

**3 (Sem-1/CBCS) ENG-HG/RC**

**2022**

**ENGLISH**

**( Honours Generic/Regular )**

**Paper : ENG-HG/RC-1016/1026**

*Full Marks : 80*

*Time : 3 hours*

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

**Answer from any one Option**

**OPTION—A**

**Paper : ENG-HG/RC-1016**

**( Individual and Society )**

**1. Answer the following as directed (any ten) :**

**1×10=10**

**(a) What is the name of the Shrine at  
Canterbury?**

**(b) What is the real name of 'the Artful  
Dodger'?**

- (c) Who is Sarah in *Ragtime*?
- (d) When was the play, *Kamala* written?
- (e) In which year does the novel, *Burnt Shadows* begin?
- (f) What is the subtitle of Pope's *An Essay on Man*, Epistle 3?
- (g) To whom is the poem, *Howl* dedicated?
- (h) What is the time in the first section of Eliot's poem, *Preludes*?
- (i) How many sections are there in *Burnt Shadows*?
- (j) Who is Coalhouse Walker in the novel, *Ragtime*?
- (k) Fill in the missing word in the following lines from the poem, *Preludes* :
- "The world revolves like ancient women  
Gathering fuel in \_\_\_\_\_ lots."
- (l) What is the name of the Prioress in *The Prologue to the Canterbury Tales*?
- (m) What is the name of Oliver Twist's mother?
- (n) What did old Sally steal from Oliver's mother?

- (o) Name the character who appears in all the four sections of *Burnt Shadows*.
- (p) Who is Kakasaheb in *Kamala*?
- (q) Who are the people destroyed by madness in the poem, *Howl*?
- (r) Pope's *An Essay on Man*, Epistle 3 addresses the relationship between the individual and \_\_\_\_\_.

( Fill in the blank )

2. Answer the following in one or two short sentences (any five) : 2×5=10

- (a) What happens when Oliver asks for more food?
- (b) What does the knight represent in *The Prologue to the Canterbury Tales*?
- (c) What are the countries that *Burnt Shadows* traverses?
- (d) What does the title of the poem *Howl* signify?
- (e) Why does Sarah abandon her baby in *Ragtime*?
- (f) Mention two images from the first section of the poem, *Preludes*.

- (g) How does Jadhav exploit his wife Sarita?
- (h) When does Oliver come to know that Fagin and his boys are thieves?
- (i) What does Ragtime mean in the novel?
- (j) How does Pope show that reason and instinct go together in society?

3. Answer any *four* of the following questions :  
5×4=20

- (a) Write briefly on the character of Nancy.
- (b) What aspect of urban life is presented in the poem, *Preludes*?
- (c) Why is appearance so important to Tateh in *Ragtime*?
- (d) How does Chaucer characterise the wife of Bath in, *The Prologue to the Canterbury Tales*?
- (e) Mention some of the faults of American society referred to by Ginsberg in his poem, *Howl*.
- (f) Write briefly on the theme of the play, *Kamala*.

- (g) What impact does the war have on the characters of the novel, *Burnt Shadows*?
- (h) Write a short note on Pope's *An Essay on Man*, Epistle 3.

4. Answer any *four* of the following : 10×4=40

- (a) Write an analysis of the different sections of Pope's *An Essay on Man*, Epistle 3.
- (b) How does Dickens present the social evils of nineteenth century London in his novel, *Oliver Twist*?
- (c) Discuss the major themes in E. L. Doctorow's novel, *Ragtime*.
- (d) Examine the position of women from your reading of Vijay Tendulkar's play, *Kamala*.
- (e) Explore the theme of displacement and home in the novel, *Burnt Shadows*.
- (f) Critically comment on Chaucer's representation of ecclesiastical characters in the *Prologue to the Canterbury Tales*.

- (g) Critically comment on the four different sections of T. S. Eliot's *Preludes*.
- (h) Discuss the significance of the title *Burnt Shadows*.
- (i) Examine Allen Ginsberg's poem *Howl* as a poem of protest.
- (j) How are the lives of families and individuals interwoven in the course of the narrative in *Ragtime*? Discuss.

**OPTION—B**

Paper : ENG-HG-1026

**( Academic Writing and Composition )**

1. Answer the following as directed :  $1 \times 10 = 10$

(a) Academic writing should be informal.  
( State whether True or False )

(b) \_\_\_\_\_ is an act of stealing others' ideas and works and passing them as one's own.

( Fill in the blank )

(c) What is the full form of WFP?

(d) An academic writer is expected to be subjective/objective.

( Choose the correct option )

(e) What is a 'topic sentence'?

(f) Thesis is a genre of academic writing.  
( State whether True or False )

(g) What does the word 'case' in case study mean?

(h) Define 'iteration' in a sentence.

(i) Rewrite the following as indirect speech :  
The scholar said to the professor, "I want to write a research paper on Indian philology. Will you please help me?"

(j) Rewrite the following as direct speech :  
The Principal advised the final year students to prepare well for their exams and wished them good luck.

2. Write a sentence or two on the following :  $2 \times 5 = 10$

(a) Homophones

(b) Essay

(c) Colloquialism

(d) Synthetic approach

(e) Peer Review

3. Rewrite any *four* of the following passages correctly, paying attention to case (upper and lower), spellings and punctuation :  $5 \times 4 = 20$

(a) the kamrup district of which Gauhati was the headquarters extended to both banks of the river. the north bank had a character all its own—a vast remote stretch of flat ageless land between the sandbanks of the Brahmaputra and the Himalayan foothills.

(b) climate change is one of the most hotly contested debates of our time. Will the west Antarctic ice sheet melt entirely will the gulf stream ocean current be disrupted

(c) mahatma gandhi who knew the pulse of india emphasized on the need for vocational education now in the new education policy due importance has been given to vocational subjects like tailoring short hand leatherwork etc

(d) sweden norway and denmark who are together called scandinavian countries are among the most advanced once in the entire world they not only have high gdp but are also advanced in healthcare education and research

(e) my acquaintance with the rag pickers leads me to seemapuri a place on the outskirts of delhi yet miles away from it metaphorically those who live there including saheb's family are squatters who came from bangladesh back in 1971.

4. Answer any *four* of the following questions :

$10 \times 4 = 40$

(a) What is academic writing? What are the different types of academic writing? Elaborate the features and functions of any one of them.  $2+2+6=10$

(b) Write a brief essay on any *one* of the following using the three-part structure of introduction, main body and conclusion : 10

(i) Importance of reading habit in the age of digital media

(ii) An unusual incident in your life

(c) Academic writing involves a number of processes/steps from goal setting to revising. Elaborate any five of those steps. 10

- (d) Read the following paragraph carefully and answer the questions that follow (Marks for each question is given in the margin) :

To what extent can we really know the universe around us? Sometimes this question is posed by people who hope the answer will be in the negative, who are fearful of a universe in which everything might one day be known. And sometimes we hear pronouncements from scientists who confidently state that everything worth knowing will soon be known—or even is already known.

Let us approach a much more modest question : not whether we can know the universe or the Milky Way Galaxy or a star or a world. Can we know, ultimately and in detail, a grain of salt? Consider one microgram of table salt, a speck just barely large enough for someone with keen eyesight to make out without a microscope. In that grain of salt there are about  $10^{16}$  sodium and chlorine atoms. That is a 1 followed by 16 zeros, 10 million billion atoms. If we wish to know a grain of salt we must know at least the three-dimensional positions of each of these atoms. (In fact, there is much more to be known—for example, the nature of the forces between the

atoms—but we are making only a modest calculation.) Now, is this number more or less than the number of things which the brain can know?

How much can the brain know? There are perhaps  $10^{11}$  neurons in the brain, the circuit elements and switches that are responsible in their electrical and chemical activity for the functioning of our minds. A typical brain neuron has perhaps a thousand little wires, called dendrites, which connect it with its fellows. If, as seems likely, every bit of information in the brain corresponds to one of these connections, the total number of things knowable by the brain is no more than  $10^{14}$ , one hundred trillion. But this number is only one percent of the number of atoms in our speck of salt.

So in this sense the universe is intractable, astonishingly immune to any human attempt at full knowledge. We cannot on this level understand a grain of salt, much less the universe.

But let us look a little more deeply at our microgram of salt. Salt happens to be a crystal in which, except for defects in the structure of the crystal lattice, the position of every sodium and chlorine

atom is predetermined. If we could shrink ourselves into this crystalline world, we would see rank upon rank of atoms in an ordered array, a regularly alternating structure—sodium, chlorine, sodium, chlorine, specifying the sheet of atoms we are standing on and all the sheets above us and below us. An absolutely pure crystal of salt could have the position of every atom specified by something like 10 bits of information. This would not strain the information-carrying capacity of the brain.

If the universe had natural laws that governed its behaviour to the same degree of regularity that determines a crystal of salt, then, of course, the universe would be knowable. Even if there were many such laws, each of considerable complexity, human beings might have the capability to understand them all. Even if such knowledge exceeded the information-carrying capacity of the brain, we might store the additional information outside our bodies—in books, for example, or in computer memories—and still, in some sense, know the universe.

- (i) The passage is about whether one can ultimately know 'a grain of salt'.

( State whether true or false ) 1

- (ii) What do some scientists pronounce? 2
- (iii) Define a neuron. 1
- (iv) Which word in the passage means 'ordered series or arrangement'? 1
- (v) Give the meaning of the word 'considerable' which appears in the last paragraph of the passage. 1
- (vi) What, according to you, is the central argument of the writer? 4
- (e) Make a list of the key points of the passage in Q. 4.(d) and write a succinct summary. Avoid using sentences directly from the passage while writing the summary. 4+6=10
- (f) How can a good command over vocabulary and language improve the effectiveness of your academic writings? Write a persuasive answer. 10
- (g) Read the following passages and give the paraphrases for any *two* of them : 5×2=10
- (i) In the hierarchy of bride-~~bride~~, the person with the least importance, less even than the priest and the page boys, was the groom. It was role we considered stiff and boring, that held no attraction for any of us. Indeed, if we could have dispensed with that role altogether

we should have, but alas it was an unfortunate feature of the marriage ceremony, my younger sister, Sonali, with her patient good nature, but also sensing that I might have a mutiny on my hands if I asked anyone else to play that role, always donned the long pants and the tattered jacket, borrowed from my grandfather's cloth chest. It was now deemed fitting that Her Fatness should take over the role and thus leave Sonali free to wrap a bedsheet around her body, in the manner of a sari, and wear araliya flowers in her hair like the other bridesmaids.

(Shyam Selvadurai; *Funny Boy*)

- (ii) There are very few persons in India, I suppose, whether they are Indians or Englishmen, who have for years past consistently raised their voices against Fascism and Nazism as I have done. My whole nature rebelled against them, and on many an occasion I vehemently criticized the pro-facist and appeasement policy of the British Government. Ever since the invasion of Manchuria and subsequently in Abyssinia, Central Europe, Spain and China, I saw

with pain and anguish how country after country was betrayed in the name of this appeasement and the lamps of liberty were being put out. I realised that imperialism could only function in this way; it had to appease its rival imperialism, or else its own ideological foundations were weakened. It had to choose between this and liquidating itself in favour of democratic freedom. There was no middle way.

(Jawahar Lal Nehru; *Not I But the British Empire on Trial*)

- (iii) In the middle of the village is an imposing old fort (*dzong*) and above it is a temple where we made our camp. This is fine building with an upper storey containing many small images of the Buddha and a little library in which Lila and I were accommodated. Below, there was another room with some large images where the rest of our party stayed. It was refreshing to be really in a natural religious environment, in a temple where you put up your camp-bed and sleep under the gentle and compassionate gaze of the statues. In Buddhism religion is not a thing apart from life; it is a part of it.

(Verrier Elwin; *A Pilgrimage to Tawang*)



(iv) It is probable that both in life and in art the values of a woman are not the values of a man. Thus, when a woman comes to write a novel, she will find that she is perpetually wishing to alter the established values—to make serious what appears insignificant to a man, and trivial what is to him important. And for that, of course, she will be criticized; for the critic of the opposite sex will be genuinely puzzled and surprised by an attempt to alter the current scale of values and will see in it not merely a difference of view, but a weak that is weak, or trivial, or sentimental, because it differs from his own.

(Virginia Woolf; *Woman and Fiction*)

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