

**B. A. (Sem. IV) (CBCS) Examination**

March / April - 2018

**English : CCE - IX**

*(Wuthering Heights & Enoch Arden) (Old Course)*

**Faculty Code : 001**

**Subject Code : 001435**

Time :  $2\frac{1}{2}$  Hours]

[Total Marks : 70

- Instructions :** (1) Mention clearly the options you attempt.  
(2) Figures to the right indicate marks.

- 1 "Tennyson offers his bitter sweet conclusion wherein the happiness of the new family is blessed by the dying husband." Elaborate this statement in the light of the narrative poem Enoch Arden. 14

**OR**

- 1 Sketch the character of Enoch Arden in your own words. 14  
2 Justify in your own terms the hero of the poem Enoch Arden. 14

**OR**

- 2 Sketch the character of Annie Lee in your own words. 14  
3 "Because of his hate, Heathcliff resorts to revenge. the major theme of the novel Wuthering Heights." Discuss. 14

**OR**

- 3 "Majority of the characters in Wuthering Heights are well rounded and not just traditional stereotypes." Discuss. 14  
4 "Often viewed as an epitome of free spirit, Catherine is torn between two worlds." Elaborate. 14

**OR**

- 4 Discuss the role of the supernatural in Wuthering Heights. 14

5 Attempt short notes : (any two)

- (a) Catherine Earnshaw
  - (b) Isabella
  - (c) Ending of the poem Enoch Arden
  - (d) Victorian characteristics in Enoch Arden.
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Seat No: 211 H 8 G 8

B.A. Semester - 4 (CBCS) Examination

March/April- 2018

ENGLISH: P9 ENGLISH CLASSICS (VICTORIAN AGE)  
(CORE)

Time: 2:30 Hours

Marks: 70

Instructions:

1. All questions are compulsory.
2. Figures to the right indicate marks.

Que-1 Attempt a character and personality of Jane Eyre. (14)

OR

Que-1 Write critical note on Charlotte Bronte's prose style with reference to Jane Eyre.

Que-2 Discuss the plot of the novel Jane Eyre. (14)

OR

Que-2 Compare and contrast Rochester and St. John Rivers.

Que-3 Appreciate 'Sohrab and Rostum' as a heroic Poem. (14)

OR

Que-3 Comment on Sohrab as a tragic hero.

Que-4 Draw the character sketch of Rostum. (14)

OR

Que-4 Evaluate Matthew Arnold's poetic style with special reference to 'Sohrab and Rostum'.

Que-5 Write short notes on Any Two. (14)

(1) Mrs. Reed

(2) Jane's Childhood

(3) Peran Wisa

(4) The End of the Poem

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Seat No: \_\_\_\_\_

B.A. Semester - 4 (CBCS) Examination

March/April- 2018

ENGLISH: P8 INDIAN WRITING IN ENGLISH - 1  
(ELECTIVE-1)

Time: 2:30 Hours

Marks: 70

Instructions:

1. All questions are compulsory.
  2. Figures to the right indicate marks.
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Que-1 Write a critical essay on myths and legends employed by R. K. Narayan in 'Swami and Friends'. (14)

OR

Que-1 Write a note on placement of women in 'Swami and Friends'.

Que-2 Write a note on theme of childhood in 'Swami and Friends'. (14)

OR

Que-2 Draw a character sketch of swaminathan.

Que-3 Evaluate Karnad as a dramatist with special reference to 'Tughlaq'. (14)

OR

Que-3 Evaluate 'Tughlaq' as a historical play.

Que-4 Write a note on Humour and Satire in 'Tughlaq'. (14)

OR

Que-4 Draw a character sketch of Vizier Najib.

Que-5 (A) Write short-note. (Any One) (07)

(1) Rajam in Swami and Friends.

(2) Discuss the validity of the title 'Swami and Friends'.

Que-5 (B) Write short-note. (Any One) (07)

(1) The end of the play 'Tughlaq'.

(2) Sardar Ratan Singh in 'Tughlaq'.

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Seat No: \_\_\_\_\_

B.A. Semester - 4 (CBCS) Examination

March/April- 2018

ENGLISH: P9 ENGLISH CLASSICS (VICTORIAN AGE)  
(ELECTIVE-1)

Time: 2:30 Hours

Marks: 70

Instructions:

1. All questions are compulsory.
  2. Figures to the right indicate marks.
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Que-1 Discuss the plot of the novel Jane Eyre. (14)

OR

Que-1 Rochester is a typical Byronic hero-Discuss.

Que-2 Attempt the character sketch of Jane Eyre. (14)

OR

Que-2 Discuss the representation of various women in the novel 'Jane Eyre'.

Que-3 Comment on the character sketch of Rostand. (14)

OR

Que-3 Evaluate Matthew Arnold's poetic style applied in 'Sohrab and Rustum'.

Que-4 Comment on Sohrab as a tragic hero. (14)

OR

Que-4 Appreciate Sohrab and Rustum as a heroic poem.

Que-5 Write short notes on Any Two. (14)

- (1) Bertha Mason
- (2) Lowood School
- (3) Source of the poem
- (4) Ferood

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MAL-001-001601

Seat No. 4895

**B. A. (English) (Sem. VI) (CBCS) Examination**

**March / April - 2018**

**Foundation Course in English : FCE - 6**  
*(Golden Petals - An Anthology of Prose and Verse for  
Advanced Learners)*  
*(New Course)*

**Faculty Code : 001**

**Subject Code : 001601**

Time :  $2\frac{1}{2}$  Hours]

[Total Marks : 70

**Instruction :** All the questions are compulsory.

- 1 Answer any **two** in detail : 14
- (1) Summarize the trials and tribulations that Vivekananda faced in America before his address at the Parliament of Religions.
  - (2) Identify and explain the differences between stars and planets.
  - (3) Summarize the poem 'The Solitary Reaper' in your own words.
  - (4) How does the Omnipresence and Omnipotence of Ganga come forth in the poem ? Give examples.
- 2 Answer in brief : (any **four**) 14
- (1) What were the objects that Yudhishtira and Duryodhana first staked ?
  - (2) Give a brief introduction of the sun.
  - (3) What are the comparisons used by the poet to enhance the beauty of the reaper's song ?
  - (4) List the man-made objects that the Ganga associates itself with.
  - (5) Why did all the players in court stop playing and gather round the gambling match played by Yudhishtira and Shakuni ?

- (6) Describe Vivekananda's meeting with J.H. Wright. How did Wright help him out ?
- (7) What features of Mars ensure it remains a dry world ?

3 Write short notes on : (Any Two)

- (1) Vivekananda's speech at the parliament of Religions
- (2) Vidura
- (3) Saturn and Jupiter
- (4) The Gambling Match

4 Reshape the story :

A frog lived in a pond with his wife. There were many fishes in the pond too. The frogs and the fishes were good friends. One day two fishermen came there and saw the pond full of fishes. They decided to come the next day and catch the fishes in their nets. The frog heard this. He went to the fishes and warned them. But they did not pay any attention to him. Instead they laughed at his talks. Seeing the danger, the frog and his wife decided to leave the pond immediately. The next day the fishermen came and cast their nets in the pond. The fishes realized their mistake and tried to escape. But they were soon caught in the net. The frog and his wife were sad that they could not save their friends from the fishermen.

5 (A) Read the passage and answer the questions given below :

As a child, I was very fond of the old soldier in our little town. He had only one leg, having the other somewhere in Assam. He used to sit on the bank of our small river and tell me stories. He told me that he had run away from home to join the army when he was eighteen. He used to tell me dozens of war stories, but the one I liked best was of his escape from a prisoner of war camp in Burma. He told me how he walked two hundred miles in two weeks. On the way he was bitten on the toe by a poisonous snake and he had to cut off the toe to survive. But wound did not heal. By the time he reached the Indian camp it had turned septic and the leg had to be amputated. He was quite satisfied with the little he had. He said that his pension was enough for his needs; and the fish which he caught and sold, provided him enough to help others.

### Questions :

- (1) What did the old soldier do when he was eighteen ?
- (2) Where had he lost his one leg ?
- (3) Which story did the narrator like the best ?
- (4) Why was his leg amputated ?
- (5) How did he fulfill his needs and help others ?

- (B) Read the passage and answer the questions given below :

9

It is said that if we educate a man, we educate a man only. But if we educate a woman, we educate the whole family. This highlights the importance of female education. It is a fact that women are the first teachers of their children. It is from them that the children receive the very first lessons of life. Thus they play an important role in moulding the future society. Napoleon was once asked, what the great need of France was ? He simply answered, "Nation's progress is not possible without educated mothers. If the women of my country are not educated, about half of the people will be ignorant.

With education women become fully aware of not just their duties, but also their rights. Thus they can contribute in the development of the country in the same way as men do. With education they have already proved themselves equally good citizens of a free country.

Society runs on two wheels, both the wheels must be equally strong to run smoothly. It is a good sign that today's women are not considered weak. They are taught properly right from their childhood. As a result we see them soar high in almost every field.

Though legally and theoretically women are considered as equal to men yet there are people who refuse to give them their due. They think that women are inferior to men and ill-treat them. All right-thinking people should protest against it. They should try to broaden the outlook of such conservative people. Female education is important and all the impediments must be removed from the way of their education.

**Questions :**

- (1) What is the difference between educating a man and educating a woman ?
- (2) What according to Napoleon was the great need of France ?
- (3) How would education help women ?
- (4) How does women play an important role in moulding the society ?
- (5) What do conservative people think about women ?
- (6) What should the right-thinking people try to do ?
- (7) What is the writer's concern in this passage ?
- (8) What would be the result of giving equal right to women ?
- (9) Give a suitable title to the passage.