

S. No. of Question Paper:
Unique Paper Code : **12031102_ OC**
Name of the Paper: **European Classical Literature**

Name of the Course: **B.A Hons English**

Semester: **1**

Marks: **75**

Time limit: 3 + 1 (One hour reserved for downloading of Question Paper, scanning and uploading of Answer Sheets)

Instructions

There are 6 questions, you have to answer **Four, in 600-750 words**

All questions carry **equal marks of 18.75 each.**

1. What is the role of the Gods in Homer's *Iliad*?
2. Discuss Oedipus as a tragic hero with reference to Aristotle's definition.
3. "Plautus's *Pot of Gold* uses stock characters instead of rounded ones." Discuss the characters of the play with reference to the above statement.
4. "Poets aim either to benefit or to amuse, or to utter words at once both pleasing and helpful to life." Elaborate with reference to Horace's texts in your syllabus.
5. What prevents Pyramus and Thisbe from loving each other? Describe the outcome of this 'forbidden love' with examples from your text.
6. Comment on the use of myths and legends with reference to any two texts in your syllabus.

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6. Comment on the use of myths and legends with reference to any two texts in your syllabus.

SET A

Unique Paper Code: 12031101_OC

Name of the course: BA (Hons) English

Name of the paper: Indian Classical Literature

Semester: I

Maximum Marks: 75 marks

Time Limit: 3+1 hours (one hour reserved for downloading of question paper, scanning and uploading of answer papers)

Attempt any Four questions. Each question carries 18.75 Marks.

ALL QUESTIONS CARRY EQUAL MARKS. ANSWERS TO BE WRITTEN IN 600-750 WORDS

1. The silence of the Elders in the Kuru Assembly during Draupadi's disrobing speaks volumes about the patriarchal setup of society. Elaborate with reference to the Dicing episode in *The Mahabharata*.
2. The ending of the play, *Abhijnanasakuntalam* seems contrived. Do you agree? Discuss with reference to the departures from its source in the Mahabharatha epic.
3. Discuss the key features that are specific to Tamil epics with reference to your reading of *The Cilappatikaram*.
4. Discuss the theme of revolution and its impact on love in the play, *Mrichchakatika*.
5. Discuss the concept of Rasa with examples from any of the texts studied by you in this paper.
6. Examine the theme of chastity and justice with reference to any of the texts studied by you in this paper.

S. No. of Question Paper:

Unique Paper Code: **12031102**

Name of the Paper: **European Classical Literature**

Name of the Course: **B.A Hons English**

Semester: **1**

Marks: **75**

Time limit: 3 + 1 (One hour reserved for downloading of Question Paper, scanning and uploading of Answer Sheets)

Instructions

There are 6 questions, you have to answer **Four, in 600-750 words**

All questions carry **equal marks of 18.75 each.**

1. Achilles and Hector present two different portrayals of heroism. Would you agree ? Give a reasoned answer with references from the text.
2. Discuss the use of tragic irony in *Oedipus the King*
3. Discuss the social issues raised through *The Brothers Menaechmus* with examples from the text.
4. Job's friends reveal the inadequacy of conventional wisdom in the face of suffering. Discuss.
5. "The transformation at the end of Ovid's tales is always accompanied by violence." Examine the statement with reference to the tales in your syllabus.
6. Comment on the style and imagery in the poems of Sappho or Horace.

SET A

Unique Paper Code: 12031101

Name of the course: BA (Hons) English

Name of the paper: Indian Classical Literature

Semester: I

Maximum Marks: 75 marks

Time Limit: 3+1 hours (one hour reserved for downloading of question paper, scanning and uploading of answer papers)

(Admissions of 2019)

Attempt any Four questions. Each question carries 18.75 Marks.

ALL QUESTIONS CARRY EQUAL MARKS. ANSWERS TO BE WRITTEN IN 600-750 WORDS

Q. 1 Examine the conflict and dilemma faced by Karna in *The Temptation of Karna* in *The Mahabharata*.

Q. 2 Discuss the interplay of love and power in the play, *The Mrichchakatika*.

Q.3 Discuss the depiction of Sringara and Vira Rasa in the play, *Abhijnanasakuntalam*.

Q. 4 Critically comment on the apotheosis of Kannaki in *The Cilappatikaram*.

Q. 5. Examine Irawati Karve's discussion on Draupadi's 'terrible question'.

Q. 6 Comment on the concept of Dharma with reference to the action of any of the texts studied by you in this paper.

Set A

UPC: 12031301_OC
Name of the course: B.A(Hons) English
Name of the paper: American Literature
Semester: III
Marks: 75
Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Read the following instructions carefully

Attempt any FOUR questions out of the six given below.

All questions carry equal marks.

Answers must be written in **600-750 words**

1. Discuss Tennessee William's *The Glass Menagerie* as a memory play.
2. Discuss how Toni Morrison's *Beloved* bears witness to the past but also envisages a politics for the future
3. Write a critical appreciation of any one poem prescribed in your course.
4. Discuss any two short stories in your course to show how they reflect concerns about the racial and political climate of their times.
5. Compare and contrast the poetry of Walt Whitman with Sherman Alexie with suitable examples from the poems.
6. Examine any one text in your course in the light of the principle of 'pursuit of happiness' laid down in the 'Declaration of Independence' of July 04, 1776

UPC: 12031302_OC

Name of the course: B.A (Hons) English

Name of the paper: Popular Literature

Semester: III

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning, and uploading of answer sheets)

Students will attempt any FOUR questions

All questions carry equal marks

Answers to be written in 600-750 words

Each question is of 18.75 marks

1. In the context of the ending of *The Murder of Roger Ackroyd*, the role of the detective is expanded as he adopts the role of a judge too by giving the guilty a dignified exit. Comment.
2. *Through the Looking Glass* by Lewis Carroll departs from the conventional genre of Children's Literature. Explain.
3. Bestsellers emerge out of a growing demand from the market. Analyse with reference to any text of your choice.
4. According to Shyam Selvadurai, *Funny Boy* tells the "universal story of the search for self and the search for love in a hostile world." Do you agree?
5. Do you think narratives in Popular literature often engage with questions of gender and identity? Discuss with reference to any two prescribed texts in your syllabus.
6. How does the narrative of *Bhimayana* negotiate with concerns of caste and gender discrimination? Discuss.

(For visually challenged students in lieu of *Bhimayana*)

What does the title *Waiting for a Visa* symbolize? Give a detailed answer.

Agatha Christie

1. Discuss the significance of the setting in Christie's novel, *The Murder of Roger Ackroyd*, paying special attention to the names of the houses, and of the village itself.
2. Discuss the significance of the first person narrator in *The Murder of Roger Ackroyd*.
3. Christie's novels are set at a time when the world is at war (with the consecutive world wars) yet none of it is reflected in her novels. Comment

Lewis Carroll

1. Comment on Carroll's use of humour
2. *Through the Looking Glass* is a coming of age novel. Comment
3. The Alice novels departs from the conventional genre of Children's Literature. Explain

Broad Questions

1. Bestsellers emerge out of a growing demand from the market. Analyse
2. Bring of the key components that promote popular literature.

Set A

UPC: 12031301

Name of the course: B.A(Hons) English

Name of the paper: American Literature

Semester: III

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Read the following instructions carefully

Attempt any **FOUR** questions out of the six given below.

All questions carry equal marks.

Answers must be written in around 600-750 words

Marks: 18.75 X 4= 75

1. Examine and discuss the idea of the collapse of the American dream in Tennessee Williams's *The Glass Menagerie*?
2. "This is not a story to pass on". Discuss the relationship between individual and community, and remembering and forgetting with reference to the conclusion of the novel *Beloved*.
3. In 'A Supermarket in California' Allen Ginsberg examines the idea of isolation and futility of materialism in modern America. Comment
4. Enumerate on the significance of spaces in Silko's story "The man to send Rain Clouds".
5. Discuss any one text in your course that highlights racism and marginalization in America.
6. Critically discuss the idea of individualism as propounded by Emerson in his essay "Self-Reliance".

SET B

Unique Paper Code : 12037501-OC

Name of the course : B.A (Hons) English (CBCS)

Name of the Paper: Modern Indian Writing in English Translation

Semester : V

Time : 3 Hours + 1 hr

Maximum Marks : 75

All questions carry equal marks. (18.75x4= 75)

Answer any of the 4 of the following. Each answer would be 600-750 words each.

1. In 'The Shroud', Premchand re-examines the much-romanticised benefits of 'honest hard work' in a caste-ridden society. Discuss.
2. Tagore's worldview appears to transcend the confines of culture and nation. Discuss his universalism with reference to the poems you have read from *Gitanjali*.
3. Write an essay on the significance of the 'guards' in the narrative structure of *Andha Yug*.
4. Critically comment on the title of the novel *Untouchable Spring*.
5. Discuss with reference to any two texts of your choice from the course how the postcolonial perspective has been represented in modern Indian writing in translation.
6. Women's issues are central to the question of modernity in the modern Indian context. Do you agree? Discuss with the help of any two texts of your choice from this course.

B.A. (Hons) English
Unique Paper Code (UPC) - 12037504_OC
Nineteenth Century European Realism

Semester V

Time : 3+1 hours

Maximum Marks 75

Attempt ANY FOUR Questions. All questions carry equal marks. Answers to be written between 600-750 words.

- Q.1) Do you think that beyond “the nihilism of the younger generation and the romanticism of the older generation” Turgenev offers a more homely set of values? Discuss with reference to *Fathers and Sons*.
- Q. 2) Do you think the ending of the novel *Crime and Punishment* justifies the stark depiction of the reality of 19th century St Petersburg? Elaborate with reasons.
- Q. 3) "All is true, so true that everyone can recognize the elements of the tragedy in his own household, in his own heart perhaps." In the light of this statement, analyse the elements of realism in the novel *Old Man Goriot*.
- Q. 4) “[...] Flaubert’s pity blends with his caricature of Romantic dreams, and nothing would be more difficult than to draw a line separating the two.” Discuss *Madame Bovary* in the light of this observation.
- Q. 5) Compare and contrast the treatment of marriage in *any two texts* in the course..
- Q. 6) “A man, at least, is free; he can explore all passions and all countries, overcome obstacles, taste of the most distant pleasures. But a woman is always hampered.” In the context of this statement, discuss the representation of female desires in any two novels in your syllabus.

Unique Paper Code: 12031502

Name of the Paper: British Literature: The Early 20th Century

Name of the Course: B.A (Hons.) English

Semester: V

Duration: 3+1 (One hour reserved for downloading of Question Paper, scanning and uploading of answer sheets)

Maximum Marks: 75

Attempt any four questions. All questions carry equal marks (18.75x4= 75)

- 1) “The narrative of *Heart of Darkness* excludes women from the colonial enterprise as well as its critique.” Discuss the representation of women in Conrad’s novel in the light of the aforesaid statement.
- 2) “Virginia Woolf’s *Mrs Dalloway* subverts its own unitary narrative authority through multiple voices and discourses.” Do you agree? Give a reasoned answer.
- 3) With reference to any two poems in your course critically examine the themes of myth and violence in modernist poetry.
- 4) “Beckett’s *Waiting for Godot* offers a comprehensive critique of the philosophical discourse of modernity and its twin pillars- reason and progress.” Do you agree? Give a reasoned answer.
- 5) Describe the Id, the Ego and the Superego with reference to Freud’s structure of the Unconscious.
- 6) Modernism is associated with a literature of crisis. Would you agree? Answer with reference to any two texts in your syllabus.

Unique Paper Code: 12031502

Name of the Paper: British Literature: The Early 20th Century

Name of the Course: B.A (Hons.) English

Semester: V

Duration: 3+1 (One hour reserved for downloading of Question Paper, scanning and uploading of answer sheets)

Maximum Marks: 75

Attempt any four questions. All questions carry equal marks (18.75x4= 75)

- 1) “Conrad’s *Heart of Darkness* continues to perpetuate the stereotypes of Africa and Africans.” Do you agree? Give a reasoned answer.
- 2) “The party at the end of *Mrs Dalloway* creates a sense of community.” Elaborate.
- 3) “My subject is war and the pity of war.” In the light of this statement discuss Wilfred Owen’s treatment of war in his poem “Strange Meeting”.
- 4) “The erasure of context/history in *Waiting for Godot* makes Beckett’s play a suitable vehicle for diverse themes and political agendas.” Discuss the ‘universalism’ of *Waiting for Godot* in the light of the aforesaid statement.
- 5) What is the significance of Albert Camus’s assertion “One must imagine Sisyphus happy” in the ‘Myth of Sisyphus’?
- 6) “The literature of Modernism consciously subverts the modes of representation that underlie the literature of the nineteenth century.” Discuss the various strategies of representation of modernist literature with the help of any two texts in your course.

Unique Paper Code: 12031302

Name of the paper: Popular Literature (Core)

Name of the course: B.A. (Hons.) English

Maximum marks: 75

Time: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

**Students will attempt any FOUR questions. All questions carry equal marks (18.75 marks).
Answers to be written in 600-750 words.**

1. In what way does *The Murder of Roger Ackroyd* digress from the classic model of detective fiction. What is the significance of Agatha Christie's strategy in doing so? Discuss.

2. The instability of language in *Through the Looking Glass* questions the foundations of our emphasis on reason, order and propriety. Discuss.

3. How does Bradbury make use of 'time travel' as a device in "The Sound of Thunder"? Give a reasoned answer.

4. Discuss *Bhimayana* as an instance of alternate historiography on the life of B.R Ambedkar.

FOR VH STUDENTS ONLY : Discuss how Ambedkar's *Waiting for a Visa* reflects upon oppression and marginalisation based on caste difference.

5. What does Darko Suvin mean by "cognitive estrangement" and its use in Science Fiction. Support your answer with examples from any one SF story in the paper.

6. Critically comment on the use of 'formula' in Popular Fiction. Discuss in relation to any two texts which you have studied in this paper.

SET A

Unique Paper Code: 12037501-OC

Name of the course: B.A (Hons) English (CBCS)

Name of the Paper: Modern Indian Writing in English Translation

Semester: V

Time : 3 Hours + 1 hr

Maximum Marks : 75

All questions carry equal marks. (18.75x4= 75)

Answer any of the 4 of the following. Each answer would be 600-750 words each.

1. With reference to 'The Quilt,' write an essay on the radicalism of Ismat Chughtai.
2. With reference to any two poets included in the syllabus, write an essay on the relationship between the individual and the society in modern Indian poetry.
3. *Andha Yug* questions the notion of 'absolute truth.' Discuss with reference to the moral dilemmas of Yuyutsu and Ashwatthama.
4. Kalyan Rao seeks to rewrite Dalit history in the *Untouchable Spring*. Discuss.
5. What is the post-colonial discourse in Indian English literary practices? Answer with reference to any two texts of your choice from this course.
6. What vision of India emerges from the course Modern Indian writing in English translation? Discuss with the help of texts prescribed in this course.

B.A. (Hons) English
Unique Paper Code (UPC) - 12037504_OC
Nineteenth Century European Realism

Semester V

Time : 3+1 hours

Maximum Marks 75

*Attempt **ANY FOUR** Questions. All questions carry equal marks.*

- Q. 1) In *Fathers and Sons* Turgenev sets out to advocate the case of the sons, but finds himself aligning with the fathers. Do you agree with this assessment of the text? Give a reasoned answer.
- Q. 2) Write a critical essay on the use of religious symbols and concepts in Dostoevsky's *Crime and Punishment*.
- Q. 3) Critically analyse and elaborate on the themes of criminality and modernity in Balzac's *Old Man Goriot*.
- Q. 4) "[...] the nature of Emma's despair is different than what we are used to from works of earlier period." Discuss *Madame Bovary* in the light of this observation.
- Q. 5) Write a detailed essay on the depiction of the city in *Crime and Punishment* and *Old Man Goriot*.
- Q. 6) What are the chief characteristics of the 19th century realism? Discuss with reference to any two novels of your syllabus.

S. No. of Question Paper:

Unique Paper Code: 12031501_OC

Name of the Paper: **Women's Writing**

Name of the Course: **B.A. Hons. English Old Course**

Semester: **V**

Marks: **75**

Time limit: 3 + 1 (One hour reserved for downloading of Question Paper, scanning and uploading of Answer Sheets)

Instructions

There are 6 questions, you have to answer **Four, in 600-750 words**

All questions carry **equal marks of 18.75 each.**

1. Sylvia Plath's confessional poetry takes liberties with 'truth' in order to explore her subjective and emotional states. Analyse with reference to the poems in your course.
2. Celie's rape in *The Color Purple* becomes not an instrument of her silencing but a catalyst in her search for a voice. Discuss.
3. In 'Draupadi' Mahasweta Devi uses the body as a site of resistance to "counter" violence in its various forms. Comment.
4. 'A Vindication of the Rights of Woman' is an active engagement with the ideas of the French Revolution and offers its critique of power-driven hierarchies. Discuss.
5. How have women's autobiographical writings redefined the politics of self-representation. Discuss with reference to two texts from your course.
6. Comment on the empowering nature of female bonding with reference to two texts in your course.

SET B OBE

NOV- DEC 2021

UNIQUE PAPER CODE 12035907
NAME OF THE COURSE ENGLISH: GENERAL ELECTIVE FOR HONORS
COURSE
NAME OF THE PAPER LANGUAGE, LITERATURE AND CULTURE
SEMESTER I / III CBCS (ADMISSION OF 2019)

MAX MARKS: 75

TIME LIMIT: 3+1 (ONE HOUR RESERVED FOR DOWNLOADING OF QUESTION PAPER,
SCANNING AND UPLOADING OF ANSWER SHEETS)

STUDENTS WILL ATTEMPT ANY FOUR QUESTIONS.

ALL QUESTIONS CARRY EQUAL MARKS, ANSWERS TO BE WRITTEN IN 400- 600
WORDS (4 X 18.75= 75)

1. WHAT IS GENDER? WHAT ROLE DOES LANGUAGE PLAY IN CONSTRUCTING GENDER STEREOTYPES? WHAT ARE SOME MEASURES THAT A SOCIETY CAN TAKE TO NEUTRALIZE THESE STEREOTYPES?
- 2.
3. WHAT DO YOU UNDERSTAND BY CULTURE? WHAT DO YOU LIKE AND DISLIKE ABOUT YOUR CULTURE. WILL YOU BE OPEN TO MARRYING SOMEONE FROM A COMPLETELY DIFFERENT CULTURE?
4. DISCUSS EKLAVYA'S EFFORT AND DEEP SENSE OF DEVOTION AND SERVICE TO THE GURU. IS IT ALSO A COMMENT ON THE CLASS AND CASTE PREJUDICES OF THE TIMES?
5. INDIAN LITERATURE TOOK UP THE CHALLENGE TO ADDRESS THE EVILS OF SOCIETY LIKE CASTE/ CLASS/ GENDER DISCRIMINATION AND INEQUALITY. ILLUSTRATE FROM ANY AUTHOR IN YOUR TEXT THAT YOU HAVE STUDIED.
6. IN THE TWO SECTIONS OF THE POEM, *DO NOT ASK*, FAIZ DESCRIBES DIVERGENT EMOTIONAL AND MENTAL STATES WHICH FINALLY MERGE AS HIS PERSPECTIVE ENLARGES. DISCUSS THE THEME OF THE POEM.
7. "THE HATRED OF THOUSANDS OF YEARS HAD ENTERED OUR HEARTS. WHAT A LIE CULTURE AND CIVILIZATION ARE". EXPLAIN HOW THE LINES

IN OMPRAKASH VALMIKI'S *JOOHAN* REFLECT THE SPEAKER'S
DISAPPOINTMENT WITH LIFE IN THE MODERN CITY THAT HAS NOT BEEN
ABLE TO RISE OUT OF THE QUICKSAND OF ANCIENT CULTURE.

UPC: 12035907_OC

Name of the course: English: General Elective for Honors Course

Name of the paper: Language, Literature and Culture

Semester: I/III

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any FOUR questions.

All questions carry equal marks. Answers to be written **between 400-600 words**

1. Our language signals the social groups we belong to e.g. our gender, our age, our social class. Comment, with examples, on how our use of language changes according to the situation that we find ourselves in and the company we are with at the time.
2. Define culture and comment on cultural stereotypes in advertisements and films.
3. What is the message of Subramania Bharati to the Pallas in the Palla Song. Elaborate.
4. How does Ismat Chughtai's story 'Touch Me Not' portray the confinement of women?
5. Discuss the themes of Masti Iyengar's "Venkatashami's Love Affair".
6. Show how Shrilal Shukla depicts a satirical picture of debased Indian society in post-independent India in the excerpt from *Raag Darbari*.

UPC: 12033914

Name of the course: BA Hons. English

Name of the paper: Modes of Creative Writing: Poetry, Fiction & Drama (SEC)

Semester: III/V

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

- **Students will attempt any FOUR questions.**
- **All questions carry equal marks of 18.75 each.**
- **Answers to be written between 400-600 words each.**

1. Do you or do you not subscribe to the view that Creativity is 5 percent inspiration and 95 percent inspiration? Give a reasoned answer.
2. Develop a short story/poem/short play using any **5** of the tropes and figures of speech given below, clearly underling and labeling them : (i) Simile, (ii) Hyperbole, (iii) Symbol, (iv) Oxymoron, (v) Pidgin , (vi) Alliteration, (vii) Hyperbole, (viii) Irony.
3. Read the poem given below and analyse it in terms of themes, tropes, figures of speech used; mood and the general effect on the reader. Give your answer quoting the relevant portions of the poem to support your points.

When Lilacs Last in the Dooryard Bloom'd

Walt Whitman

When lilacs last in the dooryard bloom'd,
And the great star early droop'd in the western sky in the night,
I mourn'd, and yet shall mourn with ever-returning spring.
Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love.

O powerful western fallen star!

O shades of night—O moody, tearful night!

O great star disappear'd—O the black murk that hides the star!

O cruel hands that hold me powerless—O helpless soul of me!

O harsh surrounding cloud that will not free my soul.

In the dooryard fronting an old farm-house near the white-wash'd palings,
Stands the lilac-bush tall-growing with heart-shaped leaves of rich green,
With many a pointed blossom rising delicate, with the perfume strong I love,
With every leaf a miracle—and from this bush in the dooryard,
With delicate-color'd blossoms and heart-shaped leaves of rich green,
A sprig with its flower I break.

In the swamp in secluded recesses,

A shy and hidden bird is warbling a song.

Solitary the thrush,

The hermit withdrawn to himself, avoiding the settlements,

Sings by himself a song.

Song of the bleeding throat,

Death's outlet song of life, (for well dear brother I know,

If thou wast not granted to sing thou would'st surely die.)

Over the breast of the spring, the land, amid cities,

Amid lanes and through old woods, where lately the violets peep'd from the ground,
spotting the gray debris,

Amid the grass in the fields each side of the lanes, passing the endless grass,

Passing the yellow-spear'd wheat, every grain from its shroud in the dark-brown fields
uprisen,

Passing the apple-tree blows of white and pink in the orchards,

Carrying a corpse to where it shall rest in the grave,

Night and day journeys a coffin.

Coffin that passes through lanes and streets,

Through day and night with the great cloud darkening the land,

With the pomp of the inloop'd flags with the cities draped in black,
 With the show of the States themselves as of crape-veil'd women standing,
 With processions long and winding and the flambeaus of the night,
 With the countless torches lit, with the silent sea of faces and the unbared heads,
 With the waiting depot, the arriving coffin, and the sombre faces,
 With dirges through the night, with the thousand voices rising strong and solemn,
 With all the mournful voices of the dirges pour'd around the coffin,
 The dim-lit churches and the shuddering organs—where amid these you journey,
 With the tolling tolling bells' perpetual clang,
 Here, coffin that slowly passes,
 I give you my sprig of lilac.

4. If you were to write a novel, which aspect of the novel would you concentrate on the most-Character, Plot, Setting or Mode of Narration? Why? Give reasons with examples.
5. Write a short dramatic script involving a comic situation, giving emphasis to dialogue and non-verbal elements.
6. Edit and proof read the following paragraph and prepare it for publication. Then rewrite the final version as you would like it to be published.

The Roots of modernism emerged in the middle of the nineteenth century, in France with Charles Baudelaire in literature, Eduard Manet in painting and Gustave Flaubert in prose fiction. In the 1980s, a strain of thinking began to assert that it was necessary to do away with the old norms entirely. In the 15 years of the twentieth century, some writers, thinkers, artists made the break with traditional means of organising literature, painting and music. Modernism in general, includes the activities and creations of those whom felt the traditional forms of Art architecture. The modernist literature was characterised by a rejection of the 19th century traditions and of their consensus between author and reader. Modernists tried to break away from the conventions of the Victorian era. They wished to distinguish themselves from the history of art and literature. Ezra Pound with his famous dictum 'make it new' captured the essence of modernism. Therefore, in order to create something new, they had to create new forms of writing. J.M.W. Turner being one of the greatest landscape painters of the 19th century believed that his works should express significant historical literary or other narrative themes unlike the French impressionists who had unconventional formulas.

Set B

Unique Paper Code : 12037506-OC

Name of the Course : BA Hons English

Name of the Paper : Literary Criticism (DSE)

Semester : V

Duration: 3+1 Hours (One hour is for downloading the question paper and uploading the answer script)

Maximum Marks: 75

Attempt any **four** questions. Each question carries 18.75 marks. Answers to be written in 600-750 words

1. Explain Coleridge's theory of imagination and the distinction between primary and secondary imagination. How do you think the secondary imagination functions as an echo of the primary one?
2. "Life is not a series of gig-lamps symmetrically arranged; life is a luminous halo, a semi-transparent envelope surrounding us from the beginning of consciousness to the end." How does Virginia Woolf in her "Modern Fiction" define the modern novel against the "materialistic" novel of Wells, Bennett and Galsworthy?
3. Critically examine I. A. Richards' analysis of the two uses of language with relevant examples.
4. "[T]he structure of a poem resembles that of a ballet or a musical composition.... The unity is achieved by a dramatic process, not a logical[process]; it represents an equilibrium of forces, not a formula." Critically comment on these lines.
5. Do you believe literature is mimetic in nature or do you tend to the view that it is creative? Substantiate your answer with the help of texts you have read in this course.

6. Does the reading of early twentieth century literary critics influence your understanding of literature? How? Give your critical response to at least one of the early twentieth century critics you have studied and the manner in which she/he has influenced your understanding of literature.

SET - A

Unique Paper Code: 12037501

Name of the Course: B.A. (Honours) English

Name of the Paper: Modern Indian Writings in English Translation (DSE)

Semester: V

Maximum Marks: 75

Duration: 3+1 hours (one hour is reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any **FOUR** questions.

All questions carry equal marks (18.75*4). Each answer to be written in **600-750 words**.

1. Elaborate how “the narrative mode of *Six Acres and a Third* enacts and embodies the social and moral vision of the novel.”
2. The landscape and inhabitants of Khasak are much more deserving of the reader’s attention than Ravi’s *angst*. Do you agree? Give a well-reasoned answer.
3. Critically examine how Girish Karnad’s *The Fire and the Rain* is structured in terms of a dialectic between desire and denial.
4. Discuss the significance of the title of Perumal Murugan’s story “The Well”.
5. Comment upon the vision of critical nationalism imagined by Tagore in the essay by him prescribed for study.
6. "Modern Indian Writing in English Translation" chronicles major transformations at the individual as well as collective levels. Elaborate with reference to any two works in your course.

UPC: 12037509

Name of Paper: Literary Criticism and Theory-1

Name of Course: BA English (H) DSE (LOCF)

Semester: 5

Duration: 3 Hours+1 Hour for downloading/uploading

Maximum Marks: 75

Answer any 4 (Four) questions

All questions carry equal marks (18.75)

Answers to be written in 600 to 750 words each

1. Why does Longinus feel that only figurative language will help the poet in reaching the sublime?
2. Discuss Burke's ideas on taste as 'faculties of the mind' which are 'affected with or which form a judgment of the works of imagination'.
3. What role for art does Schiller envisage in the processes of social change in *Letters on the Aesthetic Education*?
4. Nietzsche's 'ascetic ideal' is 'an expression of the basic fact of the human will...it will rather will *nothingness* than not will.' Elaborate on the account of asceticism in his *On the Genealogy of Morals*.
5. Critically examine the idea of the 'Chronotope' with suitable examples from the text prescribed in your course.
6. How does Literary criticism contribute to our understanding of Literature? Discuss with reference to any one text in your course.

Set A

S. No. of Question Paper:

Unique Paper Code : 12037506-OC

Name of the Course : BA Hons English

Name of the Paper : Literary Criticism (DSE)

Semester : V

Duration: 3+1 Hours (One hour is for downloading the question paper and uploading the answer script)

Maximum Marks: 75

Attempt any **four** questions. Each question carries 18.75 marks. Answers to be written in 600-750 words.

1. "Low and rustic life was generally chosen because in that situation the essential passions of the heart find a better soil in which they can attain maturity..." Critically analyse Wordsworth's choice of "low and rustic life" in his poems. Do you agree with his rationale?
2. "No poet, no artist of any art, has his complete meaning alone. His significance, his appreciation is the appreciation of his relation to the dead poets and artists. You cannot value him alone; you must set him, for contrast and comparison, among the dead." Discuss the idea of tradition in T. S. Eliot's "Tradition and the Individual Talent."
3. Critically discuss Woolf's "Modern Fiction" as a critique of realism.
4. "Cleanth Brooks argues for the primacy of the literary text as opposed to a historical/biographical contextualisation of it." Critically examine this statement with reference to your reading of the prescribed Cleanth Brooks text in this paper.
5. How has the study of this paper aided your own critical abilities? Write a note analysing any one literary text of your choice using any critical framework you have encountered in this paper.
6. "The end of criticism is the elucidation of works of art and the correction of taste." Critically examine this statement based on your understanding of any one literary critic.

SET - A

Unique Paper Code: 12037501

Name of the Course: B.A. (Honours) English

Name of the Paper: Modern Indian Writings in English Translation (DSE)

Semester: V

Maximum Marks: 75

Duration: 3+1 hours (one hour is reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any **FOUR** questions.

All questions carry equal marks (18.75*4). Each answer to be written in **600-750 words**.

1. Elaborate how “the narrative mode of *Six Acres and a Third* enacts and embodies the social and moral vision of the novel.”
2. The landscape and inhabitants of Khasak are much more deserving of the reader’s attention than Ravi’s *angst*. Do you agree? Give a well-reasoned answer.
3. Critically examine how Girish Karnad’s *The Fire and the Rain* is structured in terms of a dialectic between desire and denial.
4. Discuss the significance of the title of Perumal Murugan’s story “The Well”.
5. Comment upon the vision of critical nationalism imagined by Tagore in the essay by him prescribed for study.
6. "Modern Indian Writing in English Translation" chronicles major transformations at the individual as well as collective levels. Elaborate with reference to any two works in your course.

UPC: 12037504

Name of the course: B.A. (H) English

Name of the paper: Nineteenth Century European Realism (DSE)

Semester: V

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any FOUR questions.

All questions carry equal marks. answers to be written in 600-750 words

- Q 1. *Old Goriot* is a novel which weaves together three separate tales; the stories of Rastignac, Goriot and Vautrin. Write an essay on the relationship between these three narrative strands and their effect on each other.
- Q 2. Comment on the differences between Part 1 and Part 2 of *Dead Souls*. How does the fragmentary nature of Part 2 complicate our understanding of the novel?
- Q 3. “Emma was rediscovering in adultery the platitudes of marriage.” Comment on the relationship between adultery and marriage in *Madame Bovary*.
- Q 4. Explain Raskolnikov’s concept of “extraordinary individuals” in *Crime and Punishment* both as an intellectual argument and as a standard by which Raskolnikov evaluates himself and his actions.

Q 5. Discuss Belinsky's critique of Gogol in his letter written in 1847 that accuses him of looking at Russia from a "beautiful far-away" perspective that is alienated from the political realities.

Q 6. Write an essay on realism as a mode of novelistic representation basing your response on an analysis of any *two* novels in the course.

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Unique Paper Code: **62031103_OC**

Name of the Course: **B.A. (Prog.) English B**

Name of the Paper: **Intermediate English (Stream B)**

Semester: **I**

Maximum Marks: 75

Time limit: 3 +1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any **FOUR** questions.

All questions carry equal marks ($18.75 \times 4 = 75$ marks). Each answer to be written **400-600 words**

1. Read the following passage and answer the questions that follow:

Television might be abused and then it may wrap the minds of its viewers, especially those young ones, who are sensitive to every kind of impression. But if it is properly used, it may lead to the enhancement of human life itself. We should try, by means of this great mode of communication, which has such an immediate impact on the minds of the people who view it, to enable them to cast off superstitions, *emancipate their minds* from any kind of narrowness, combat every kind of false ideas which have made their home in the minds of the people, it is a great means of education.

We should therefore use television for the correct purpose and it is my earnest hope that it will assist in improving the quality of our men and women and not by making them shoddy and slovenly.

We should use documentaries, short plays, films, and abridgements of classics, so that what the students don't get in schools and colleges might be provided for them when they view television. That is what is necessary. I think, under proper management, it may be regarded as one of the highest modes of mass communication. You have sight hearing, picture, music- all of these things mixed together.

- i. **How can television lead to improvement in people's lives?** (2)
- ii. **How does TV remove narrow mindedness from the minds of orthodox people?** (2)
- iii. **Why is television one of the highest modes of mass communication?** (2)
- iv. **Explain the italicized portion.** (2)
- v. **Give a suitable heading for the passage.** (2)
- vi. **Find the word from the passage that means the following:**
 - a) Shortened (1.75)
 - b) Improvement in quality (1.75)
 - c) Fight/battle (1.75)
 - d) Cast off (1.75)
 - e) To make an impression (1.75)

2. You purchased a mobile phone which has not been working properly. Write a letter to the phone company to replace the phone. (18.75)
3. Write a resume along with a covering letter for the post of Computer operator in Dabur India Ltd., Noida. (18.75)
4. You are Chief Secretary of the Transport Department, Delhi. Write a Notice for 'Odd-even Transport Drive' in order to control air pollution level in Delhi. (18.75)
5. On behalf of the students' Union of your College, submit a short report to the Principal on the necessity of opening a Canteen in the college campus. (18.75)
6. You want to sell a second-hand car. Draft an advertisement for the classified column of a newspaper, specifying your requirements. (18.75)

Unique Paper Code : **62031102_OC**
Name of the Course : **B.A. (Prog)**
Name of the Paper : **Advanced English: Stream A**
Semester : **I**
Marks : **75**
Time limit : **3+1** (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

General Instructions:

Attempt any **FOUR** questions

All questions carry equal marks

(Each question is of 18.75 marks)

Word limit for answers is **400-600** words

1. Suppose you have launched your own youtube channel that showcases your skill as a baker or chef. Write a diary entry describing the experience at the increased viewership or likes or congratulatory comments.
2. Write a paragraph on the rising air toxicity in Delhi highlighting the urgent need to curb its levels.
3. Keeping in mind the eligibility criteria and other requirements, apply for the post of hospitality management trainee in a reputed hotel. Attach your resume with a covering letter addressed to the appropriate authority.
4. Write a formal letter of appreciation to the in-charge of the NGO in your state for their efforts in providing help and care to the destitute during the pandemic related lockdown.
5. Write a letter congratulating a friend who has received a job offer with an enviable package from an international IT firm.
6. Write a review of a fiction or non-fictional work on social issues that you have recently read, mentioning the necessary details.

This question paper contains 3 pages.

Unique Paper Code : 62031106

Name of the Course : B. A. (P)

Name of the Paper : English Fluency

Semester : I

Maximum Marks : 75

Duration : 3+1 hours (one hour is reserved for downloading of question paper, scanning and uploading of answer sheets)

Instructions for the candidate:

- (i) Attempt any **FOUR** of the six questions.
- (ii) All questions carry **EQUAL** marks.

Q1. a) Read the passage given below and answer the questions that follow.

The new strain of COVID-19, Omicron, has several mutations that may have an impact on how it behaves, for example, on how easily it spreads or the severity of illness it causes. It is not yet clear whether infection with Omicron causes more severe disease compared to infections with other variants, including Delta. Preliminary data suggests that there are increasing rates of hospitalization in South Africa, but this may be due to increasing overall numbers of people becoming infected, rather than a result of specific infection with Omicron. There is currently no information to suggest that symptoms associated with Omicron are different from those from other variants. Initial reported infections were among university students—younger individuals who tend to have more mild disease—but understanding the level of severity of the Omicron variant will take days to several weeks. All variants of COVID-19, including the Delta variant that is dominant worldwide, can cause severe disease or death, in particular for the most vulnerable people, and thus prevention is always key.

Preliminary evidence suggests there may be an increased risk of reinfection with Omicron (i.e., people who have previously had COVID-19 could become re-infected more easily with Omicron), as compared to other variants of concern, but information is limited. More information on this will become available in the coming days and weeks.

The most effective steps individuals can take to reduce the spread of the COVID-19 virus is to keep a physical distance of at least 1 metre from others; wear a well-fitting mask; open windows to improve ventilation; avoid poorly ventilated or crowded spaces; keep hands clean; cough or sneeze into a bent elbow or tissue; and get vaccinated when it is their turn.

- a). i) What steps should one take to reduce the spread of Covid 19? (3)
- ii) Has it been proved that Omicron is different from other strains of Covid 19? (3)
- iii) On the basis of your reading of the passage, write the antonyms/opposites of the words underlined: Severity, Mild, Effective, Preliminary. (4)
- b). On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations wherever necessary. (8.75)

Q 2. a) You read an inspirational book that affected you a lot. Write a blog about the impact of the book upon your life and personality. (10)

b) Write a Facebook post sharing relevant details about a social cause you believe in asking your friends to contribute funds or volunteer help for it. (8.75)

Q 3. a) Write a dialogue between two friends who are discussing the rising pollution levels in the city. (10)

b) Prepare a Tweet to raise awareness about the new virus strain, Omicron. (8.75)

Q 4. a) Write an interview between a reporter and a film Director who has just won the National Award for Best Film. (10)

b) You have recently witnessed an incident of robbery in your neighbourhood. Write an FIR sharing all the relevant information about the incident. (8.75)

Q 5. a) You are writing a report on the crime situation in your area. Write an RTI to the local police station seeking information about the number of criminal cases filed in the police station in the past six months. (10)

b) You recently watched a film that made you very emotional. Write about it in a diary entry. (8.75)

Q 6. a) Write a review of a short film/series that you recently watched. (8.75)

b) Edit and rewrite the passage given below making required changes in the underlined words:

On the (1) cold, wet morning, my class was filled with excitement. Someone have (2) discovered that the next day was our teacher's birthday. Our teacher was the kindest person that ever exist (3). Thus it is (4) no surprise that she was the favourite teacher to (5) the pupils. Everyone want (6) to get her a present. I, very much wanted to shown (7) my appreciation too. That afternoon, I spends (8) the whole afternoon shopping for a present. After a long search, I finally made on (9) my mind. The next day I given (10) her a bouquet of beautiful roses and she exclaimed with pleasure. (10)

UPC: 62031105

Name of the course: B.A. Programme (LOCF)

Name of the paper: English Language Through Literature

Semester: 1

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

The paper contains 3 unseen passages. Each passage has two questions based on it. Students will **attempt any FOUR** out of SIX questions.

All questions carry equal marks. (4*18.75 = 75 marks)

Passage 1: [647 words]

Luxury textiles and jewellery are not new to India. The maharajahs patronised guilds with master craftspeople working in fine weaving and embroideries for centuries. They created custom-made clothes and saris for royalty, some of which are yet to be matched for their sophisticated concepts and superb workmanship. Indian luxury goods have always been defined by their exceptional heritage value in that they were invariably handmade, using skills inherited over generations. Bespoke textiles in India, therefore, were never meant for mass consumption, but were produced under the patronage of kings and temples.

This order has changed radically in the western world. In the last five decades, many European fashion houses, created by highly talented but a small number of designers, have been bought over by multinational companies. They then began mass producing one-of-a-kind couture collections and sold them at enormously expensive prices. Marketing and not handcrafted quality dictated the sales, and technology started playing a large and vital part in the manufacture, till they were no longer totally hand-tooled.

In the post-pandemic world, we will need to look at a different concept of luxury goods, especially from an Indian perspective. There are at least 16 million craftspeople in India, whos

works are not showcased in museums. The production of Indian luxury goods takes place in modest environments, mostly villages in the unorganised sector. What is not modest is the creativity and handiwork of the artistes who toil in relative obscurity. It is remarkable that this sector still functions in India.

In the absence of institutional support, bank credit and government financial packages, these artistes and craftspeople find no space or sympathy from any quarter. Handcrafted luxury goods are our inheritance and we have to find solutions which are innovative, and not leave it to the ministry of textiles alone....

Glamorous wedding trousseaus echoed the feudal styles of the maharajahs of yore. Fashion designers were on top of their game in India and the trickle-down effect led to the celebration of folk arts such as bandhini, zardozi and the fabulous embroideries of Kutch. Handwoven Benarasi saris, paithanis and patolas from Gujarat were also showcased across the world. There was a premium on handmade textiles and garments.

In real terms, before the pandemic, the textile and apparel industry in India employed nearly 45 million people, next only to the agriculture sector. Handicraft exports from India to the United States increased 2% year on year; it was \$3.39 billion in February 2020.

Today, we see a tragic reversal; export orders have dried up and domestic demand, crumbled. This has resulted in large-scale unemployment across the weaving, printing and embroidery communities, which have been hit the hardest, and which have little access to credit. The communities of weavers in Benaras and elsewhere have to rely on middlemen for loans to buy yarn. This way, they get trapped in a vicious cycle which leads to great impoverishment.

We will need fashion designers to become the catalysts in an industry on which so many livelihoods depend. A lot of small enterprises that survived on hype may shut shop. But with the depth of the crafts sector, there is some hope for continuing the tradition. As spending patterns become more conservative, people's tastes also change....

The real problem then lies with the marketing of these handicrafts. The textile ministry is making a conscious effort at documenting the crafts of the country. I sincerely hope that there are enough start-ups that can make these available in the virtual world. Websites don't need

retail space or middlemen to sell India's rich legacy of handicrafts.

They can introduce India's vast treasure trove of luxury goods to the world. They can connect buyers with the craftsmen who make these rare luxury goods. This will revive interest in crafts. We have to think of innovative solutions to save our heritage. We owe this to future generations and to our craftspeople.

Questions 1 and 2 are based on passage 1.

1. This question has two subparts, A+B. Both have to be answered:

A. How does the Western fashion industry differ from the Indian one? Explain with close reference to the passage in 200-250 words (8.75 marks)

B. Imagine you are an entrepreneur who has decided to showcase your village crafts to the world through exhibitions and sales. Write a letter in 300-350 words to your mother informing her about your plan and the reason why you chose this work? (10 marks)

2. This question has two subparts, A+B. Both have to be answered:

A. How has the pandemic affected the textile and the apparel industry? Write an answer in 250-300 words, with close reference to the passage. (8.75 marks)

B. Imagine that you are a researcher in conversation with a craftsperson discussing the nature of his/her work and whether it is profitable. Your questions can include the technique of dyeing, weaving, embroidery and how the product is sold in the market. Draft this conversation in the form of dialogue in about 300-350 words. (10 marks)

What Life Should Be

To learn while still a child
What this life is meant to be.
To know it goes beyond myself,
It's so much more than me.

To overcome the tragedies,
To survive the hardest times.
To face those moments filled with pain,
And still manage to be kind.

To fight for those who can't
themselves, To always share my light.
With those who wander in the dark,
To love with all my might.

To still stand up with courage,
Though standing on my own.
To still get up and face each
day, Even when I feel alone.

To try to understand the
ones That no one cares to
know.

And make them feel some value
When the world has let them go.

To be an anchor, strong and
true, That person loyal to the
end.

To be a constant source of hope
To my family and my friends.

To live a life of decency,
To share my heart and
soul. To always say I'm
sorry

When I've harmed both friend and foe.

To be proud of whom I've tried to be,
And this life I chose to live.
To make the most of every day
By giving all I have to give

To me that's what this life should be,

To me that's what it's for.

To take what God has given me

And make it so much more.

To live a life that matters,

To be someone of great

worth. To love and be loved

in return And make my mark

on Earth.

Questions 3 and 4 are based on passage 2.

3. This question has two subparts, A+B. Both have to be answered:

A. The poet (passage 2) expresses how life should be lived. Are the principles of meaningful life, depicted here, achievable or too far-fetched? Validate with examples from the poem to support your answer. (200-250 words). (8.75 marks)

B. Paraphrase the full poem "What Life Should Be" (passage 2) in (300-350 words). (10 marks)

4. This question has two subparts, A+B. Both have to be answered:

A. The poem lists out the virtues of a good person and also delineates the ways to attain these virtues. Read the poem in Passage 2 closely and respond using suitable examples from the poem. Answer in 200-250 words. (10 marks)

B. Imagine you are the poetic voice in the poem (passage 2). Write a motivational personal essay or blog on “inspiring ways to live life” in 300-350 words. (10 marks)

Passage 3: [645 words]

To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with “Goodbye, Father”. And oh, there was a sense of relief when she heard the noise of the carriage growing fainter and fainter down the long road!

In the evening when he came home, she stood near the staircase and heard his loud voice in the hall. “Bring my tea into the drawing-room... Hasn’t the paper come yet? Mother, go and see if my paper’s out there — and bring me my slippers.” “Kezia,” Mother would call to her, “if you’re a good girl you can come down and take off father’s boots.” Slowly the girl would slip down the stairs, more slowly still across the hall, and push open the drawing-room door. He had his spectacles on and looked at her over them in a way that was terrifying to the little girl. “Well, Kezia, hurry up and pull off these boots and take them outside.

Have you been a good girl today?” “I d-d-don’t know, Father.” “You d-d-don’t know? If you stutter like that, Mother will have to take you to the doctor.” She never stuttered with other people — had quite given it up — but only with Father, because then she was trying so hard to say the words properly. “What’s the matter? What are you looking so wretched about? Here, Kezia, carry my teacup back to the table carefully.” He was so big — his hands and his neck, especially his mouth when he yawned. Thinking about him alone was like thinking about a giant.

On Sunday afternoons Grandmother sent her down to the drawing-room to have a “nice talk with Father and Mother”. But the little girl always found Mother reading and Father stretched out on the sofa, his handkerchief on his face, his feet on one of the best cushions, sleeping soundly and snoring.

She sat on a stool, gravely watched him until he woke and stretched, and asked the time — then looked at her. “Don’t stare so, Kezia. You look like a little brown owl.”

That night there was a hue and cry in the house. Father’s great speech for the Port Authority had been lost. Rooms were searched; servants questioned. Finally Mother came into Kezia’s room. “Kezia, I suppose you didn’t see some papers on a table in our room?” “Oh yes,” she said, “I tore them up for my surprise.” “What!” screamed Mother. “Come straight down to the dining-room this instant.” And she was dragged down to where Father was pacing to and fro, hands behind his back. “Well?” he said sharply. Mother explained. He stopped and stared at the child. “Did you do that?” “N-n-no”, she whispered. “Mother, go up to her room and fetch down the damned thing — see that the child’s put to bed this instant.”

Crying too much to explain, she lay in the shadowed room watching the evening light make a

sad little pattern on the floor. Then Father came into the room with a ruler in his hands. “I am going to beat you for this,” he said. “Oh, no, no”, she screamed, hiding under the bedclothes. He pulled them aside. “Sit up,” he ordered, “and hold out your hands. You must be taught once and for all not to touch what does not belong to you.”

Down came the ruler on her little, pink palms. Hours later, when Grandmother had wrapped her in a shawl, the child clung to her soft body. “What did God make fathers for?” she sobbed. Go to sleep, pet; you’ll forget all about it in the morning.” But the child never forgot. Next time she saw him she quickly put both hands behind her back and a red colour flew into her cheeks.

Questions 5 and 6 are based on passage 3.

5. This question has two subparts, A+B. Both have to be answered:

A. What are the different ways in which the little girl is ill-treated by her father? Answer with the help of quotes and phrases from the story in about 200-250 words. (8.75 marks)

B. Imagine the girl picking up courage to raise her voice against the oppression. Rewrite the story to give it an alternate ending in about 300-350 words. (10 marks)

6. This question has two subparts, A+B. Both have to be answered:

A. What role do the mother and grandmother play in the little girl’s suffering? Are they justified in their behaviour? Comment with reference to a close reading of the passage in about 200-250 words. (8.75 marks)

B. Write a paragraph expressing your views on the gender inequality prevalent in a patriarchal society in about 300-350 words. (10 marks)

UPC : 62031107
Name of the course : B. A. (Programme)
Name of the paper : English Proficiency
Semester : I
Marks : 75
Time limit : 3 + 1 hours (1 hour is reserved for the downloading of the question paper and the scanning and uploading of the answer sheets)

INSTRUCTIONS:

This question paper contains six questions.

Each question carries equal marks (18.75 marks).

Attempt any FOUR questions.

Attempt both parts of whichever question you choose to do.

1. Read the passage given below and answer the questions that follow it.

What exercise is to the body, reading is to the mind. There are different purposes of reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually make a good guess about what it is. "He drew an arrow from his quiver". Easy to see that a quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get good vocabulary from books, not work books or dictionaries. As a kid I read years ahead of my age, but I never looked up words in dictionaries, and didn't even have a dictionary. In my lifetime I don't believe I have looked up in a dictionary even as many as fifty words – neither have most good readers.

Most people don't know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of 'editors', to each of whom they give a list of words. The job of the editor is to collect as many examples as possible of the ways in which these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples they decide 'from the context' what the writer in each case had meant by the words. From these they make definitions. A dictionary in other words, is a collection of people's opinions about what words mean as other people use them.

- (A) State whether the following statements are true or false. 1 x 10
- (i) Reading gives the mind a workout.
 - (ii) People get good vocabulary from dictionaries.
 - (iii) When children read for their pleasure, they do not usually stop to find the meanings of the words in dictionaries.
 - (iv) Most good readers use dictionaries most of the time.
 - (v) Difficult words can be figured out by meeting them in different contexts.
 - (vi) Editors of dictionaries give meanings to the words.
 - (vii) It is more important to know the exact meaning of the word than

- getting on with the story.
- (viii) As a child the author read books which were only meant for his age.
 - (ix) One of the purposes of reading is to get pleasure out of books.
 - (x) The best way to develop one's vocabulary is by reading anything and everything.
- (B) Answer the following questions briefly.
- (i) How does a child understand the meaning of a difficult word when she is reading an interesting story? What example does the author give to explain that? 3
 - (ii) What do dictionary editors do? 3
 - (iii) What message do we get from the passage? 2.75

2. Read the passage given below and answer the questions that follow it.

Once upon a time, Raman set out on a long journey. In those days, one had to walk through the jungle to get to another city. On the way, another traveler joined Raman. "This place is infested with thieves. I am afraid they will rob me. Can I travel with you?" the man asked Raman. Raman readily agreed.

That night, the two of them stopped at some place to rest. Raman was tired and fell asleep. His companion was waiting for this moment. In fact, he was a thief who used to rob travelers. He got up and looked under Raman's pillow without disturbing him. He found nothing. He carefully searched Raman's pockets looking for money. To his disappointment, he did not find even a paisa! Then he opened the bundle Raman was carrying. Again, he found nothing.

The next morning, the two resumed their journey. They halted for the night. Raman had a sound sleep. His companion again searched Raman's belongings. And again, he was disappointed.

The next day, the two travelers reached the holy city of Tirupati, and they had to part company. The companion confessed that he was a thief. "I have never met with failure. But this time I failed. Now that we are parting company, please tell me where did you hide the money in the night?" pleaded the thief. "Unless I know your secret, I may not be able to sleep," he confessed.

Raman smiled, "I knew you were a thief the moment I saw you. I took care to hide money where you would never find it."

"But where? I looked for it everywhere," cried out the thief.

"Did you look for it under your pillow?" asked Raman.

"I looked for it under your pillow and found nothing. Why should I look for your money under my pillow?" asked the bewildered thief.

"Because I hid the money under your pillow," said Raman, "I was confident it was the one place you would never look for my money."

- (A) State whether the following statements are true or false. 1 x 10
- (i) Raman agreed to travel with another person because he was afraid of thieves.
 - (ii) Raman's companion was waiting for him to fall asleep.
 - (iii) The two companions travelled for more than three days.

- (iv) Raman was a poor man and was not carrying any money.
- (v) The thief was puzzled when he could not find any money on Raman.
- (vi) The two travellers parted ways at Tirupati.
- (vii) The thief decided to leave without asking any question to Raman.
- (viii) Raman had known that the man was a thief the moment he saw him.
- (ix) Raman was a brave and intelligent person.
- (x) The thief was handed over to the king for punishment.

(B) Answer the following questions briefly.

- (i) Describe the thief's activities after Raman fell asleep. 3
- (ii) Why could the thief not find anything valuable among Raman's belongings? 3
- (iii) What message does the story give the reader? 2.75

3. (A) Complete the sentences with *can / can't / could / couldn't* + one of the verbs given below. The first one is done for you. 5 x 2

come, eat, hear, run, sleep, speak

Example: (i) *It is raining heavily. You can come inside.*

- (i) ~~It is raining heavily. You _____ inside.~~
- (ii) "You look tired." "Yes, I _____ last night."
- (iii) When Soma was sixteen, she _____ 100 metres in eleven seconds.
- (iv) Can you speak louder? I _____ you very well.
- (v) I was feeling sick yesterday. I _____ anything.
- (vi) My grandmother was a very clever woman. She _____ six languages.

(B) Write a paragraph of about 100 words on the Corbett National Park based on the information given below. 8.75

Location : Terai forests, hilly district of Nainital, Almora and Pauri Garhwal, lower Uttarakhand

How to reach : 6 hours by road from Delhi

Known for : first sanctuary to come under Project Tiger (1973)

Best time to see tiger : April to mid-June

Other animals found : deer, elephants, crocodiles, wild boars, otter and more

Trees found : pine, sal, sheesham, Lantana bush

Where to stay and eat : forest rest houses, private hotels and resorts like the Corbett Riverside resort

4. (A) Fill in the blanks by selecting the correct item from the pair given in brackets. 1 x 10

- (i) Rajini _____ (speak / speaks) Marathi very well.
- (ii) I never _____ (drink / drinks) tea.
- (iii) The gym _____ (open / opens) at 9 o' clock every morning.
- (iv) My parents _____ (live / lives) in Chennai.
- (v) Neither Ravi nor Seema _____ (was / were) seen at the party.
- (vi) Alas! The great philosopher and statesman _____ (are / is) no more.
- (vii) He _____ (has gone / went) to Bombay yesterday.
- (viii) She _____ (wash / washes) her scooter on Sunday.
- (ix) She _____ (dust / is dusting) the windows because they are very dirty.
- (x) Jay is on holiday. He _____ (has gone / went) to Goa.

(B) Write a paragraph of about 100 words on the person about whom information is given below. 8.75

Name : Avani Lekhara
Date of Birth : 8 November 2001
Profession : Indian Para Athlete and Student
Disability : Spinal Cord Injury (caused by a car accident when she was 12)
Sport : Shooting
Achievements : First Indian Woman to win Paralympic Gold Medal; currently World number 2 in Women's 10m Rifle Standing (World Shooting Para Sports Ranking)
Fond of : reading, travelling, dogs

5. (A) Make opposites of the following words and use them to fill in the blank in the sentences given below. The first one is done for you. 5 x 2

disagree, happy, honest, legal, unkind, unpopular

Example: (i) It is illegal to employ small children as servants. (*legal – illegal*)

- (i) It is _____ to employ small children as servants.
- (ii) Ravi made a great deal of money using _____ means.
- (iii) The little girl was very _____ when she had to give her dog away.
- (iv) Korean drama is very _____ in our country.
- (v) Spicy food does not _____ with my stomach.
- (vi) The _____ man feeds the birds every morning.

- (B) For each comment in Column 1, decide whether it is formal or informal (Column 2). Then match it with the most suitable response from Column 3. The first one is done for you. 5 x (0.75 + 1)

Example: (i) *Could you please give me any information about when the results will be out?* – Formal – *I'm afraid I don't have that information.*

	Column 1	Column 2	Column 3
(i)	Could you please give me any information about when the results will be out?	Formal	Same to you.
(ii)	Any clue when the results will be out?	Informal	It was the least I could do.
(iii)	You have been so kind.	Formal	That's perfectly all right.
(iv)	Good luck!	Informal	I'm afraid I don't have that information.
(v)	Sorry about that.	Formal	Sorry, no idea.
(vi)	Please do accept my apologies.	Informal	No problem.

6. (A) Fill in the blanks by selecting the correct item from the pair given in brackets. 1 x 10

- (i) I got some milk from the _____ (dairy / diary).
- (ii) The referee _____ (blew / blue) the whistle.
- (iii) How much is the auto rickshaw _____ (fare / fair) from Jagat farm to Rajiv Chowk?
- (iv) He wears _____ (loose / lose) clothes.
- (v) The cat ate a _____ (peace / piece) of bread.
- (vi) The children took _____ (their / there) parents to the garden.
- (vii) We bought some _____ (steal / steel) containers.
- (viii) She is feeling _____ (weak / week) because she has just had dengue.
- (ix) Rani took a _____ (brake / break) from school.
- (x) I'm not sure _____ (weather / whether) I'm going to college tomorrow

- (B) For each comment in Column 1, decide whether it is formal or informal (Column 2). Then match it with the most suitable response from Column 3. The first one is done for you. 5 x (0.75 + 1)

Example: (i) *Could you please give me any information about when the results will be out?* – Formal – *I'm afraid I don't have that information.*

	Column 1	Column 2	Column 3
(i)	Could you please give me any information about when the results will be out?	Formal	Good evening!
(ii)	Hi! Long time no see.	Informal	I'm very well, thank you.
(iii)	How are things with you?	Formal	Nothing much.
(iv)	I trust you are keeping well.	Informal	I'm afraid I don't have that information.
(v)	Good evening, Sir!	Formal	So-so, thanks.
(vi)	What's new?	Informal	Yes, long time no see.

Unique Paper Code : **62031312_OC**
Name of the Course : **B.A. (PROG)**
Name of the Paper : **Advanced English (Stream-A) (Core-MIL)**
Semester : **III**
Marks : **75**
Time limit : **3+1** (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

General Instructions:

Attempt any **FOUR** questions

All questions carry equal marks

(Each question is of 18.75 marks)

Word limit for answers is **400-600** words

1. Write a feature article on the impact of social media on the youth in the country.
2. Draft a notice for a blood donation camp that you want to set up as the president of the resident welfare association of your society or apartments or locality.
3. Prepare a questionnaire for a customer satisfaction survey for a Chinese restaurant at a reputed shopping mall.
4. Write an essay on the importance of 'women's empowerment and nation building'.
5. As the student president of your departmental association, you helped organize an online orientation programme for the new first semester students admitted in your department. Prepare a report of the programme including the necessary details.
6. Write a dialogue between two friends – one based in a state where there has been a drastic increase in the AQI (Air Quality Index) and the other based in a state which has witnessed relatively less levels of the same, on the challenges the increased levels of pollution pose to human health and individual responsibilities to counter the problem. Write at least fifteen pairs of sentences.

UPC: 62031902

Name of the course: BA Programme

Name of the paper: English Fluency

Semester: III

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any **FOUR** questions.

All questions carry **equal marks (18.75)**.

Q. 1. Comprehension

Read the passage given below to answer the questions that follow:

Given the fact that most of us spend over 90% of our time indoors, it is most important to recognise that the air we breathe in at home or in offices can be polluted. It can be a cause of ill-health. Air pollutants, that are generally present in very low concentrations, can assume significance in closed ill-ventilated places.

There can be several sources of indoor air pollution. Tobacco smoke is one of the most important air pollutants in closed places. "Passive smoking" or environmental tobacco smoke (ETS) pollution can cause non-smoking people to have all the harmful effects of tobacco smoking. ETS as a health hazard has been unequivocally proven and is also getting social recognition now. The children of smoking parents are among the worst affected persons.

The next most important source of indoor air pollution is the allergens. House dust mites (HDM) are very small insects not visible to the naked eye and are the commonest source of allergy in the house. They are ubiquitous and thrive in a warm and moist atmosphere. Modern houses present ample breeding spaces for them in the form of carpets, curtains, mattresses, pillows, etc.

Pets form an important part of life for some of us. But they can add plenty of allergens to our indoor atmosphere. Cats are notorious for doing this. Fine particles from feline fur can remain stuck to the upholstery and carpets for a long time even after the removal of the animal and lead to the worsening of asthma and skin allergies. Dogs can also be as troublesome.

Toxic gases can also pollute the indoor environment. Biomass fuels (wood, cow dung, dried plants) and coal, if burned inside, can lead to severe contamination by carbon monoxide (CO): The poor quality of stoves and other cooking or heating appliances that cause incomplete combustion of LPG can also lead to the emission of CO or nitrogen dioxide. Formaldehyde (a gas) can be released from adhesives that are used for fixing carpets, upholstery and also in making plywood and particleboard.

It is important to realise that the air we breathe at home may not always be clean and we must try to eliminate the source of pollution. We should give due consideration to ventilation.

- a. How can toxic gases pollute the indoor environment? (2)
- b. What do you understand about ETS? How is it harmful? Give two instances. (2)
- c. What are the causes of indoor pollution? (2)
- d. How can cats impact allergies and asthma? (2)
- e. Find out synonyms of the following words/phrases from the given passage:
Unmistakably, Infamous, Risk, Present Everywhere (0.5 x 4 = 2)
- f. Write a summary of the above passage. (8.75)

Q.2. Write a debate (Favouring or Against the motion) on the given topic as per the points that follow:

Violent video games should be banned.

You may use the following tips:

- Write an overview of the topic and opening statement. (6.75)
- Give two facts/anecdotes in support of your opinion. (6)
- Write two questions which you think your opponents might ask you on the basis of your presentation. (6)

Q.3. Due to some misunderstanding you had an argument with your friend. Write a letter to that friend apologising and clarifying your position as you do not want to lose a good friend like him/her. (18.75)

Q.4. Write a dialogue between the mothers of two college going friends about how the youngsters are dealing with online classes and examinations. (18.75)

- Q.5. a. Prepare a rough draft (5 points) to promote a small start-up that deals in home cooked meals delivered at doorstep. (8.75)
- b. Develop the rough draft that you have prepared into a pamphlet. (10)

Q.6.a. Write a paragraph (200 words) on Child Labour in India. (8.75)

6.b. Edit the following paragraph using appropriate spellings and punctuation marks: (10)

For my eighteenth (1) birthday I wanted to invite many friends. I sent a (2) invitation to Ritu (3) Charu (4) Diksha and Abhinav (5) I decorted (6) my house and cooked many delicacies (7). I weighted (8) for my friends but no one came (9) I was brokehearted (10).

UPC	:	62031901
Name of the course	:	B.A. Programme (LOCF)
Name of the paper	:	English Language Through Literature
Semester	:	III
Marks	:	75
Time limit	:	3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

The paper contains 3 unseen passages.
Students will attempt any FOUR out of SIX questions.
All questions carry equal marks (18.75 Marks x 4 = 75 Marks).

Answer any four out of six questions based on any of the following three passages.

Answers for all questions for subpart A to be written in 200-250 words and for subpart B in 300-350 words.

Passage 1 (743 words)

I'm not trying to be more Native than I am. Less white than I am. I'm trying to be honest about what I have to include. More often than not I've introduced myself as half Native. I know what people want to know as soon as I say that I'm Native: How much? I watch them wait to see what I'll say about it. They don't want to have to ask, and they know I don't want to have to say it. They're testing me that way, so when the quiet between us becomes too much for me, I mumble out the side of my mouth: *From my dad's side*. The other half of me is apparent. My skin is light and I have freckles. I'm brown around the summer months and whiter in the winter. But I look like my dad if you saw me next to him. We have the same head and body. Same barrel chest, same nose. I reference my dad when I bring up being Native because I'm always doing it, qualifying my quantity. My amount. Where it comes from. And it's never enough. Too many claim great-grandparents. People are tired of hearing about great-grandparents, and great-great-grandparents even more so. It's too much math. Do I think we shouldn't include smaller fractions in the definition of what it means to be Native? I don't know. What I do know is that if I don't include the amount that I am, people assume less. So if asked whether or not I'm Native, I say yeah, and then, maybe sadly, maybe with assertion, maybe both, I say: half.

Those with less than half lose more than half the battle at the outset. One Native grandparent equals one-quarter blood quantum. Should someone with this amount not be allowed to identify as Native, if their grandmother raised them? If they didn't even know that grandparent? What about great-great-grandparents? That's an eighth — if there's only one. What equations make sense to keep doing? How come math isn't taught with stakes? There are Natives enrolled in tribes with less than a 30 seconds worth of Native blood in them — as in, less than 30 seconds after hearing about that kind of low-percentage ancestry, you'll probably have dismissed them as faking. You. Everyone.

There are full-blooded Native people raised by white families in white communities who don't know a thing about what it means to be Native or how to live in such a way as to be identified as such.

Walking between worlds is an old Native half-breed trope. I've never felt that I've walked in two worlds. The half-world feels more like being pulled apart and told to speak in singular terms — to pick a side. Actively identifying as a Native person if you have a valid claim is important work — an act against systematically designed erasure.

A half is not a number. Mathematically speaking, it doesn't count as a number. I never did well in math, but I understand fractions better now. When I was talking to my dad recently he said, "The way I got it worked out, it's like this, you're 3/64 short of being half Cheyenne."

That's about 4% less than half. According to a poll conducted by the Atlantic, 4% of Americans believe lizard people control politics. So I'm that amount of crazy Americans short of being half Native American.

But I'm not half, technically. I can't, for example, technically call myself biracial. I'd have to include 1/32 Sioux* blood and 1/64 German blood. I know this because my dad knows this. Growing up they called him *Vehoe*. It means white man. It also means spider, and references a mythological trickster figure. He told me I'm less than half. He didn't mean it in any way. My dad's an engineer. Exact math matters to him. As it does to all of us who have to figure out the kind of math involved in the equation: Enough Blood times Not Enough Blood equals eligibility or ineligibility for tribal enrollment and therefore citizenship in a sovereign nation.

But I am half Native — Cheyenne — from my dad. This half of me is a cutting fraction, which cuts if I rub up against it too firmly, if I slide my finger along its edge. Halving is the beginning of erasure. I'm doing it here again. Qualifying myself. Worried about what you will think of me.

1. This question has two subparts, A+B. Both have to be answered.

A. How does Passage 1 show the confusion and anger of the writer at being objectified by others who view him primarily in terms of his race? Identify and describe those parts where the writer's discomfort becomes clear. Your answer should be written in 200-250 words. (8.75 marks)

B. Imagine you are the narrator of Passage 1. Write a diary entry (in about 300-350 words) where you describe a conversation you had with a friend who asked you insensitive questions about your race. Include descriptions of how your feelings were affected, and how you made your friend realize the problem with their thinking. (10 marks)

2. This question has two subparts, A+B. Both have to be answered.

A. The narrator of Passage 1 feels like he doesn't belong to either the white community or the Native American community. Do you agree? Give a reasoned answer in 200-250 words. (8.75 marks)

B. Imagine you are the narrator of Passage 1. Drawing on your own experiences, write an essay on the topic 'Impact of Everyday Racism' (in about 300-350 words). (10 marks)

Passage 2 (740 words):

OLLIVANT. Then who helped you? Ben?

MARY. Why? Are men the only ones who help women?

EMILY. Tell him, Mary; it's best now.

OLLIVANT. [*Surprised.*] You knew and have kept it from me?

EMILY. [*Calmly.*] I found I hadn't lost my old skill, though it's been a good many years since I held a brush—since before we were married, George. I had an idea I thought would sell: paper dolls with little hand-painted dresses on separate sheets; they were so much softer than the printed kind, and children like anything soft. I wrote to Mr. Aylwin—you remember—he was so kind to me years before. He had called here once before when you were away and asked after my work. He used to think I had such promise. He found an opportunity to use the dolls as a specialty, and when I explained he induced some other firms to use all I can paint, too. They pay me very well. I made enough each month to help Mary...

OLLIVANT. [*Incredulously.*] After you heard me say when she left I wouldn't give her a cent?

EMILY. You were keeping Ben, weren't you?

OLLIVANT. But that's different!

EMILY. I didn't see why we shouldn't help *both* our children.

OLLIVANT. [*Perplexed, he turns to MARY.*] And you took it!

MARY. [*Simply.*] I couldn't bargain with what I felt. I had to study. I'd have taken anything, gotten it anywhere. I had to live. You didn't help me. Ben and I both went against your will, but you helped him because he was your son. I was only your daughter.

OLLIVANT. [*Visibly hurt*] Mary, I didn't realize how much you meant to me till I thought of what might have happened to you without my help. Would you have stayed on in the city if your mother hadn't helped you?

MARY. [*Firmly.*] Yes.

OLLIVANT. [*After a pause.*] Then I guess what you *feel* is stronger than all your mother and I tried to teach you.... Are you too proud to take help from me—now?

MARY. [*Simply.*] No, father; till I succeed. Then I'll pay you back like Ben promised.

OLLIVANT. [*Hurt.*] You don't think it was the money, Mary? It wasn't.

MARY. No; it was your father speaking and his father before him. And perhaps I was speaking for those before me who were silent or couldn't be heard.

OLLIVANT. [*With sincerity.*] I don't exactly understand *that* any more than the feeling you spoke of driving you from home. But I do see what you mean about brothers and sisters. You seem to think boys and girls are the same. But they're not. Men and women are different. You may not know it, but your mother had foolish ideas like you have when I first knew her. She was poor and didn't have a mother to support her, and she had to work for a living. She'd

about given up when I met her—trying to work at night to feed herself in the day while studying. But she was sensible; when a good man came along who could support her she married him and settled down. Look how happy she's been here with a home of her own that is a home—with associations and children. Where would she be, struggling to-day trying to paint pictures for a living? Why, there's lots of men who can paint pictures, and too few good wives for hard-working, decent men who want a family—which is God's law. You'll find that out one of these days and you'll give yourself as she did. Someday a man will come and you'll want to marry him. How could you keep on with your work, going about the country?

MARY. [*Quietly.*] You leave mother at times, don't you?

OLLIVANT. I've got to.

MARY. So may I.

OLLIVANT. And the children?

MARY. They'd have a share of my life.

OLLIVANT. A mighty big share if you're human, I tell you. Ask your mother if you think they're easy coming and bringing up.

MARY. And now they've left her. Dear mother, what has she to do?

OLLIVANT. Well, if you ever get a husband with those ideas of yours you'll see what a wife has to do. [*He goes to her.*] Mary, it isn't easy, all this you've been saying. But your mother and I are left alone, and perhaps we *have* got different views than you. But if ever you do see it our way, and give up or fail— well, come back to us, understand?

MARY. [*smiling*] I may come back a success!

3. This question has two subparts, A+B. Both have to be answered.

A. What impression of the societal attitude to women do you form from your reading of the dramatic extract in Passage 2? Would you say that the women resist oppressive patriarchal pressures? Substantiate your answer (in 200-250 words) with words, phrases or statements from the passage. (8.75 marks)

B. Imagine you are Mary from the dramatic extract (Passage 2). Prepare a research journal (in 300-350 words), using formal register, enlisting important aspects from the exchange between your father and yourself on his perspectives on women's roles and responsibilities. (10 marks)

4. This question has two subparts, A+B. Both have to be answered.

A. In the dramatic extract in Passage 2, what reasons are given by Ollivant for helping Ben over Mary? Would you say that he is an example of the repressive patriarchal forces of his times? Frame your answer in 200-250 words. (8.75 marks)

B. Continue the dramatic extract in Passage 2 further in 300-350 words, as Mr. Aylwin, by conducting a short interview of Emily, reflecting on her life struggles due to gender and class, and her dire need for financial assistance. Keep in mind the given characterization and the tensions in the plot. You may use dialogue and stage directions to develop the plot further. (10 marks)

Passage 3 (708 words):

Although not quite seven, Kallu did the work of a grown man. He was shaken out of his sleep early in the morning and, dressed only in an old, tattered shirt in winter with Abba's old woollen cap pulled down over his ears, looking like a midget, dripping at the nose, he promptly set to work. Scared off by the cold water, he was always reluctant to wash his face, and just once in awhile he would carelessly rub the tips of his fingers over his teeth which remained permanently coated with a thin film of mildew. The first thing he did in the morning was to get the stove going. Then he put water on for tea, set the table for breakfast and made a hundred rounds to the door and back carrying butter, bread, then milk and, finally, the eggs—flapping his slippers noisily, he travelled to the kitchen innumerable times. And after the cook had prepared breakfast, Kallu made more trips to the table lugging hot toast and parathas. To ensure their good health, the children (nearly all of whom were Kallu's age), were forcibly fed porridge, milk, eggs, toast and jam while Kallu quietly looked on. When breakfast was over he sat alone in the kitchen and ate left-over burnt ends of toast and paratha, hurriedly downing them with some tea.

He came to this household at a very young age, did the work of a bearer and sweeper, and all this for two rupees a month along with some old, ragged cast-offs. His mother lived in the village and had entrusted him to our care; he would at least have enough to eat, she thought. She herself worked as a cook for the village zamindar

She visited him sometimes, usually at the Teej festival, and brought him molasses and parched wheat or fried corn. She too put him to work.

'Dear boy, come here and scratch my back.'

'Son, bring me some water.'

'Get some roti from the kitchen, son. And ask the cook for a little dal as well.'

'Rub my shoulders.'

'Massage my head.'

The truth was, his little hands executed a great foot massage, and once he started you didn't want him to stop; often he would have to continue massaging the entire afternoon. Sometimes he dozed off and fell on your legs. A kick was generally enough to awaken him. Kallu had no time to play. If, for some reason, he had a little respite between errands, he would be found slumped with exhaustion, silently staring into space like an idiot. Seeing him sitting like this, looking so foolish, someone or the other would stick a straw in his ear surreptitiously, and startled, he would bashfully turn to a task that required his attention.

Preparations for Malihabi's wedding were under way. There was talk of weddings all day long—who's going to marry whom, how did so-and-so marry so-and-so, and who should marry whom. 'Who're you going to marry, Nanhi?' Mumani would jokingly ask. 'Apa,' lisped Nanhi, sending everyone into fits of laughter.

'Who're you going to marry, Kallu?' Amma asked in jest one day.

Kallu revealed his yellow teeth in a shy grin. When he was pressed for an answer he lowered his eyes and whispered, 'Salima bi.'

'May you rot in hell! You stupid fool! A curse on your face!' Peeved by the laughter around her, Mumani proceeded to box Kallu's ears.

Then one day, while he and Salima were playing, Kallu asked her, 'Salima bi, will you marry me?'

'Yes ... es,' Salima nodded vigorously, her little head bobbing up and down.

Mumani, sitting in the sunny part of the courtyard, combing her hair, was privy to this exchange between Kallu and her daughter. Livid with anger, she removed her sandal from her foot and smacked him one with it. A blow landed in the wrong place, Kallu's nose began to bleed and soon blood was streaming down the side of his face. Kallu's mother, who was visiting at the time, saw the blood and screamed that her son had been murdered.

'Get out of my house, you hypocrite!' Mumani yelled and ordered both mother and son out. Kallu's mother wept and begged forgiveness, but her pleas went unheeded.

5. This question has two subparts, A+B. Both have to be answered.

A. Please read the passage carefully. Critically examine the attitude of the household towards Kallu. Is Kallu's mother to be blamed for this treatment of Kallu at the hands of the other people? Give reasons for your answer in 200-250 words. (8.75 marks)

B. Write a letter of complaint (300-350 words) to the Childright India Foundation about child labour and exploitation of Kallu in the house of the narrator. Mention how Kallu is not sent to school and suffers from malnutrition. (10 marks)

6. This question has two subparts, A+B. Both have to be answered.

A. Based on the passage, what do you understand of Kallu's personality traits and his dreams? Do you think he was unhappy in the house? Give reasons for your answer in 200-250 words. (8.75 marks)

B. Imagine you are Salima bi and you are conscious of the unjust treatment of Kallu by your family members. Write a dialogue of 300-350 words between Salima bi and her mother as she tries to persuade her to take care of Kallu. (10 marks)

UPC: 52031902

Name of the course: B Com Programme

Name of the paper: English Fluency

Semester: III

Marks: 75

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Students will attempt any **FOUR** questions.

All questions carry **equal marks (18.75)**.

Q. 1. Comprehension

Read the passage given below to answer the questions that follow:

Computers are machines that can help us in many ways. But they cannot think or do things on their own. Humans have to feed them with information and tell them what to do with it. They cannot come up with any new information. But they can save much time and work. For example, all the information and the office files can be stored in a computer's "memory". If a clerk were to trace any information from a particular file, the computer would only take seconds to find it. It would take a clerk days or even weeks to go through every file if no computers were used.

The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the usefulness and demand for computers in business, scientists soon found ways to produce cheaper and smaller computers. They invented chips which made it possible to store more information in less space.

Today, computers are not only cheaper, but also *more compact*. They can just be placed on top of an ordinary writing table. They can even be carried from place to place easily.

Computers are not only used in offices by companies, but they are also used at home, by families who can afford them.

Robots, on the other hand, are not mechanical people. They are only moving parts controlled by a computer. A robot can do the same work for twenty-four hours, and yet, it does not complain or get tired.

In Japan and in some places in America, robots are used in factories to assemble cars. As computers become more common in businesses and factories, people fear that someday computers and computer controlled robots will put human out of work. Some people also fear that someday computers will become smarter than Man and take over the world.

- a. In what ways are computers useful? (2)
- b. What were the first computers like? (2)
- c. What are some fears that people have about computers? (2)
- d. Find out synonyms of the following words/phrases from the given passage:
Inexpensive, Create, Machine like, Build. (4)
- e. Write a summary of the above passage. (8.75)

Q.2. Write a debate (Favouring or Against the motion) on the given topic as per the points that follow:

Multitasking leads to stress.

You may use the following tips:

- Write an overview of the topic and opening statement. (6.75)
- Give two facts/anecdotes in support of your opinion. (6)
- Write two questions which you think your opponents might ask you on the basis of your presentation. (6)

Q.3. Your friend falls ill frequently. Write a letter to her advising her about the benefits of healthy diet and exercise to build her immunity. (18.75)

Q.4. Write a dialogue between two college going friends about the advantages of knowing how to drive. (18.75)

Q.5. a. Prepare a rough draft (5 points) describing a visit to the Hills during winter. (8.75)

b. Develop the rough draft that you have prepared into a paragraph (250 words). (10)

Q.6.a. Write a paragraph (200 words) on 'Failure is the Stepping Stone to Success'. (8.75)

6.b. Edit and rewrite the following paragraph: (10)

Christmas and New Year are special (1) days. Everyone is at (2) the mood to celebrate (3). It is the end in (4) one year and the beginning (5) of another. It is time to put a (6) regrets and the frustration (7) behind and to make the (8) new start. It is a time to (9) believing that things will change. It is a time with (10) hope.

UPC : 52031901
Name of the course : B.Com. Programme (LOCF)
Name of the paper : English Language Through Literature
Semester : 3
Marks : 75
Time limit : 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

The paper contains 3 unseen passages.
Students will attempt any FOUR out of SIX questions.
All questions carry equal marks.

Answers for all questions for subpart A to to be written in 200-250 words and for subpart B in 300-350 words.

Time: 3+1 hours

Max. Marks: 75

Answer any FOUR out of six questions based on any of the following three passages.
(18.75 Marks x 4 = 75 Marks)

Passage 1 (750 words)

When we went once to Malabar for a month's stay with my grandmother, we lent our cook to Mrs. Ross so that she might teach him the rudiments of European cookery. With every vacation that we took, our cook advanced more and more in the culinary arts until our eating habits had to be altered to suit his sophistication.

Instead of the rice and curry, he served us soups, cutlets and a stew. For my mother he cooked a plate of rice and lentils because he felt that it was too late to change her tastes. My father ate with a fork and knife. The children, my elder brother and I, eating early and unsupervised, ate Western meals with our little brown fingers, licking our hands, enjoying all that was served on our plates while the cook stood by, frowning. He thought us savages.

My father was always busy with his work at the automobile firm where he was employed, selling Rolls Royces, Humbers and Bentleys to the Indian princes and their relatives. My mother, vague and indifferent, spent her time lying on her belly on a large four-post bed, composing poems in Malayalam. We had no full-time maid at that time. The cook took us to the European school a furlong away and brought us back in the afternoon.

He was not of an affectionate nature. So we grew-up more or less neglected, and because we were aware of ourselves as neglected children in a social circle that pampered the young,

there developed between us a strong relationship of love, the kind a leper may feel for his mate who pushed him on a hand-cart when they went on their begging rounds.

My brother was plump and dark. His eyes were bright and circular. Although he was the cleverest in his class, the white boys made fun of him and tortured him by pushing a pointed pencil up his nostril. One day his shirt-front was covered with blood. He was stunned by the cruelty but even the tears seemed inhibited, staying suspended on his lashes while William the bully exclaimed "Blackie, your blood is red." I scratched his face in a mad rage, but was soon overpowered by the tough Anglo-Indians who were always on the other side, fighting for the white man's rights. We did not tell our parents of tortures we underwent at school for wearing, under the school uniform of white twill, a nut-brown skin.

Occasionally the school would get a distinguished visitor, a bird of bright plumage alighting for a short while, a Governor's wife, a white moustached admiral or a lady in grey silks claiming relationship with the family at Buckingham Palace.

I do not know how our lady-principal, whom we called Madam, managed to lure such august personages in. Ours was not a big school. Perhaps it was because we sang the National Anthem, Rule Britannia, louder than the others. In the morning while Madam sat at the grand piano on which stood the tinted photograph of the British royal family and we raised our voices in song, singing 'Britons never never shall be slaves', even the postman slowed his walk to listen. King George the Sixth (God save his soul) used to wink at us from the gilt frame, as though he knew that the British were singing in India their swan song...

Shirley Temple was the rage then with her golden ringlets and her toothy smile. All the little girls copied her. Our school hung her picture on the wall behind the piano. We had in my class another Shirley. A Scot with pink cheeks and yellow ringlets. When the dignitaries arrived, it was always Shirley who carried up the bouquet.

Once she was asked to read a poem that I had composed and when the visitor asked who wrote it, our principal said, Shirley of course, she is a combination of beauty and brains, and then there was from the Governor's wife a special kiss. What a bright little moppet, she said.

When the visitors came the brown children were always discreetly hidden away, swept under the carpet, told to wait in the corridor behind the lavatories where the school ayahs kept them company. None of us looked too pretty in those days. There were six in all, counting Louis the black Anglo-Indian who could not make up his mind which side to take. If we were hated by the white children, poor Louis was hated more but he followed them about, clowning to put them in good humour, barking like a dog and braying like an ass...

1. This question has two subparts, A+B. Both have to be answered.

A. In colonial India, Indians faced discrimination because of their skin colour. Do you agree? Give a reasoned answer, in 200-250 words, with reference to Passage 1. (8.75 marks)

B. Imagine you are the narrator of Passage 1, and you feel upset about the way Louis is treated by white children. Write a dramatic extract, in about 300-350 words, where you tell Louis to have more self-respect and not give the bullies so much importance. Use dialogues and descriptions of non-verbal cues/stage directions to draft the conversation. (10 marks)

2. This question has two subparts, A+B. Both have to be answered.

A. In Passage 1, Indians are shown as being obsessed with British culture, and this reflects their sense of racial inferiority, planted by years of colonial rule. Do you agree? Give a reasoned answer, in about 200-250 words, with reference to Passage 1. (8.75 marks)

B. The narrator in Passage 1 experiences neglect – by her parents as well as by her British classmates. Write a diary entry, in about 300-350 words, in the narrator's voice, where she speaks of her experiences of – and feelings about – not being cherished as much as she would have liked. (10 marks)

Passage 2 (738 words)

THE GIRL. Oh, I know that I'm just one of the office force to you. But you don't imagine that anyone can know you as I have long enough, without there being *some* kind of an effect? You know, in my own troubles— You don't pay me a very big salary, Mr. Strickland, and there are others whom I must help. But I'm not complaining. [*She smiles.*] I used to be like the other girls. I used to watch the clock and count the hours and the minutes ... But it's different now.

STRICKLAND [*slowly*]. How—different?

THE GIRL. I thought it over, and I made up my mind that it wasn't right to count the minutes you worked for an honest man. [*Strickland turns away.*] I do my best—that's all I can do, but *you* do your best, and it's the *least* I can do.

STRICKLAND [*after a pause*]. Are you sure—I do my best? Are you sure I am an honest man?

THE GIRL. Why, Mr. Strickland?

STRICKLAND [*after another pause*]. You remember—a few minutes ago, you spoke the name of Alfred Stevens?

THE GIRL. Yes.

STRICKLAND. Suppose I told you that there once *was* an Alfred Stevens, whom I knew, who stole money—stole it when there was no excuse for it—when he didn't need it. His people had plenty but he couldn't resist the temptation.... He was eighteen years old then.

THE GIRL [*gently*]. Only a boy.

STRICKLAND. Only a boy, yes, but he had the dishonest streak in him! Other boys passed by the same opportunity. Stevens didn't even know what to do with the money when he had stolen it. They caught him in less than twenty-four hours.

THE GIRL. He was punished.

STRICKLAND [*nodding*]. He served a year in jail. God! What a year! His folks disowned him: they said such a thing had never happened in the family. And they let him rot in jail. [*He pauses.*] When he got out—or—when he was *let* out ... he changed his name so nobody could find him. He left his home town. He came here.

THE GIRL. And he has been honest ever since!

STRICKLAND. Ever since: for twenty-eight years! It was hard at times, terribly hard! In the beginning, when he had to go hungry and cold, when he saw other men riding around in carriages, he wondered if he hadn't made a mistake. He had knocked about a good deal; he had learnt a lot, and he wouldn't have been caught so easily the second time. It was *almost* worth taking the chance! And he knew *how*! I don't know why he didn't do it.

THE GIRL. Tell me more.

STRICKLAND. He managed to live. It wasn't pleasant living. But he stayed alive! I don't like to think of what he did to stay alive: it was humiliating; it was shameful, because he hadn't been brought up to do that kind of thing, but it was honest. Honest, and when he walked home from his work at six o'clock, walked home to save the nickel, his betters never crowded him because they didn't want to soil their clothes with his *honest* dirt! He had thought the year in jail was terrible. The first year he was free was worse. He had never been hungry in jail.

THE GIRL. Then his chance came.

STRICKLAND. Yes, it *was* a chance. He found a purse in the gutter, and he returned it to the owner before he had made up his mind whether to keep it or not. So they said he was honest! He knew he wasn't! He knew that he had returned it because there was so much money in it that he was afraid to keep it, but he never told them that. And when the man who owned the purse gave him a job, he worked—worked because he was afraid not to work—worked so that he wouldn't have any time to think, because he knew that if he began to think, he would begin to steal! Then they said he was a hard worker, and they promoted him: they made him manager. That gave him more chances to steal, but there were so many men watching him, so many men anxious for him to make a slip so that they might climb over him, that he didn't dare.

THE GIRL. And then?

STRICKLAND. The rest was easy. Nothing succeeds like a good reputation ...

THE GIRL. Mr. Strickland?

STRICKLAND [*looking into her eyes; very quietly*]. Stevens, please.

3. This question has two subparts, A+B. Both have to be answered.

A. What impression of Mr. Strickland do you form from your reading of the dramatic extract? Why does he confess? Answer in 200-250 words. (8.75 marks)

B. Imagine you are the girl in the dramatic extract in whom Mr. Strickland has confided. Write a dialogue with a friend (in 300-350 words) discussing the factors that you think are responsible for Mr. Strickland's present state. (10 marks)

4. This question has two subparts, A+B. Both have to be answered.

A. the state of mind and time spent by Mr. Strickland in jail and thereafter for a new life (in 200-250 words). (8.75 marks)

B. Write a letter (in 300-350 words) to Mr. Strickland's family, apprising them of their son's whereabouts and transformation, and urging them to reconnect with him. (10 marks)

Passage 3 (741 words)

On the night of the 31st December a big bonfire and party was organised on the terrace of our apartment building. Since I am not a very social type, I didn't go up to join the party but instead watched Michelangelo Antonioni's wonderful Blow-up on cable T.V. My parents came home by 11 pm and much before the old year had been rung out and the new year rung in, the party had died a cold lingering death. Many families had failed to turn up, and like it always happens at these things, more food than needed had been ordered and was now left untouched on the tables. Great heaps of chicken and meat and biryani and paneer and kofta curry and gulab jamun with no one to consume it all. The ladies came down by 11.30 and the remaining gentlemen drunks were in no position to stand, let alone eat.

Anyway, one of the gentlemen drunks suddenly felt in his breast the milk of human kindness and said to Munna, who was there watching the antics and mixing the drinks and having a few pegs of his own, I am sure, "Munna beta go downstairs and bring the guards up to eat, someone has to eat these damn things."

So Munna went downstairs and the guards came up and all of them, except Roop, gorged on the food and went downstairs satisfied. Two of them had upset stomachs the next morning. As Roop picked up the plate and started to serve himself, Kedia rolled over to him and said loudly, "So Mr Singh, I hope you are not hungry now. You probably haven't eaten such fabulous food ever in your life, so eat carefully, don't overdo it." And then he laughed and patted Roop on the back patronisingly. Roop felt as if some had lit a long abandoned fuse inside his body and that it was snaking up slowly to his brain. He quietly put the plate down and walked away, aware of everybody's eyes boring into his back. The other guards chose to ignore Roop's reaction; they enjoyed themselves to the full.

What happened next can only be called unfortunate; maybe tragic but 'tragic', has a kind of grandeur attached to it, which doesn't necessarily include the minor characters of this world. Roop was on night duty, on the 31st of December. After the party had died down and the people gone to sleep Roop sat in the lobby and brooded over what had happened. This is all reconstruction, all conjecture on my part, because the evidence is all physical and doesn't really say anything about his mind, except that he was perhaps hopelessly melancholic and full of hurt and pain. He probably thought about his family. It was his son's face, that night, around four o'clock in the morning that finally upset the delicate balance of his mind. With his bare hands he ripped the lobby apart. With his fists he broke the glass revolving doors, the wooden bench where we sat and talked, the red plastic chairs and the intercom system. His hands were bleeding badly, the fingers broken at many places, and when Haripal, the other guard that night tried to stop him he punched him in the mouth. He was totally oblivious to pain, and only when Haripal came back with the other two guards and they all beat him up that he became quiet. But by that time the lobby was totally trashed. Haripal came to inform us and my father woke me up and we went downstairs. Some other residents followed in a little while. Roop was in the guardroom. They had tied him up with a rubber hose pipe. His face was swollen and his hands were badly smashed. The eyes were blank, expressionless, like the eyes of people we sometimes see in B.B.C documentaries in some remote corner of the world struck by natural disaster – an earthquake, a drought or a cyclone. I untied his hands and legs but he sat there on the floor motionless. Kedia didn't come down.

Later, I came to know why he didn't. My father and a few other residents took Roop to a nursing home nearby. He had multiple fractures on his hands. He probably would never work with his hands again. Damaged beyond repair. We have sued the security agency. Someone has to pay for the damages, I guess.

5. This question has two subparts, A+B. Both have to be answered.

A. Why did Roop Singh take his revenge by destroying the lobby and mutilating his own hands rather than by attacking Kedia? Do you think that Roop Singh's story is tragic?
(8.75 marks)

B. Suppose that you are a policeman called in to investigate the incident that took place on the night of 31st December in an apartment building in Patna. Write a detailed report of the incident after having talked to Haripal, the two other guards, the narrator, his father as well as Munna, the servant boy.

6. This question has two subparts, A+B. Both have to be answered.

A. Critically examine the role of the narrator in the story. What can you surmise about the character of the narrator? (8.75 marks)

B. Imagine that you are Kedia. Conduct a conversation with your friend telling him about the incident on the night of 31st December and your reaction to it. Remember that you do not like Roop Singh but you may be intrigued by his behaviour. Will you have a sense of guilt or a sense of triumph at what happened? You may represent this conversation in the form of a narrative or an essay. (10 marks)

UPC	: 52031903
Name of the course	: B. Com. (Programme)
Name of the paper	: English Proficiency
Semester	: III
Marks	: 75
Time limit	: 3 + 1 hours (1 hour is reserved for the downloading of the question paper and the scanning and uploading of the answer sheets)

INSTRUCTIONS:

This question paper contains six questions.

Each question carries equal marks (18.75 marks).

Attempt any FOUR questions.

Attempt both parts of whichever question you choose to do.

Q. I. Read the passage given below and answer the questions that follow it:

In a town lived a small businessman who had a young attractive daughter of marriageable age. The businessman had taken a big loan from a money lender but was finding it hard to repay it. Though he was an old man, the moneylender was interested in the businessman's daughter. He came up with a clever scheme to get hold of her.

The moneylender invited the townsfolk with their families to a party in his house. Standing in his garden on a path strewn with decorative pebbles of different colours, he made an offer to the businessman: "Here is a bag that contains two pebbles – one black and one white. Your daughter has to pick out one pebble from the bag without looking inside. If the pebble she picks turns out to be white, I'll forgive your debt. If the pebble happens to be black, I'll still forgive your debt but your daughter will have to marry me."

The businessman was perplexed. It would be a huge relief to be rid of the loan. But how could he give his young daughter to the old man? While he was still thinking, his daughter whispered to him to accept the offer, assuring him that all would be well. Still apprehensive, her father did as she said.

Before everyone's eyes, the girl picked out a pebble with her fingers closed around it. On the pretext of looking at its colour, she suddenly let it fall among the other pebbles. "How clumsy of me!" she exclaimed. "However," she said to the moneylender, "you just need to check the colour of the other pebble in the bag to know which pebble I had picked."

The cunning moneylender had put two black pebbles in the bag so that no matter which pebble she picked, the girl would have to marry him. But how could he let the others know this? He had no choice but to accept that the pebble the girl had picked out must have been white.

(A) Write 'True' or 'False' against the statements given below. 5 x 2
Also, correct the statements that are false.

- (i) The businessman did not want to repay the moneylender's loan.
- (ii) The moneylender held a party for the people of the town.
- (iii) The businessman did not know how to react to the moneylender's offer.
- (iv) The businessman's daughter wanted him to reject the moneylender's offer.
- (v) The moneylender was able to marry the businessman's daughter.

(B) Write short answers to the following questions on the basis of the given

passage, using your own words as far as possible:

- (i) Why did the moneylender make an offer to the businessman? 3
- (ii) Did the moneylender succeed in his plan? Why or why not? 3
- (iii) What opinion do you form about the businessman's daughter? 2.75

Q. II. Read the passage given below and answer the questions that follow it:

Social media plays a significant part in the lives of most people. Its use is nearly universal among today's teens. Pew Research Center reports that 97 percent of 13 to 17 year-olds in America use at least one major online platform (Snapchat, Instagram, TikTok, etc). The average teen spends about nine hours on social media each day. That's quite a lot of time. Should this be a matter of concern?

Social media sites provide tools that allow people to earn others' approval for their appearance and the possibility to compare themselves to others. This can lead to 'body image' issues, especially in case of the "selfieholics" and those who spend most of their time posting pictures and scrolling. Research suggests that most college girls who use Facebook at least five times a day are likely to link their self-worth to their looks.

Social media is addictive. When you play a game or accomplish a task, you seek to do it as well as you can. Once you succeed, your brain gives you a dose of a hormone like dopamine that makes you happy. The same mechanism functions when you post a picture to Instagram or Facebook. Once you see all the notifications for likes and positive comments popping up on your screen, you subconsciously register it as a reward and want more of the same. The fear of Missing Out (FOMO) often leads to the continual checking of social media sites. The idea that you might miss out on something if you're not online can adversely affect your mental health.

Another ugly aspect of the increased dependence on social media is the rise of cyber-bullying – the use of an electronic means to cause physical or emotional harm to a person. According to StopBullying.org, 43 percent of teens have been bullied while online. Youth who belong to a minority community, are obese or have disabilities are more likely to be bullied than others.

(A) Write 'True' or 'False' against the statements given below. 5 x 2
Also, correct the statements that are false.

- (i) Young people have no time for social media.
- (ii) Instagram is popular among the youth.
- (iii) A 'selfieholics' is a person who loves taking selfies.
- (iv) The hormone dopamine can make you very sad.
- (v) Luckily, social media can't be used to bully others.

(B) On the basis of the given passage, give brief answers to the following questions, in your own words as far as possible:

- (i) Can social media have a bad effect on you? If yes, mention any one such effect. 3
- (ii) Is it easy for a user to get away from social media? If not, why? 3
- (iii) What do you think is the attitude of the writer towards social media – for, against, or neutral? Justify your answer. 2.75

Q. III. (A) Complete each sentence by selecting the correct word from the pair given in brackets after the blank: 10 x 1

- (i) How can we be sure about the _____ (impurity / purity) of the milk that we buy?
- (ii) I have put on a lot of fat; my clothes have become _____ (loose / tight).
- (iii) The fans were disappointed by the _____ (defeat / victory) of their team.
- (iv) Let me _____ (give / take) you a piece of advice.
- (v) The effect of the medicine will _____ (veer / wear) off slowly.
- (vi) A _____ (bare / bear) is a dangerous animal.
- (vii) Don't _____ (stair / stare) at strangers.
- (viii) The guests were _____ (pleased / pleasing) by the child's manners.
- (ix) O! That chocolate looks so _____ (tempted / tempting)!
- (x) It's so cold; I think I'll just stay _____ (in / out) today.

(B) Imagine that you are a Sales Executive in XYZ Company Ltd. You need to go out of station to attend a family occasion (marriage, illness, death, etc). Write an application to your boss requesting a leave of three days. Mention the reason and the dates. 8.75

Q. IV. (A) Complete each sentence by selecting the correct word from the pair given in brackets after the blank: 10 x 1

- (i) Is this true? _____ (No / Yes), it is.
- (ii) Can you lend me some money? _____ (No / Yes), I can't.
- (iii) We haven't met before, _____ (have / haven't) we?
- (iv) You like dogs, _____ (doesn't / don't) you?
- (v) _____ (How / Where) did you lose your job?
- (vi) _____ (What / When) are your future plans?
- (vii) My family lives _____ (at / in) Jaipur.
- (viii) The next train will leave _____ (at / in) two hours.
- (ix) _____ (A / The) teacher refused to accept my assignment as the date for submission had passed.
- (x) _____ (A / The) large crowd quickly gathered at the accident scene.

(B) Write a paragraph of 100 to 150 words on Dr A. P. J. Abdul Kalam using the information given below: 8.75

- Born : 15 October 1931, to a poor family in Rameswaram, Tamil Nadu
- Education :
 - Graduation in Physics from St Joseph's College
 - Degree in Aeronautical Engineering from Madras Institute of Technology
- Worked for : Defence Research & Development Organisation (DRDO), Indian Space Research Organisation (ISRO)
- Awards :
 - Padma Bhushan, 1981
 - Padma Vibhushan, 1990
 - Bharat Ratna, 1997

- Achievements :
 - known as the ‘Missile Man’ for outstanding contribution to the country’s space and defence programmes
- Fond of :
 - 11th President of India
 - Interacting with students
 - Writing inspirational books like ‘Wings of Fire: An Autobiography’ and ‘Ignited Minds: Unleashing the Power within India’
 - His birthday is celebrated as World Students’ Day
- Died : 27 July 2015, in Shillong

Q. V. (A) Complete each sentence by selecting the correct word from the pair given in brackets after the blank: 10 x 1

- (i) _____ (Cloudy / Sunny) days are very welcome in winter.
- (ii) There is no place for _____ (disobedience / obedience) in the army.
- (iii) The news of her success filled the family with _____ (joy / sorrow).
- (iv) I’m afraid that you have been given _____ (accurate / inaccurate) information.
- (v) Don’t go _____ (their / there) alone in the dark.
- (vi) How reliable are opinion _____ (poles / polls)?
- (vii) I _____ (wander / wonder) who could have done this.
- (viii) Are you _____ (comfortable / comforting)?
- (ix) I feel so _____ (bored / boring).
- (x) He is here on a _____ (privacy / private) visit.

(B) Column 1 contains some comments used in spoken English. For each comment, first decide whether it is formal or informal (Column 2) and then select the most suitable response to it from Column 3. 5 x (0.75 + 1)

The first one is done for you as an example.

Example: (i) *Isn’t Tiger Shroff a terrific actor?* – Informal – Yes, but Varun Dhawan is equally good.

	Column 1	Column 2	Column 3
(i)	Isn’t Tiger Shroff a terrific actor?	Informal	I’m afraid that’s not allowed.
(ii)	Pardon me, Sir, but could I speak to you about my assignment?	Formal	Wow! It’s beautiful!
(iii)	Would you like me to offer you a lift, Ria?	Informal	Yes, but Varun Dhawan is equally good.
(iv)	What do you think of my new dress?	Formal	Sure, why not?
(v)	How about a game of chess?	Informal	Sure. What about it?
(vi)	May I use a calculator?	Formal	That’s very kind of you, ma’am.

Q. VI. (A) Complete each sentence by selecting the correct word from the pair given in brackets after the blank:

10 x 1

- (i) We were approached by a man in _____ (a / an) uniform.
- (ii) _____ (A / The) moon is rarely visible on cloudy days.
- (iii) The bank closes _____ (at / on) 5 o'clock.
- (iv) The elections will be held _____ (in / on) March.
- (v) _____ (Where / Why) do you live?
- (vi) _____ (Where / Which) room is he in?
- (vii) Was he a good student? No, he _____ (was / wasn't).
- (viii) Will you go with him? _____ (No / Yes), I will.
- (ix) The watchman looks tired, _____ (does / doesn't) he?
- (x) You won't mind if I use your phone, will _____ (I / you)?

(B) Column 1 contains some comments used in spoken English. For each comment, first decide whether it is formal or informal (Column 2). Then select the most suitable response to it from Column 3.
The first one is done for you as an example.

5 x (0.75 + 1)

Example: (i) *Come on now, how can you say no to a movie?* – Informal
– *Can't! I absolutely must reach home on time today.*

	Column 1	Column 2	Column 3
(i)	Come on now, how can you say no to a movie?	Formal	I'm sure, sir. I have enjoyed working here but I need to move on now.
(ii)	I would be extremely careful not to copy anybody's assignment.	Informal	What I said was that the Principal wants to see you immediately.
(iii)	Are you quite sure you wouldn't reconsider your decision?	Formal	Sure. Here, take it.
(iv)	Sorry to butt in, but the Principal wants to see you immediately, Rahul.	Informal	I'll keep that in mind, ma'am.
(v)	All right if I borrow your pen?	Formal	Can't! I absolutely must reach home on time today.
(vi)	I beg your pardon?	Informal	No! What could this be about?

Unique Paper Code : **62031313_OC**
Name of the Course : **B.A. Programme**
Name of the Paper : **English B**
Semester : **III**
Duration : **3+1 hours (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)**
Maximum Marks : **75 Marks**

Instructions for candidates

1. Attempt any **FOUR** questions.
2. All answers carry equal marks

I (a). Frame questions for the following statements: (10 marks)

Example: *No, I have not been to Singapore.*

Have you been to Singapore?

1. I ate eggs for breakfast.
2. We went to Switzerland last year.
3. I visited my grandparents last week.
4. I ate a banana in the morning.
5. He finished his studies in 2003.
6. I received the parcel in the morning.
7. The nearest hospital is about five kilometres away.
8. My father works for the HSBC Bank.
9. Mohan will be visiting his aunt in December.

10. It has been raining for the past two days.

- b. Make sentences by joining each group of words in Column A with the correct group of words in Column B: (8.75 marks)**

Column A

Column B

- | | |
|-------------------------|--|
| 1. Plants can be bought | 1. was posted yesterday. |
| 2. The cat | 2. divides the world into two equal parts. |
| 3. The letter | 3. drank all the milk. |
| 4. Books | 4. from a nursery. |
| 5. The Equator | 5. are a store- house of knowledge. |

- II (a) Use contracted forms in the following sentences: (10 marks)**

Example : *It is an interesting idea.*

It's an interesting idea.

1. Do not listen to her.
2. She is from Mexico.
3. There is a problem.
4. You cannot do this to me.
5. You will not go for a movie.
6. You should not break the rules.
7. It is not a good idea to go out late at night.
8. Do not wait for me at the station.
9. He does not understand the language.
10. They will not go trekking.

- b. Expand the contracted forms in the following statements: (0.875 x 10 = 8.75marks)**

1. They're going to Kolkata for Durga Puja.

2. I'm speaking the truth.
3. My mother isn't going to allow me to attend the party.
4. You're going to be late for the class.
5. She's not only a good dancer but a perfect singer too.
6. Don't spit on the wall.
7. Aren't you coming for the movie?
8. They've got a lot of money.
9. We're not going with you.
10. We couldn't wait for her.

- III. Write a short composition outlining your responsibility as a citizen to stop cruelty to animals. You may include the following words/phrases:
(punishable offence, need to protect their dignity, don't treat them like commodities, be responsible, raise voice, teach children, PETA(People for ethical treatment of Animals)
- IV. Write a letter to the Editor of Hindustan Times complaining about the increasing space given to advertisements and lesser space for news in the newspaper.
- V. Write a short paragraph on "Online education - Boon or bane". Highlight your own experiences of using the online platform
- VI. Write a letter to your friend telling her about how you felt after getting your Covid 19 vaccine and encouraging her to do the same. You are Ridhima.

Unique Paper Code: 72032801_OC

Name of the Paper: English A-

Name of the Course: AECC

Semester: I

Marks: 75

Time limit: 3 + 1 (One hour reserved for downloading of Question Paper, scanning and uploading of Answer Sheets)

Instructions for Candidates:

1. Answer any FOUR out of the six questions.
2. All questions carry equal marks
3. Answers to be written between 400-600 words each.

1. Read the passage given below and **paraphrase** it in your own words:

One in three Indians lives in a city today. Our megacities are among the fastest growing urban locations in the world. Much has been said about developing Indian cities into 'smart cities'- but much more needs to be said about making these ecologically smart cities, where birds, insects, mammals and trees can thrive alongside human beings. When we think of biodiversity, cities are usually the last places that come to mind, but many actually provide habitat to multiple species. Take Delhi - it might surprise you to know that the capital city itself is home to nearly 500 species of birds. While our cities, once replete with open spaces and wetlands, started by being rich troves of biodiversity, urbanisation patterns are now causing a decline in the numbers and welfare of diverse species. This can change if we change how we design our cities.

Logically, cities with a higher percentage of green spaces, ponds and lakes have a higher number of birds. However, many of these habitats are now found only in the campuses of universities and schools. As per eBird, a global citizen science initiative, a higher number of bird species has been recorded in the campus of the Valley School in Bengaluru than in the Bannerghatta National Park which is on the edge of the same city. A recent study in Delhi found that just 39 (less than five-hectare sized) ponds in the city are home to over 173 species of birds - but these ponds and green spaces don't enjoy the protection available to national parks and sanctuaries and often give way to poorly envisioned infrastructure. Protecting these from being built over can make an enormous difference to preserving multiple species, from chameleons to butterflies, tiny frogs and nimble squirrels to mighty hawks. Such trees shelter us as well- buildings surrounded by these are buffered from traffic's sound pollution and

numerous pollutants from urban industry. It makes sense therefore to take a leaf out of the urban designs of college and school campuses and prioritise and plan green spaces, lush with trees, across apartment complexes, IT parks and corporate buildings. In recent efforts to encourage urban biodiversity, attention is being paid to lake and wetland development. Two years ago, a large package was announced to develop 59 lakes within the city of Bengaluru. Environmentalists welcomed this, particularly since the effort also aimed at reducing untreated sewage entering such water bodies. But there is a flip side as well - such plans often come with packages for the gardening of these spaces. This means native trees and vegetation get replaced with ornamental garden plants which not only require higher maintenance but also lack the ability to support biodiversity. Urban development models should take into account the huge ecological services native species play and the invasive potential of non-native species which can often damage biodiversity. Our ideas of aesthetic urban spaces must be imbued with an ecological sensibility that encourages us to choose native trees and flowers over uniform green lawns, tree front office spaces over glass-front cubicles and large trees to shade parking lots over tin sheets that heat them up. Prioritising local ecology over western aesthetics holds the key to protecting urban biodiversity.

2. Write a **dialogue** with your friend where you both discuss the importance of having green open spaces and water bodies within your city as part of the urban developmental model.
3. Oral communication is not simply about the words that we speak. The paralinguistic aspects of our speech, body language and other aspects of non-verbal communication that we use along with it provide meaning to it. Explain the relevant features giving suitable examples.
4. Write an **interview** with a first year student of your college asking her about her experience of being a student in the long distance mode and her disappointment, if any, at not being able to experience campus life.
5. You are a part of the college NSS group which runs an afternoon program within the college premises to teach the poor children in the vicinity of the college. Prepare a **report** to be submitted to the Principal where you provide the details of the program and the achievements of the team so far. Also highlight the future plans for this initiative.
6. You are a volunteer at an NGO which has been providing food and medicines to jobless migrants and the poor. Write a **letter** to the District Magistrate of your area drawing her attention to the problems being faced by these people. Also, write in detail about the kind of support that the NGO requires from the district administration for this activity.

UPC: 12037514
Name of the course: ENGLISH
Name of the paper: Interrogating Queerness (DSE)
Semester: V
Marks: 75 Marks

Time limit: 3+1 (one hour reserved for downloading of question paper, scanning and uploading of answer sheets)

Attempt any FOUR questions.

All questions carry equal marks. answers to be written in 600-750 words. Each question is for 18.75 marks.

1. Suniti Namjoshi uses satire and departure from realist conventions to explore both the power of motherhood as well as its restrictive and normative impacts. Do you agree? Discuss with close reference to *Mothers of Maya Diip*.
2. "I remember that life in that room seemed to be occurring beneath the sea" Comment on the relation between various spaces and queerness in James Baldwin's *Giovanni's Room*.
3. Critically comment on Socrates' situating desire as a starting point for the spiritual revelation of the ideal of the good and the beautiful, in his dialogue with Diotima.
4. Write a short essay on *Rekhti* poetry and its transgression of the traditional norms of gender and sexuality. Give examples from the poets in your syllabus.
5. Foucault says "The objective is to analyze a certain form of knowledge regarding sex, not in terms of repression or law, but in terms of power." Discuss with reference to the prescribed essay.
6. Queer literature reveals binary gender as well as heterosexual desire to be powerful social constructs. Do you agree? Discuss using any two suitable examples from your course.

UPC: 12037507 OC
Science Fiction and Detective Literature (DSE)
Semester: 5
Maximum Marks: 75

Time limit: 3+1 (one hour reserved for downloading question paper, scanning and uploading of answer sheets)

Attempt any **FOUR** questions.

Each question carries 18.75 marks

All answers should be between **600-750 words**

1. Comment on the use of Gothic elements in *The Woman in White*.
2. Discuss the position of women characters in *The Big Sleep*. How are they both at the Centre and the periphery?
3. Discuss the significance of the relationship between Sherlock Holmes and Dr Watson in *The Hound of the Baskervilles*.
4. How is Keating's Inspector Ghote different from popular detectives like Hercule Poirot and Sherlock Holmes? Discuss.
5. Discuss how the genre of Sensation novel is a critique of Victorian society.
6. What is the significance of the title *The Big Sleep*? Analyse.

UPC: 12037507 OC
Science Fiction and Detective Literature (DSE)
Semester: 5
Maximum Marks: 75

Time limit: 3+1 (one hour reserved for downloading question paper, scanning and uploading of answer sheets)

Attempt any **FOUR** questions.

Each question carries 18.75 marks

All answers should be between **600-750 words**

1. Critically analyse the narrative structure in *The Woman in White*.
2. Comment on the interplay between rationality and the occult in *The Hound of Baskervilles*.
3. Discuss the idea of crime and criminality in *The Big Sleep*.
4. How does Keating explore the difference between law and morality through Ghote and Bhattacharya in *Inspector Ghote Goes by Train*.
5. Analyse the relationship between masculinity and crime as revealed in any one text in your course.
6. Comment on the characteristics of Detective fiction, and show how these are depicted in any two of the texts in your course.