

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.

## 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

**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,

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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