

1 SEM TDC ENGN (CBCS) DSC 1

2 0 2 1

(March)

ENGLISH

(Discipline Specific Course)

Paper : DSC-1

(**The Individual and Society**)

Full Marks : 80

Pass Marks : 32

Time : 3 hours

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

UNIT—I

1. Answer any *one* of the following : 15

- (a) Attempt a critical analysis of Jotirao Phule's rejection of brahmanical history and mythology in the context of the essay, *Caste Laws*.

- (b) Discuss how Premchand presents a cruel and inhuman picture of caste in the short story, *Deliverance*.

- (c) Describe the experience of Omprakash Valmiki at school. What image of the teachers has he formed in his childhood?

2. Answer any *one* of the following : 5

- (a) How does Phule envision education as central to bring about a change in the condition of the untouchables in the essay, *Caste Laws*?

- (b) Comment on the irony at the ending of Premchand's story, *Deliverance*.

- (c) Explain, with reference to the context :
You know, in my childhood we didn't
even have milk for
Tea much less yoghurt or buttermilk.

UNIT—II

3. Answer any *one* of the following : 15

- (a) How does Virginia Woolf bring out the stark reality of gender discrimination in the essay, *Shakespeare's Sister*?

(3)

- (b) Present an analysis of Rabindranath Tagore's *The Exercise Book* as a reformist story seeking equality in educational opportunities for men and women.
- (c) How does Ambai in the story *Yellow Fish* reflect on an experience specific to a woman's body?

4. Answer any *one* of the following : 5

- (a) How is 'colour' employed in the story, *Yellow Fish*?
- (b) Analyse the title of the poem, *Marriages Are Made*.
- (c) Do you think that the speaker in the poem *Breaking Out* was in a condition of double oppression as a child, and as a girl? Give a reasoned answer.
- (d) Describe after Virginia Woolf, 'the sister' in the essay, *Shakespeare's Sister*.
- (e) Comment briefly on the depiction of child marriage in the story, *The Exercise Book*.

(4)

UNIT—III

5. Answer any *one* of the following : 15

- (a) Analyse the ways in which race, class and gender affect the balance of power between the two people in Roger Mais short story, *Blackout*.
- (b) Critically comment on Wole Soyinka's *Telephone Conversation* as a satire on racial prejudice in so-called civilized societies.
- (c) As a black and as a woman how does Maya Angelou present her experience of oppression in the poem, *Still I Rise*.

6. Explain with reference to the context (any *one*) : 5

- (a) Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
- (b) Her receiver rearing on the thunderclap
About my ears—'Madam', I pleaded,
"wouldn't you rather
See for yourself?"

(5)

- (c) May be it just sags
Like a heavy load.
Or does it explode?

UNIT—IV

7. Answer any one of the following : 15

- (a) How does the poet Henry Reed contrast the ideas of 'life and death' and 'interior and exterior' in the poem, *Naming of Parts*?
- (b) "Like many other members of my generation, I grew up believing mass-slaughter of the kind that accompanied the Partition of India and Pakistan could never happen again." How is this idea of a legacy of violence explored in the essay, *The Ghosts of Mrs Gandhi*? Discuss.
- (c) How does Wilfred Owen reject the idea of heroism and patriotism in the poem, *Dulce et Decorum Est*?

8. Answer any one of the following : 5

- (a) How does Wilfred Owen explore the horror of a young soldier's death in the poem, *Dulce et Decorum Est*?

(6)

- (b) Describe the bus ride in which a possible victim of the riot is saved by fellow passengers in the essay, *The Ghosts of Mrs Gandhi*.
- (c) How does *The Dog of Tetwal* illustrate the irrationality of senseless violence? Discuss.
