

- (j) Swift was a major Eighteenth-Century writer.

(Write True/False)

- (k) *A Passage to India* is referred to in Orwell's essay.

(Write True/False)

9. Write briefly on any five of the following :  $2 \times 5 = 10$

- (a) Allusions in Orwell's essay
- (b) Arnold on Greek
- (c) Russell's Use of Comparisons
- (d) Hazlitt's Language
- (e) Shaw on Liberty
- (f) Walton's Use of Imagery

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2017

ENGLISH

( Elective )

Paper : 5.1

Full Marks : 80

Time : 3 hours

The figures in the margin indicate full marks for the questions

SECTION—A

Answer any four questions :

10×4=40

1. How does Greene assess his nostalgia for his early formative years in *The Lost Childhood*? Give a reasoned answer.
2. How is the engagement with culture focussed upon in Naipaul's *Columbus and Crusoe*? Answer with reference to his argument in the text.
3. Comment on Arnold's exploration of the relationship between reason and creativity in *Literature and Science*.
4. Examine Walton's craft of biography on the basis of your reading of *Donne on his Deathbed*.

5. Evaluate the nature of representation employed by the writer in his *My First Acquaintance with Poets*.
6. Write a note on the use of irony in the third chapter of *Gulliver's Travels*.

## SECTION—B

7. Answer with reference to the context any *two* of the following :  $10 \times 2 = 20$
- (a) Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring, for ornament is in discourse, and for ability is in the judgment and disposition of business.
- (b) Saints should always be judged guilty until they are proved innocent, but the tests that have to be applied to them are not of course, the same in all cases.
- (c) If then there is to be separation and option between humane letters on the one hand, and the natural sciences on the other, the great majority of mankind, all who have not exceptional and overpowering aptitudes for the study of nature, would do well. I cannot but think, to choose to be educated in humane letters rather than in the natural sciences.

8. Answer any *ten* of the following as directed :  $1 \times 10 = 10$

- (a) Orwell is the writer of *Gulliver's Travels*.  
(Write True/False)
- (b) Walton was a Nineteenth-Century biographer.  
(Write True/False)
- (c) \_\_\_\_\_ Huxley is referred to in Arnold's *Literature and Science*.  
(Fill in the blank)
- (d) George Bernard Shaw was an Eighteenth-Century playwright.  
(Write True/False)
- (e) V. S. Naipaul is a major Indian poet.  
(Write True/False)
- (f) Bertrand Russell was a Twentieth-Century philosopher.  
(Write True/False)
- (g) Did William Hazlitt write essays?  
(Say Yes/No)
- (h) Graham Greene wrote the essay, *My First Acquaintance with Poets*.  
(Write True/False)
- (i) Was Francis Bacon a Renaissance essayist?  
(Say Yes/No)

2017

ENGLISH

( Elective )

Paper : 5.2

Full Marks : 80

Time : 3 hours

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

1. Write an essay on any *one* of the following topics : 20
  - (a) The problem of National Integration in India
  - (b) Impact of Social Media like Facebook, Twitter on young and adults alike
  - (c) Juvenile Delinquency—a social ill
  - (d) Swachh Bharat Abhiyan
  - (e) Science and Superstitions
2. Write the substance of the poem given below.  
Add your comments on the underlined words : 10

I will arise and go now, and go to Innisfree,  
And a small cabin build there, of clay  
and wattles made.



Nine-bean rows will I have there, a hive  
for the honey-bee,  
And live alone in the bee-loud glade.

And I shall have some peace there, for  
                        peace comes dropping slow,  
Dropping from the veils of the morning to  
                        where the cricket sings,  
There midnight's all a glimmer, and noon  
                        a purple glow,  
And evening full of the linnet's wings.

I will arise and go now, for always  
night and day.  
I hear lake water lapping with low sounds  
by the shore;  
While I stand on the roadway or on  
the pavements grey.  
I hear it in the deep heart's core.

W. B. Yeats

- 3. Write a précis of the following passage and add a suitable title to it : 8+2=10**

Although our age far surpasses all previous ages in knowledge yet there has been no correlative increase in wisdom. The agreement between the two ceases as soon as we attempt to define 'wisdom' and consider means of promoting it. I want to ask first

what wisdom is and then what can be done to teach it. There are, I think, several factors that contribute to wisdom. Of these, I should put first a sense of proportion; the capacity to take account of all the important factors in a problem and attach to each its due weight. This has become more difficult than it used to be owing to the extent and complexity of the specialised knowledge required of various kinds of techniques. Suppose, for example, that you are engaged in research in scientific medicine. The work is difficult and is likely to absorb the whole of your intellectual energy. You have no time to consider the effect which your discoveries and inventions may have outside the field of medicine. You succeed (let us say) as modern medicine has succeeded, in enormously lowering the infant death rate, not only in Europe and America, but also in Asia and Africa. This has the entirely unintended result of making the food supply inadequate and lowering the standard of life in the most populous parts of the world. To take an even more spectacular example, which is in everybody's mind at the present time : you study the composition of the atom from a disinterested desire for knowledge and incidentally place in the hands of powerful lunatics the means of destroying the human race. In such ways the pursuit of knowledge



may become harmful unless it is combined with wisdom; and wisdom in the sense of comprehensive vision is not necessarily present in specialist in the pursuit of knowledge.

Comprehensiveness alone, however, is not enough to constitute wisdom. There must be also, a certain awareness of the ends of human life. This may be illustrated by the study of history. Many eminent historians have done more harm than good because they viewed facts through the distorting medium of their own passions. Hegel had a philosophy of history which did not suffer from and lack of comprehensiveness, since it started from the earliest time and continued into an indefinite future. But the chief lesson of history which he sought to inculcate was that from the AD 400 down to his own time, Germany had been the most important nation and the standard-bearer of progress in the world. Perhaps, one could stretch the comprehensiveness that constitutes wisdom to include not only intellect but also feeling. It is by no means uncommon to find men whose knowledge is wide but whose feelings are narrow.

4. Expand the idea contained in any *one* of the following : 10
  - (a) A little learning is a dangerous thing.
  - (b) Sweet are the uses of adversity.
  - (c) Strike the iron while it is hot.
  - (d) Handsome is that handsome does.
  - (e) The pen is mightier than the sword.
5. Write a report on the topic 'Demonetisation—a boon or a bane' with the help of the given outline : 10
  - (a) The immediate effect of demonetisation on common people
  - (b) Effect on small business and industry
  - (c) Ultimate effect on economy
  - (d) Whether it has been successful in achieving its stated goal
6. Write a letter to the editor of a local English daily complaining about the irregular and short power-supply in your locality. Suggest some remedies for improvement of power supply. 10

Or

Write a letter to a friend, describing a book you have just read and recommending the book to him.

Or

Write an application to the President, management and development committee of a local M. E. School, applying for the post of a temporary teacher giving your full bio-data.

7. Write a dialogue to indicate the exchange between two persons in any *one* of the following situations :

10

- (a) Two conscious citizens/teachers discussing about the mobile mania evident among students.
- (b) A grocery shop-owner and a customer discussing the impact of Goods and Services Tax (GST).
- (c) An officer of a Flood Management and the Secretary of a students' organisation discussing about the steps to be taken to combat floods.

- (d) An officer of a Disaster Management Department and the President of a students' organisation discussing the preventive measures to be taken by the general public during an earthquake.

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