

2020

ALTERNATIVE ENGLISH

(ENGM)

[For General Students]

Full Marks : 50

Time : 2 Hours

*The figures in the right-hand margin indicate marks.**Candidates are required to give their answers in their own words as far as practicable.***Answer all the questions.**

1. Answer any **one** question: $10 \times 1 = 10$
- Critically appreciate "To Autumn".
 - Comment on the appropriateness of the title of the story "The Lotus Eater".
2. Answer any **five** of the following questions: $2 \times 5 = 10$
- Explain the symbol of the beast of burden in 'The Ox'.
 - Describe Wilson's death in 'The Lotus Eater'.
 - Describe the Boss's office.
 - Describe how the Boss arranges to weep in the story.

[Turn over]

- Why does Ulysses decide to embark on another journey?
 - What is Ulysses' estimation of Telemachus?
 - Who is the "close bosom-friend of the maturing sun and why?
 - What was Wilson's plan?
 - How does Ulysses describe his native people?
 - Why was the Boss not given a name in the story?
3. Answer any **five** of the following: $1 \times 5 = 5$
- "Six years ago, six years ..."– What happened 'six years ago'?
 - How old were the boys of Mrs. Thurlow?
 - Who is Telemachus?
 - 'I fell in love with the place at first sight'– Give the name of the place.
 - 'The girls went to Belgium ...'—Why did the girls go to Belgium?
 - 'Steady thy laden head across a brook'– What is the head laden with?
 - Who looked after Wilson?
 - Mention the source of Tennyson's 'Ulysses'.

- i) Mention the name of the newspaper the boss flipped with a paper-knife.
 - j) Where is Autumn found sitting?
4. Read the following passage carefully and answer the following questions given below:

Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity.

At the dawn of history India started on her unending quest, and track-less centuries are filled with her striving and the grandeur of her success and her failures. Through good and ill fortune alike she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortune and India discovers herself again. The achievement we celebrate today is but a

step, an opening of opportunity, to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the—future?

Freedom and power bring responsibility. That responsibility tests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now. That future is not one of ease or resting but of incessant striving so that we may fulfil the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity. The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

- a) What are the ideals which India has never forgotten? 3

- b) Mention some of the responsibilities of freedom and power. 3
- c) In what does the 'service of India' consist, according to the author? 3
- d) Quote the line that has a direct reference to Mahatma Gandhi. 3
- e) Make sentences with the following: $1 \times 3 = 3$
- i) incessant;
 - ii) achievement;
 - iii) memory
5. a) Write a letter to your friend explaining the usefulness of reading story books in English. 10

OR

- b) Make a pre'cis of the following passage and add a suitable title: $8 + 2 = 10$

In 1904, the new Universities Act brought certain draconian rules as far as English was concerned. The pass mark in English under the new act was raised from 33 to 37 per cent. The increase in the pass percentage in English was set to serve as a brake upon high percentage of passes and to

control the expansion of higher education. Even when the pass percentage in English was 33 per cent, there was a 'general massacre' of 50 per cent of the candidates appearing in the entrance examination (in Mukherjee 1957: 16). Therefore, Indian leaders feared that an increase in the pass percentage from 33 to 37 per cent would surely lead to the failure of about 80 to 90 per cent of the candidates, and only 10 to 20 per cent would successfully pass through the ordeal. It was also feared that in the higher examinations – the F.A, the B.A and M.A – there would be correspondingly higher percentage of failures.

Finally, the Act of 1904 targeted private Indian Colleges that would be shut down in the absence of a decent number of F.A passed candidates. This made the Indians suspicious of the Universities Act and Curzon's intentions. "The least that Lord Curzon was charged with", observed Valentine Chirol, "was a deliberate attempt to throttle higher education in India" (1957).

Not only were Indians suspicious of British intentions for tweaking of the

education and language policy under the Universities Act, but they were also angry. The partition of Bengal in 1905 acted as a catalyst in unleashing a parallel education movement. This education movement also propagated an alternate language policy. During the Swadeshi movement, a large number of young school- and college-going boys were mobilized by the nationalist forces. Universities were boycotted and an endeavour was made to establish a parallel education system with its own linguistic component. The wrong policies of the government, especially those related to the English language exams and so on, had angered the youth, which led to their involvement with the Swadeshi movement. The youthful votaries of the Swadeshi Movement, influenced by Satis Chandra Mukerjee, soon declared a boycott of the Government-controlled Calcutta University, beginning with the boycott of the impending P.R.S and M.A examinations to be held in November-December 1905.

The mobilization of the students during the Swadeshi movement was huge. It was the first time in the history of British India that

such a huge mobilization of students had taken place. In order to deal with the growing mobilization of young men, a circular had to be issued by the district magistrates, known as the Carlyle Circular, instructing school and College authorities to curb the involvement of their students in the Swadeshi Movement. In response to this circular, an Anti-Circular Society was established by the nationalists.
