Romanticism. 05
- Q. 04 How does the poem *The Tyger* reflect Blake's understanding of the creator and the world. 05
- Q. 05 Elaborate John Keats views on art and beauty as seen in *ode on a Grecian Urn*. 05

Title of the Course: Literary Criticism

Course Code: 6.0 ODLENG03

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 Define Aristotle's idea of tragedy. 05

Q. 02 What is peripeteia? 05

Q. 03 Explain dramatic unities. 05

Q. 04 Discuss 'catharsis' as an end of tragedy. 05

Q. 05 Enumerate Longinus' components of sublimity. 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 Comment on Pope's literary criticism as a blend of classicism and occasional romanticism. 05

Q. 02 Discuss Johnson's evaluation of Shakespeare. 05

Q. 03 Compare Wordsworth's and Coleridge's views on poetic diction. 05

Q. 04 What is historical estimate according to Arnold? 05

Q. 05 What is practical criticism? 05

Title of the Course: American Literature

Course Code: 6.0 ODLENG04

Assignment: 01

Maximum Marks: 15

Answer the following question.

(Word Limit: 800 - 1000)

Q. 01 Prepare a write up on the idea of “American Dream” as portrayed in American Literature.

15

Assignment: 02

Maximum Marks: 15

Answer the following question.

(Word Limit: 800 - 1000)

Q. 01 Submit a write-up on the major themes in Emily Dickinson’s poetry with reference to the poems prescribed in your course.

15

Title of the Course: Culture and Society

Course Code: 6.0 ODLENG33

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 What are the five key terms described by Raymond Williams? 05

Q. 02 What is Cultural Studies? Refer to the reading by Stuart Hall while answering. 05

Q. 03 What is the relation between Culture and Society? 05

Q. 04 How has the Internet influenced culture in today's time? Support your answer with suitable examples. 05

Q. 05 What is your understanding of culture? Answer with examples. 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 Is culture becoming a commodity in today's time? Support your answer with suitable examples. 05

Q. 02 Discuss the role of art in creating culture? Why is art important for society? 05

Q. 03 How can music create a world of empathy and kindness? Answer with reference to the texts mentioned in your syllabus. 05

Q. 04 Do you think society is all about performing a certain role to make sure there is acceptability? Answer with examples. 05

Q. 05 Write about the impact of consumerism on culture. 05

Title of the Course: Comparative Literature

Course Code: 6.0 ODLENG35

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 Briefly explain the relevance of Comparative literature in contemporary times. 05

Q. 02 How is 'interdisciplinarity' enhanced in Comparative literature? 05

Q. 03 List down the major requirements for a student opting for CL, as mentioned in Levin's Report. 05

Q. 04 How is India a fertile ground for CL? 05

Q. 05 Bring out the major changes observed in American CL Association. 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 How is Indian approach to Comparative Literature different from the Western methods? 05

Q. 02 Explain the relevance of Translation in CL. 05

Q. 03 Why does Eugene Nida refuse to the exact equivalence in Translation? 05

Q. 04 Mention two problems faced in translation. 05

Q. 05 Explain the difference between 'domestication' and 'foreignization' in Translation Studies. 05

Title of the Course: Writers of the Diaspora

Course Code: 6.0 ODLENG38

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 Trace the etymology of 'diaspora'. 05

Q. 02 Define 'double diaspora'. 05

Q. 03 Compare 'into India diaspora' and 'out of India diaspora'. 05

Q. 04 Attempt a pen-portrait of 'Ali'. 05

Q. 05 Discuss the metaphor of swimming in Mistry's short story 'the Swimming Lessons'. 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

Q. 01 How is memory dealt with by Agha Shahid Ali? 05

Q. 02 Comment on 'racism' in the novel "No New Land". 05

Q. 03 Examine the idea of intergenerational difference in "My Son, the fanatic". 05

Q. 04 How is "home" conceptualized in the diaspora space? 05

Q. 05 Discuss the character of Nurdin Lalani with reference to his adjustment issues. 05

Title of the Course: Life-writing

Course Code: 6.0 ODLENG39

Assignment: 01

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

- Q. 01 Why do people write about their personal experiences and life events? 05
- Q. 02 What does Naipaul say about his early experiences in life? 05
- Q. 03 How do race and social discrimination influence Maya Angelou's experiences? 05
- Q. 04 Discuss the role of social customs and traditions in *Cast Me Out If You Will*. 05
- Q. 05 Examine the role of anxiety and isolation in Kafka's *Letter*. 05

Assignment: 02

Maximum Marks: 15

Answer any three of the following questions. All questions carry equal marks.

(Word Limit: 500)

- Q. 01 According to James Olney, what is autobiography, and what are its main characteristics? 05
- Q. 02 How does Maya Angelou portray childhood experiences in *I Know Why the Caged Bird Sings*? 05
- Q. 03 How can *Waiting for a Visa* be considered an important work of life writing? 05
- Q. 04 What message does *The Other Senses: An Inspiring True Story of a Visually Impaired* give to readers? 05
- Q. 05 Discuss the troubled relationship of Kafka with his father. 05

Title of the Course: Reading Skills

Course Code: 6.0 ODLENG81

Assignment: 01

Maximum Marks: 15

Answer the following questions.

15

Q. 01 Extract a reading text from any academic source (1000 to 1200 words). Copy and paste it. Thereafter,

- i) Skim through the text and explain the content (200 words). Suggest a suitable title also.
- ii) Comment on the style of the writer.
- iii) Frame 5 factual questions from the given text.

Assignment: 02

Maximum Marks: 15

Answer the following questions.

15

Q. 01

- i) What is/are the argument(s) in the passage? What is/are the counterargument(s), if any?
- ii) Comment on the suitability of the paragraphs.
- iii) Point out the topical sentence in each paragraph and justify the expansion. Do not explain, only provide a justification.