ENGLISH

Paper—I

(LITERATURE)

Time Allowed : Three Hours | Maximum Marks : 250

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions

There are EIGHT questions divided in two Sections.

Candidate has to attempt FIVE questions in all.

Question Nos. **1** and **5** are compulsory and out of the remaining, THREE are to be attempted choosing at least ONE from each Section.

The number of marks carried by a question/part is indicated against it.

Answers must be written in ENGLISH.

Word limit in questions, wherever specified, should be adhered to.

Attempts of questions shall be counted in sequential order. Unless struck off, attempt of a question shall be counted even if attempted partly. Any page or portion of the page left blank in the Question-cum-Answer (QCA) Booklet must be clearly struck off.

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SECTION—A

1. Answer *all* of the following in about *150* words each : 10×5=50

(a) Explain with literary examples how Renaissance humanism of 16th century Europe sought to fuse scholarship with ethics.

(b) Attempt a review of the theatrical properties of Elizabethan and Jacobean drama.

(c) Comment on Augustan verse satire as humorous depiction of the follies of people and the contemporary society.

(d) Trace the distinctive literary qualities of the 18th century English novel.

(e) Comment on the use of wit and conceit in Metaphysical poetry.

2. Answer *all* of the following :

(a) How does Shakespeare complicate the sense of justice in *King Lear* ? Explain. 15

(b) Comment on John Donne's treatment of metaphysical love in his poetry. 20

(c) Attempt a critical analysis of Eve's character as portrayed by Milton in *Paradise Lost, Book IX.* 15

3. Answer *all* of the following :

(a) In *The Tempest,* Prospero is a humanist scholar engaged in stemming the degeneration of European society. Discuss. 20

(b) Discuss with reference to the poems of Wordsworth the role of childhood memory in shaping romantic imagination. 15

(c) Bring out the mock-heroic elements in Pope's *The Rape of the Lock.* 15

4. Answer *all* of the following :

(a) Do you think the ending of *A Doll's House* is too radical to suit the taste of any sober society? Discuss. 15

(b) Tennyson's poem *In Memoriam* is an elegy with philosophical reflections on the 19th century issues of science and religion. Discuss. 20

(c) How does Milton Christianize the pagan epic norms in the first 26 lines of *Paradise Lost, Book I* ? Explain. 15

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SECTION—B

5. Study the following poem and answer the questions that follow : 10×5=50

In the Yukon the other day
miners found the skeleton
of a lemming
curled around some seeds
in a burrow :
sealed off by a landslide
in Pleistocene times.
Six grains were whole,
unbroken : picked and planted
ten thousand
years after their time,
they took root
within forty-eight hours
and sprouted
a candelabra of eight small leaves.
A modern Alaskan lupine,
I'm told, waits three years to come
to flower, but these
upstarts drank up the sun
and unfurled early
with the crocuses of March
as if long deep
burial had made them hasty
for birth and season, for names,
genes, for passing on :
like the kick
and shift of an intra-uterine
memory, like
this morning's dream of being
born in an eagle's
nest with speckled eggs and the screech
of nestlings, like a pent-up
centenarian's sudden burst
of lust, or maybe
just elegies in Duino unbound
from the dark,
these new aborigines biding
their time
for the miner's night-light
to bring them their dawn,
these infants compact with age,

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older than the oldest
things alive, having skipped
a million falls
and the registry of tree-rings,
suddenly younger
by an accident of flowering
than all their timely descendants.

(a) What does the poet say about biological life-force in the poem?

(b) Explain the imagery used in the poem.

(c) Critically comment on the poet's sense of time and space.

(d) "as if long deep
burial had made them hasty"

Who are 'them' referred to here? Why do you think they appear to be 'hasty' ?

(e) Comment on the poetic diction and the figurative language used in the poem.

6. Answer *all* of the following :

(a) In the guise of a travel narrative, *Gulliver's Travels* satirizes the English customs and politics of the day. Discuss with suitable illustrations from the novel. 20

(b) Critically comment on the representation of the money and marriage theme in *Pride and Prejudice.* 15

(c) How does the author of *Tom Jones* convey a sense of morality to 18th century English readers? Discuss. 15

7. Answer *all* of the following :

(a) Explain how the character of Huckleberry Finn underlines the relationship between White and Black culture in the USA. 15

(b) *The Mill on the Floss* is a female crusade against the harsh constraints in which Victorian women suffered. Discuss. 20

(c) Discuss the significance of the title of Dickens' novel *Hard Times.* 15

8. Answer *all* of the following :

(a) Comment on the narrative structure of Dickens' novel *Hard Times.* 15

(b) Through the portrayal of Tess' character, Hardy presents a critique of the social and moral evils of Victorian England. Discuss. 20

(c) Comment on the role of Master Blifil in *Tom Jones.* 15

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