

CSM—68/22

ENGLISH

PAPER—I

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Time : 3 Hours

Full Marks : 250

The figures in the right-hand margin indicate marks.

*Candidates should attempt **any 10 (ten)** questions of **GROUP—A** with word limit of 250 words and should attempt **any 5 (five)** questions from **GROUP—B** with word limit of 300 words.*

GROUP—A

Answer **any 10 (ten)** of the following **12 (twelve)** questions in about 250 words each. Each question carries **15** marks : 15×10=150

1. Discuss the symbolism of blindness and sight in *King Lear*. Explain how Shakespeare uses physical, metaphorical and spiritual blindness to show how the blind king sees more than when he had his vision. 15
2. Examine the relationship between Prospero and Caliban in *The Tempest* from a postcolonial perspective. 15
3. Analyse Christopher Marlowe's portrayal of temptation in the tragic decline of Faustus by discussing the consequences of ambition, power and the misuse of supernatural powers in the play *Doctor Faustus*. 15
4. Explore the theme of revenge in John Webster's play *The Duchess of Malfi* by analysing the motives behind revenge and the methods used to seek vengeance and the moral implications of such actions. 15
5. Examine how John Donne uses language and poetic techniques to challenge the conventional notions of death by offering a transcendent perspective on human mortality. 15

6. Examine how John Milton presents the inherently evil character as a tragic hero and elicits readers' sympathy for him through the portrayal of the fallen angel's motivations, actions and speeches in *Paradise Lost (Book-I)*. 15
7. Critically discuss how John Milton portrays the post-fall world in *Paradise Lost (Book-II)* to show the gradual degradation of the Satan and the fallen angels as depraved creatures conforming to the evil within them. 15
8. Examine how Alexander Pope satirizes the triviality and vanity of the upper-class society of his time and critique the social customs and values of the aristocracy in his *The Rape of the Lock*. 15
9. Explore Wordsworth's reflection on nature, memory and the transformative power of the natural world in his *Tintern Abbey* and how he uses imagery and sensory perception to convey his philosophy. 15
10. Critically discuss Wordsworth's *Ode : Intimations of Immortality*, as a contemplation on the loss of childhood innocence and the quest for spiritual transcendence. 15
11. Discuss in the background of the classical definition of tragedy, how do the Elizabethan tragedies explore the theme of the downfall of their central characters. 15
12. Compare and contrast the characteristic features of epic poetry with mock epic poetry by comparing *Paradise Lost* with *The Rape of the Lock*. 15

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GROUP—B

Answer **any 5 (five)** of the following **6 (six)** questions in about 300 words each. Each question carries **20** marks : 20×5=100

13. Describe how Jonathan Swift employs satire to criticize various aspects of society and human nature in *Gulliver's Travels* and influences reader's understanding of the text. 20
14. Analyse how Jane Austen's *Pride and Prejudice* treats the themes of social class and marriage in early 19th-century English society by using specific examples from the text. 20

15. Discuss Charles Dickens' novel *Hard Times* as a social document written in the context of industrialisation. 20
16. Examine how Hardy's *Tess of the d'Urbervilles* critiques the societal norms and institutions in Victorian England in its portrayal of traditional gender roles and the hypocrisy of religious institutions. 20
17. Analyse George Eliot's portrayal of Maggie Tulliver's struggle against gender norms and pursuit of personal fulfilment in the backdrop of gender inequality and societal expectations of Victorian England. 20
18. Analyse *Gulliver's Travels* both as children's literature for its apparent elements of fantasy and as a serious literary work which has layers of satire, political commentary and social critique. 20

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