



WEST BENGAL STATE UNIVERSITY
B.A. General PART-II Examinations, 2016

ENGLISH-GENERAL

PAPER-ENGG-II

NEW AND OLD SYLLABUS

Time Allotted: 3 Hours

Full Marks: 100

The figures in the margin indicate full marks. Candidates should answer in their own words and adhere to the word limit as practicable.

New Syllabus

1. Answer any *one* question from the following within 500 words each: 15×1 = 15
 - (a) *David Copperfield* is a Bildungsroman, which indicates a development and some kind of learning. Illustrate with reference from the text.
 - (b) Write a note on the minor characters in the novel *David Copperfield*.
2. Answer any *one* question from the following within 500 words each: 15×1 = 15
 - (a) Discuss "The Fly" as a short story.
 - (b) Bring out the significance of the title in "The Lotus Eater".
 - (c) How far "The Ox" by H.E. Bates can be regarded as an ideal short story?
 - (d) Bring out the significance of the title "The Prussian Officer".
3. Explain any *two* questions from the following, within 200 words each, with reference to the context: 5×2 = 10
 - (a) "Perhaps he died of the beauty of that sight".
 - (b) "Money is money; death is death; the livings are the living; the livings were the future".

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- (c) "He died in the hospital at night' without having seen again".
- (d) "He wanted, he intended, he arranged to weep".
4. Answer any *one* question from the following within 400 words each: 10×1 = 10
- (a) Comment on Bacon's style in his essay *Of Travel*.
- (b) Bring out the romantic elements in Charles Lamb's *Dream Children: A Reverie*.
- (c) Show how the elephant shooting episode brings out the hollowness of colonialism in "*Shooting an Elephant*".
- (d) How does Addison use comic and humorous elements in *The Spectator Papers*?
- 5 Explain any *two* questions from the following, within 200 words each, with reference to the context: 5×2 = 10
- (a) "Travel, in the younger sort, is a part of education, in the elder a part of experience".
- (b) "Such a distance there is betwixt life and death...."
- (c) "I have often considered these poor souls, with an eye of great commiseration, when I have heard them asking the first man they have met with, whether there was any news stirring".
- (d) "I perceived in this moment that when the white man turns tyrant it is his own freedom he destroys".
6. Write short notes on any *five* from the following within 100 words each: 2×5 = 10
- Omniscient narrator, bildungsromen, historical novel, plot, setting, theme, irony, point of view.
7. Read the following passage and answer any *three* questions that follow: 5×3 = 15
- All Great thinkers live and move on a high plane of thought. It is only there they can breathe freely. It is only in contact with spirits like themselves they can live harmoniously and attain that serenity which comes from ideal companionship. The studies of all great thinkers must range along the highest altitudes of human thought. I cannot remember the name of any

illuminative genius who did not drink his inspiration from fountains of ancient Greek and Hebrew writers; or such among the moderns as were pupils in ancient thought, and, in turn became masters in their own. I have always thought that the strongest argument in favour of the Baconian theory was, no man however indubitable his genius, could have written the plays and sonnets that have come down to us under Shakespeare's name who had not the liberal education of Bacon. How this habit of intercourse with the gods makes one impatient of mere men. The magnificent ideals that have ever haunted the human mind, and given us our highest proofs of a future immortality by reason of the impossibility of their fulfillment here, are splintered into atoms in contact with life's realities. Hence comes our sublime discontent. You will notice that our first sensation after reading a great book is one of melancholy and dissatisfaction. The ideas, sentiments, expressions are so far beyond those of ordinary working life that you cannot turn aside from one to the other without an acute sensation and consciousness of the contrast. And the principles are so lofty, so super-human that it is a positive pain, if once you become imbued with them, to come down and mix in the squalid surroundings of ordinary humanity. It may be spiritual or intellectual pride that is engendered on the high plane of intellectual life. But whatever it is, it becomes inevitable.

- (i) On what planes most great thinkers live and move?
- (ii) Is a liberal education necessary to produce great literature?
- (iii) Why does the reading of a book make one melancholic and disappointed?
- (iv) What according to the author 'becomes inevitable'?

8. Write a short original story in about 500 words beginning with the following words:
"It was late at midnight."

15

Old Syllabus

1. Answer any *six* questions from the following: 2×6 = 12
- (a) What are the pleasures and problems of elderly people on the seabeach?
 - (b) What did the Burmans do when the elephant was killed?
 - (c) How did Grandmother Field die? How do we know that she was popular?
 - (d) What does Benson mean by “the essence of the essay” is in the “Soliloquy”?
 - (e) What was the feeling of Mrs. Thurlow when her boys declined to go back home?
 - (f) What did the Boss feel when the fly died?
 - (g) How did the boy behave in class after he set his mind on visiting Araby?
 - (h) What did Wilson say about leisure and work?
2. Answer any *one* question from the following: 16×1 = 16
- (a) “Orwell’s *Shooting an Elephant* is not only the narration of a hunting expedition but something more”. Illustrate with reference to the text.
 - (b) Trace, after Benson, the origin of the essay and describe the various forms it has assumed in the hands of the English writers of essays.
 - (c) Bring out the autobiographical elements in Lamb’s *Dream Children: A Reverie*.
 - (d) Comment on Lynd’s *Seaside* as a reflective essay.
3. Answer any *one* question from the following: 16×1 = 16
- (a) Katherine Mansfield’s short story *The Fly* is interesting for its deep psychological interest- Discuss.
 - (b) *Araby* is a story of both expectation and frustration. Elucidate.
 - (c) Justify the title of the story *The Ox*.
 - (d) Comment on the character of Wilson as portrayed in *The Lotus Eater*.

4. Answer any *one* question from the following: 16×1 = 16

- (a) Discuss the plot construction of *The Mayor of Casterbridge*.
- (b) Write a brief essay on Hardy's presentation of Henchard and Farfrae in the novel, *The Mayor of Casterbridge*.
- (c) Comment on Dickens' portrayal of contemporary society in the novel, *Oliver Twist*.
- (d) Comment on the women characters of the novel, *Oliver Twist*.

5. Explain with reference to the context: 10×2 = 20

- (i) (a) "Her image accompanied me even in places the most hostile to romance".

Or

- (b) "But such a grinding feeling of Wretchedness seized him that he felt positively frightened".

Or

- (c) "She was a beast of burden".

- (ii) (a) "Feelings like these are the normal by-products of imperialism, ask any Anglo-Indian official, if you can catch him off duty".

Or

- (b) "The soul of the first Alice looked out at her eyes".

Or

- (c) "The essayist is therefore to a certain extent bound to be a spectator of life".

6. Read the following passage and answer the questions given below: 5×4 = 20

Education means unfolding the personality of man and woman. It broadens his emotions and rids him of his prejudices and narrow loyalties. A sound system of education emphasises the importance of the harmonious

growth of all the faculties of a student. Every student, whether he studies Arts or Science must acquire what is called liberal education liberalises the mind, widens the outlook and creates an interest in things of human interest. Real education means that a student must think independently about all things and must take an intelligent interest in the entire environment.

In the modern age, there is a craze for scientific knowledge. The knowledge of science and engineering provides scope to employments and so students are attracted to them. As a result scientists, economists, technologists, engineers and doctors are in great demand. But humanities promote the values of life, a cultural outlook without which knowledge of different subjects becomes meaningless. There is an incompleteness in the educational equipment of a student if his mind is stored with knowledge and information of a few subjects and if he has developed only his skill and abilities. Liberal education means complete education which includes Science and Humanities and which aims at the promotion of skills and cultural values. With this education, a man can be a good citizen. He can utilise his knowledge for creative and noble purposes of life. He acquires a broad vision of life and cherishes the values of life. The modern erosion of values among students may be attributed to the loss of interest in literature, philosophy and religion.

- (i) What does education mean?
- (ii) What is real education?
- (iii) Why is there a craze for scientific knowledge in the modern age?
- (iv) What is liberal education?



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PAPER-ENGG-III

NEW AND OLD SYLLABUS

Time Allotted: 3 Hours

Full Marks: 100

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New Syllabus

1. Answer any *two* questions from the following within 500 words each: 15×2 = 30
 - (a) Critically comment on the title of the play *The Tempest*.
 - (b) Write a brief essay on Shakespeare's characterization of Miranda in *The Tempest*.
 - (c) Discuss Shaw's view on education as it comes out in *Pygmalion*.
 - (d) Critically analyse the plot construction of Shaw's *Pygmalion*.

2. Locate and annotate any *two* excerpts from the following within 200 words: 5×2 = 10
 - (a) "We are such Stuff
As dreams are made on, and our little life
Is rounded with a sleep".
 - (b) "You taught me language, and my profit on't
Is I know how to curse. The red plague rid you
For learning me your language!"
 - (c) "What you are to do without me I cannot imagine".
 - (d) Sneering doesn't become either the human face or the human soul.
I am expressing my righteous contempt for commercialism.

3. Give precise answer to the following questions: 10×2 = 20
- (a) Who was Sycorax? How did she land on the island?
 - (b) What does Prospero say regarding his love for study and books?
 - (c) Who were the people in the ship when it was hit by the tempest?
 - (d) What comment does Caliban make on the island's music?
 - (e) In what different shapes does Ariel appear?
 - (f) What aspect of Alfred Doolittle's character attracts Higgins?
 - (g) Write a short note on the character of Mrs. Eynsford Hill.
 - (h) Explain how Shaw makes use of the Pygmalion myth.
 - (i) Who is Dr. Ezra Wannefeller?
 - (j) What is Doolittle's opinion about middle class morality?
4. Write short notes on any *five* from the following literary terms: 2×5 = 10
- (a) Unities
 - (b) Dramatic Irony
 - (c) Tragi-comedy
 - (d) Character
 - (e) Catastrophe
 - (f) Plot
 - (g) Farce
 - (h) Chorus.
5. Answer any *one* question from the following: 10×1 = 10
- (a) Write dialogue between two students on the uses and abuses of mobile phones.
 - (b) Write a dialogue between a teacher and a student regarding global warming.
6. Write a composition on any *one* from the following topics: 20×1 = 20
- (a) Journalism and literature.
 - (b) Literature and society.

Old Syllabus

Group-A

1. Answer any *six* questions from the following: 2×6 = 12
- (a) What does Portia compare mercy to?
 - (b) What does the Duke initially ask Shylock to do?
 - (c) Who was being compared to Daniel in the *Merchant of Venice*?
 - (d) What happens to Shylock at the end of the play?
 - (e) “Beware the ides of March”. What is the ‘ides of March’?
 - (f) “Et tu Brute!” Why does the speaker say this?
 - (g) Cite one instance of Pathetic Fallacy from *Julius Caesar*.
 - (h) Write briefly on the use of letters in the plot of *Julius Caesar*.
 - (i) Describe Raina’s first meeting with *Bluntschli*.
 - (j) How does Louka manage to marry Sergius?
 - (k) “It proves that all our ideas were real after all”. Who says this to whom? Why does he/she say so?
 - (l) What do you think is Shaw’s idea of “higher love” as it comes out in *Arms and the Man*.

Group-B

2. Answer any *two* questions from the following: 16×2 = 32
- (a) (i) Write a short essay on the central thematic concerns of ‘*The Merchant of Venice*’.
- OR
- (ii) Briefly bring out Shakespeare’s characterization of Portia in ‘*The Merchant of Venice*’.
- (b) (i) Critically examine the dramatic importance of the speech that Mark Antony delivers over the dead body of Caesar.
- OR
- (ii) Bring out the significance of the opening scene in ‘*Julius Caesar*’.

;

(c) (i) Bring out Shaw's ideas about love and war as it comes out in *Arms and the Man*.

OR

(ii) Compare and contrast between the characters of Sergius and Bluntschli in *Arms and the Man*.

3. Explain with reference to the context any *two* of the following: 8×2 = 16
- (a) "Hath not a jew eyes?"
 - (b) "Your wife would give you little thanks for that
If she were by, to hear you make the offer."
 - (c) The fault, dear Brutus, is not in our stars, but in ourselves.
 - (d) These growing features pluck'd from Caesar's wings,
Will make him fly an ordinary pitch.
 - (e) "Yes; that; Don Quixote; not a doubt of it".
 - (f) "The world is not such an innocent place as we used to think, Petkoff".

Group-C

4. Write an essay on any *one* question from the following: 20×1 = 20
- (a) Literature and Society
 - (b) Women in Today's India
 - (c) Uses and abuses of Information Technology
 - (d) The Necessity of Discipline in Life.
5. Write short notes on any *five* questions from the following: 4×5 = 20
- (a) Imagery
 - (b) Climax
 - (c) Comedy
 - (d) Round and flat character
 - (e) Soliloquy
 - (f) Tragedy
 - (g) Ballad
 - (h) Elegy.