



WEST BENGAL STATE UNIVERSITY
B.A. General PART-II Examinations, 2017

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: 15×1 = 15
 - (a) Analyse David Copperfield as an autobiographical novel.
 - (b) Assess the character of Mr. Mudstone.

2. Answer any **one** question from the following within 500 words: 15×1 = 15
 - (a) Discuss the style and technique of “*The Prussian Officer*”.
 - (b) Assess the character of Mrs. Thurlow commenting on the appropriateness of comparing her to a beast of burden.
 - (c) Write an essay on the role of Mr. Woodfield in Katherine Mansfield’s “*The Fly*”.
 - (d) Discuss the character of Thomas Wilson in ‘*The Lotus Eater*’.

3. Explain any **two** from the following, within 200 words each, with reference to the context: 5×2 = 10
 - (a) “The bodies of the two men lay together, side by side, ...”
 - (b) “Her relationship to it was that of a beast to a cart.”

- (c) "Never say die..."
- (d) "When you do, it is worth having a good look at him."
4. Answer any **one** question from the following within 400 words: 10×1 = 10
- (a) What advice does Bacon give to the young traveller to a foreign land in his essay 'Of Travel'?
- (b) Bring out the elements of humour and pathos in 'Dream Children: A Reverie.'
- (c) Analyse Orwell's attitude to imperialism and British colonial rule in shooting an Elephant.
- (d) Is Addison providing a critique of society in *The spectator*?
5. Explain any **two** from the following, within 200 words each, with reference to the context: 5×2 = 10
- (a) "Here John expanded all his eyebrows and tried to look courageous."
- (b) "As for the job I was doing, I hated it more bitterly than I can perhaps make clear."
- (c) "...but in land-travel, wherein so much is to be observed, for the most part they omit it.
- (d) "All this was perplexing and upsetting".
6. Write short notes on any **five** from the following within 100 words each: 2×5 = 10
- Gothic novel, Narrator, Picaresque, Irony, Sub-plot, Theme, Art of characterization, Kunstleroman.
7. Read the following passage and answer the questions that follow: 5×3 = 15
- The Examination system is both an opiate and a poison. It is an opiate because it lulls us into believing that all is well when most is ill. 'Look', the public says, 'at this list of scholarships; see how many children have got their school certificate: something is clearly happening; the school is doing its job'. Something no doubt is happening; but it may not be education: it

may be the administration of the poison which paralyses or at least slows down the natural activities of the healthy mind. The healthy human being, finding himself a creature of unknown capacities of an unknown world, wants to learn what the world is like, and what he should be and do in it. To help him in answering these questions is the one and only purpose of education. But this is not the prime aim of the ordinary pupil who is working for a school or Higher Certificate or for a scholarship or a degree. I am speaking here throughout of external examinations, not of those set by the school, as tests of progress, which are useful and necessary. Examinations are harmless when the examinee is indifferent to their result, but as soon as they matter, they begin to distort his attitude to education and to conceal its purpose. The more he depends on them, the worse their effect. For disinterestedness is the essence of all good education, and liberal education is impossible without it.

- (a) Why is the examination system described as an 'opiate'?
- (b) When are examinations harmless?
- (c) What, according to the author, is the essence of good education?

8. Write a short story in about 500 words beginning with the following words: 15
"She looked at herself in the mirror. It was her wedding night..."



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ENGLISH-GENERAL

PAPER-ENGG-III

NEW AND OLD SYLLABUS

Time Allotted: 3 Hours

Full Marks: 100

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Candidates should answer in their own words and adhere to the word limit as practicable.

New Syllabus

1. Answer any **two** questions from the following within 500 words each: 15×2 = 30
 - (a) Write a brief essay on Shakespeare's characterization of Prospero in *The Tempest*.
 - (b) Critically comment on the use of magic in *The Tempest*.
 - (c) Justify the appropriateness of the title of Shaw's *Pygmalion*.
 - (d) Critically comment on Shaw's portrayal of Eliza Doolittle.

2. Locate and annotate any **two** excerpts from the following within 200 words each: 5×2 = 10
 - (a) "This island's mine by Sycorax my mother,
Which thou takest from me."
 - (b) "Me, poor man, my library
Was dukedom large enough : of temporal royalties
He thinks me now incapable."
 - (c) "Yes, you squashed cabbage leaf, you disgrace
To the noble architecture of these columns,
You incarnate insult to the English language:
I could pass you off as the Queen of Sheba".

(d) "What you are to do without me I cannot imagine".

3. Give precise answers to the following questions: 2×10 = 20
- (a) Who is Caliban? What is his relation with Prospero?
 - (b) What does Ariel do to Antonio and others after the shipwreck?
 - (c) Comment on Trinculo's first impression of Caliban.
 - (d) What does Caliban plan to do with Prospero for revenge?
 - (e) What is Miranda's first impression of Ferdinand?
 - (f) What does Eliza's act of fetching Higgins' slippers symbolize?
 - (g) Write a short note on Eliza's characteristics as a flower-girl.
 - (h) What happens when Eliza attempts to board a cab in Act I?
 - (i) What distinction does Higgins make between men and women?
 - (j) Discuss very briefly Higgins' theory of language.
4. Write short notes on any *five* from the following literary terms: 2×5 = 10
- (a) Aside
 - (b) Catharsis
 - (c) Comic relief
 - (d) Deus ex machina
 - (e) Hubris
 - (f) Hamartia
 - (g) Peripeteia
 - (h) Anagnorisis.
5. Answer any *one* question from the following: 10×1 = 10
- (a) Write a dialogue between two friends regarding the importance of English language in Post-Independent India.
 - (b) Write a dialogue between a teacher and a student regarding the importance of national integration for the progress and prosperity of the country.
6. Write a composition on any *one* from the following topics: 20×1 = 20
- (a) Society and Social Media.
 - (b) Women's Empowerment.

Old Syllabus

Group-A

1. Answer any *six* questions from the following: 2×6 = 12
- (a) "I am constant as the northern star". Who says this? What light does it throw on the character of the speaker?
 - (b) What is the Feast of Lupercal?
 - (c) "Let me have men about me that are fat". Who is the speaker? Whom does he have in mind while making this remark?
 - (d) "The last of all the Romans fare thee well." Who says this and in what context? Who is the person referred to?
 - (e) Who was Daniel? Who is compared to Daniel in *The Merchant of Venice* and why?
 - (f) "But though I am daughter to his blood, I am not to his manners". Who is the speaker? What does she mean by this statement?
 - (g) How much money does Antonio borrow from Shylock and for what duration?
 - (h) 'The quality of mercy is not strained' – Who says this and why?
 - (i) Why does Nicola want Louka to marry Sergius?
 - (j) Who is Don Quixote? Why does Bluntschli compare Sergius to Don Quixote?
 - (k) "Which of the six is the real man?" Who is the speaker? What are the six personalities referred to here?
 - (l) "Nine soldiers out of ten are born fools" – Who is the speaker? Explain the meaning of the given line.

Group-B

2. Answer any *two* questions from the following: 16×2 = 32
- (a) (i) Critically analyze Shakespeare's representation of the character of Shylock in "The Merchant of Venice".
OR
(ii) Briefly comment on the plot construction of "The Merchant of Venice".
 - (b) (i) Do you consider Brutus as a tragic hero in Shakespeare's "Julius Caesar"? Justify your answer.
OR
(ii) Discuss Shakespeare's use of the supernatural in 'Julius Caesar'.

(c) (i) Comment on the significance of the sub-title of 'Arms and the Man'.

OR

(ii) Briefly discuss Shaw's treatment of the female characters in "Arms and the Man".

3. Explain with reference to the context any *two* of the following: 8×2 = 16

(a) "For look he smiles and Caesar doth not change".

(b) "Such men as he be never at heart's ease.

Whiles they behold a greater than themselves,
And therefore are they very dangerous".

(c) "But when this ring
Parts from this finger, then parts life from hence".

(d) "Away then! I am locked in one of them
If you do love me, you will find me out -."

(e) "You have a low shopkeeping mind. You think of things that would never come into gentleman's head".

(f) "It proves that all our ideas were real after all".

Group-C

4. Write an essay on any *one* from the following: 20×1 = 20

(a) The position of women in India today

(b) Uses and abuses of social networking

(c) Your favourite short story

(d) Environmental pollution in third-world countries.

5. Write short notes on any *five* from the following: 4×5 = 20

(a) Dramatic monologue

(b) Epic

(c) Ode

(d) Sonnet

(e) Image

(f) Symbol

(g) Ballad

(h) Soliloquy.