

		<b>Q. P. Code: 52103</b>	
		<b>St. Philomena's College (Autonomous), Mysore</b>	
		<b>II Semester –Course MA ENGLISH</b>	
		<b>Title: Indian Writing in English (HC)</b>	
<b>SL.NO</b>	<b>UNIT</b>	<b>QUESTIONS</b>	<b>MARKS</b>
1	2	Like a huge Python, winding round and round The rugged trunk, indented deep with scars, Up to its very summit near the stars	5
2	2	A creeper climbs, in whose embraces bound No other tree could live. But gallantly The giant wears the scarf, and flowers are hung In crimson clusters all the boughs among	5
3	2	Whereon all day are gathered bird and bee; And oft at nights the garden overflows With one sweet song that seems to have no close, Sung darkling from our tree, while men repose.	5
4	2	When first my casement is wide open thrown At dawn, my eyes delighted on it rest; Sometimes, and most in winter,—on its crest	5
5	2	A gray baboon sits statue-like alone Watching the sunrise; while on lower boughs His puny offspring leap about and play; And far and near kokilas hail the day	5
6	2	And to their pastures wend our sleepy cows; And in the shadow, on the broad tank cast	5
7	2	By that hoar tree, so beautiful and vast, The water-lilies spring, like snow enmassed. But not because of its magnificence	5
8	2	Dear is the Casuarina to my soul: Beneath it we have played; though years may roll	5
9	2	O sweet companions, loved with love intense, For your sakes, shall the tree be ever dear	5
10	2	Blent with your images, it shall arise In memory, till the hot tears blind mine eyes! What is that dirge-like murmur that I hear Like the sea breaking on a shingle-beach?	5
11	2	It is the tree's lament, an eerie speech, That haply to the unknown land may reach.	5
12	2	Unknown, yet well-known to the eye of faith! Ah, I have heard that wail far, far away In distant lands, by many a sheltered bay	5

13	2	When slumbered in his cave the water-wraith And the waves gently kissed the classic shore Of France or Italy, beneath the moon,	5
14	2	When earth lay trancèd in a dreamless swoon: And every time the music rose,—before Mine inner vision rose a form sublime	5
15	2	Thy form, O Tree, as in my happy prime I saw thee, in my own loved native clime.	5
16	2	Therefore I fain would consecrate a lay Unto thy honor, Tree, beloved of those Who now in blessed sleep for aye repose	5
17	2	Dearer than life to me, alas, were they! Mayst thou be numbered when my days are done With deathless trees—like those in Borrowdale, Under whose awful branches lingered pale	5
18	2	“Fear, trembling Hope, and Death, the skeleton, And Time the shadow;” and though weak the verse	5
19	2	That would thy beauty fain, oh, fain rehearse, May Love defend thee from Oblivion’s curse.	5
20	2	Thou hast made me endless, such is thy pleasure. This frail vessel thou emptiest again and again, and finest it ever with fresh life.	5
21	2	At the immortal touch of thy hands my little heart loses its limits in joy and gives birth to utterance ineffable.	5
22	2	Thy infinite gifts come to me only on these very small hands of mine. Ages pass, and still thou pourest, and still there is room to fill.	5
23	2	When thou commandest me to sing it seems that my heart would break with pride; and I look to thy face, and tears come to my eyes.	5
24	2	All that is harsh and dissonant in my life melts into one sweet harmony-and my adoration spreads wings like a glad bird on its flight across the sea.	5
25	2	I know thou takest pleasure in my singing. I know that only as a singer I come before thy presence.	5
26	2	I touch by the edge of the far spreading wing of my song thy feet which I could never aspire to reach.	5
27	2	Drunk with the joy of singing I forget myself and call thee friend who art my Lord	5
28	2	I know not how thou singest, my master! I ever listen in silent amazement	5

29	2	The light of thy music illumines the world. The life breath of thy music runs from sky to sky. The holy stream of thy music breaks through all stony obstacles and rushes on	5
30	2	My heart longs to join in thy song, but vainly struggles for a voice. I would speak, but speech breaks not into song, and I cry out baffled. Ah, thou hast made my heart captive in the endless meshes of thy music, my master!	5
31	2	Life of my life, I shall ever try to keep my body pure, knowing that thy living touch is upon all my limbs.	5
32	2	I shall ever try to keep all untruths out from my thoughts, knowing that thou art that truth which has kindled the light of reason in my mind.	5
33	2	I shall ever try to drive all evils away from my heart and keep my love in flower, knowing that thou hast thy seat in the inmost shrine of my heart.	5
34	2	And it shall be my endeavor to reveal thee in my actions, knowing it is thy power gives me strength to act.	5
35	2	I ask for a moment's indulgence to sit by thy side. The works that I have in hand I will finish afterwards	5
36	2	Away from the sight of thy face my heart knows no rest or respite, and my work becomes an endless toil in a shoreless sea of toil	5
37	2	To-day the summer has come at my window with its sighs and murmurs; and the bees are plying their minstrelsy at the court of the flowering grove.	5
38	2	Now it is time to sit quiet, face to face with thee, and to sing dedication of life in this silent and overflowing leisure.	5
39	2	Weavers, weaving solemn and still What do you weave in the moonlight chill? White as a feather and white as a cloud We weave a dead man's funeral shroud	5
40	2	Weavers, weaving at fall of night, Why do you weave a garment so bright? Like the plumes of a peacock, purple and green We weave the marriage veils of a queen.	5
41	2	I tire of my beauty, I tire of this Empty splendor and shadowless bliss;	5
42	2	Seven queens shone around her ivory bed, Like seven soft gems on silver thread.	5

43	1	What was the real motive of Thomas Babington Macaulay behind the introduction of English education in India?	15
44	1	Elucidate how Macaulay's minutes finally settled the existing debate of giving prominence to western or oriental education	15
45	1	"Indian in blood and colour but English in tastes, in opinions, in morals and in intellect". Elucidate	15
46	1	In what specific ways will Macaulay's plan help, save, or be beneficial to the "natives" of India?	15
47	1	What specific group of Indians does Macaulay propose to educate, and how does he envision this population thinking and behaving after the education is complete?. Elaborate.	15
48	1	Describe the elements lacking in the Arabic and Sanskrit languages, according to Macaulay?	15
49	1	According to Macaulay, what exactly is a "learned native"? What has a learned native read, and what has he not read that had curbed the growth of Indians.	15
50	1	Elaborate on the problems that Macaulay found in the 1813 plan for India proposed by the Committee of Public Instruction.	15
51	1	The central dictum of Macaulay was that Indians can acquire knowledge only through the English language. Delineate.	15
52	1	Describe on how the official policy turned completely in favour of English Education and the Anglicists won a clear victory against the Orientalists and Classicists.	15
53	1	Identify the central idea of the Macaulay's <i>Minutes</i> and briefly explain its expected outcomes in the Indian society.	15
54	1	Explain on the importance Macaulay's Minute in Indian Education system and its ideas in promoting western based education in India.	15
55	1	Briefly explain the central idea behind the imposition of western education in India according to Minute by T.B. Macaulay.	15
56	1	Critically analyse Macaulay's attack on the Orientalist position on Indian Education	15
57	1	"Macaulay's plea for cultural assimilation of the natives is actually a new strategy of socio-political control." Examine the <i>Minute</i> in the light of the statement.	15
58	1	Discuss the arguments used by T B Macaulay in his Minutes on Indian Education to advocate the introduction of English in India.	15
59	1	"The pupils will there acquire what was known two thousand years ago with the addition of vain and empty subtleties since then produced by speculative men, such as is already commonly taught in all parts of India". Explain with reference to the Letter to Lord Amherst.	15
60	1	Describe how the establishment of schools in Calcutta was viewed by Raja Ram Mohan Roy and his views to improve Indian educational system	15

61	1	Define the significance of the Letter to Lord Amherst that discloses about Roy's approach towards Indian and European cultures.	15
62	1	Elaborate on Raja Rammohan Roy's approach and the significance of the Letter to Lord Amherst.	15
63	1	Briefly explain the issues put forth by Raja Rammohan Roy in the educational system in India	15
64	1	Explain upon the ideals believed by Raja Rammohan Roy in promoting education in India as explained in his Letter to Lord Amherst.	15
65	1	Examine Ram Mohan Roy's critique of Sanskrit learning keeping in mind his role as a social reformer.	15
66	1	Discuss the comparison that Raja Ram Mohan Roy makes between medieval scholasticism of Europe and the system of Sanskrit learning in India as explained in his Letter to Lord Amherst.	15
67	1	Elaborate on the ideas of Raja Ram Mohan Roy in modernizing education system pertaining in India with reference to his Letter to Lord Amherst.	15
68	1	Elaborate Ram Mohan Roy's zeal to promote Western education as advocated in his letter addressed to Lord Amherst.	15
69	1	Ram Mohan Roy was the 'first modern man' of India who realized that the traditional Indian learning would not be able to instill scientific outlook among the readers. Elaborate.	15
70	1	Describe the importance of the Letter to Lord Amherst that reveals about Roy's attitude toward Indian and European cultures	15
71	1	Briefly explain upon Roy's attitude toward British colonial rule in India with reference to the Letter to Lord Amherst.	15
72	1	"This seminary can only be expected to load the minds of youth with grammatical niceties and metaphysical distinctions of little or no practical use to the possessors or to society". Elucidate with reference to the Letter to Lord Amherst.	15
73	2	Discuss how Toru Dutt connects the tree to the memory of distant land in her poem "Our Casuarina Tree".	15
74	2	Elaborate on the image of the baboon contributes to the mood of the poem "Our Casuarina Tree" by Toru Dutt.	15
75	2	Explain the relevance of memory that blind her with tears in the poem "Our Casuarina Tree" by Toru Dutt.	15
76	2	Discuss the central theme of the poem "Our Casuarina Tree".	15
77	2	Bring out the autobiographical element of the poem "Our Casuarina Tree".	15
78	2	The poet immortalizes the Casuarina tree through her poem. Elucidate.	15
79	2	Describe the reminiscences of the poet, when she sees the Casuarina tree.	15
80	2	Elucidate on the influence of romanticism in the poem "Our Casuarina Tree".	15
81	2	Explicit on the use of imagery in the poem "Love came to Flora asking for a Flower".	15

82	2	Discuss on the use of symbols in the poem "Love came to Flora asking for a Flower".	15
84	2	Bring out a structural analysis on the poem "Love came to Flora asking for a Flower".	15
85	2	Elucidate on the central theme of the poem "Thou hast made me endless" by Rabindranath Tagore.	15
86	2	Elaborate on the themes and motifs of the poem "When Thou commandest me to sing it seems that my heart would break with pride" written by Rabindranath Tagore.	15
87	2	Explain the central idea of the poem "When Thou commandest me to sing it seems that my heart would break with pride" written by Rabindranath Tagore	15
88	2	Elaborate on the themes and motifs of the poem "I know not how thou singest, my master!" written by Rabindranath Tagore.	15
89	2	Explain the central idea of the poem "I know not how thou singest, my master ", written by Rabindranath Tagore.	15
90	2	Delineate on the themes and motifs of the poem "Life of my life, I shall ever try to keep my body pure" written by Rabindranath Tagore.	15
91	2	Briefly explain the central idea of the poem "Life of my life, I shall ever try to keep my body pure ", written by Rabindranath Tagore.	15
92	2	Explain the central idea of the poem "I ask for a moment's indulgence to sit by thy side", written by Rabindranath Tagore.	15
93	2	Elaborate on the structure and theme of the poem "I ask for a moment's indulgence to sit by thy side", written by Rabindranath Tagore.	15
94	2	Elaborate on three events that are referred to in the poem "Indian Weavers".	15
95	2	Delineate on the central theme of the poem "Indian Weavers" by Sarojini Naidu.	15
96	2	Elaborate on the use of symbols and motifs in the poem "Indian Weavers" by Sarojini Naidu.	15
97	2	Bring out the idea of juxtaposition of life cycle with different colours in the poem "Indian Weavers" by Sarojini Naidu	15
98	2	Elaborate on the use of symbolism and imagery in the poem "Indian Weavers" by Sarojini Naidu.	15
99	2	Comment on the strong impact of Islam and Persian poetry on Sarojini Naidu's poetry with reference to the poem "Queen's Rival".	15
100	2	Describe the mother-daughter relationship as portrayed in the poem "Queen's Rival".	15
101	2	Explicit on the usage of symbols and motifs in the poem "Queen's Rival".	15
102	2	"The folk-conclusion of the poem presents a typical resolution of adult conflict". Elaborate with reference to the poem "Queen's Rival".	15
103	2	Elaborate on the significance of womanhood in the poem "Queen's Rival".	15
104	3	Delineate on the purpose of Sohini's assault serves in the novel Untouchable .	15
105	3	Fairness, in the form of the British and other Europeans, has an elevated status in the novel Untouchable. Elucidate.	15
106	3	In Untouchable Bakha is constantly daydreaming and falling into trance-like states. Explain upon the symbolism employed in his dreams and trances in the novel.	15

107	3	Though a serious and at times tragic work, <i>Untouchable</i> is also known for its comedy. Analyse several instances Anand uses comedy in the novel.	15
108	3	The inclusion of Mahatma Gandhi helps place the novel <i>Untouchable</i> in a particular temporal and physical setting. His speech contains a plethora of political and social commentary on India. Analyse.	15
109	3	Describe upon the theme of "you are what you wear" and proof of the symbolic role that clothing plays in the novel <i>Untouchable</i>	15
110	3	Elaborate on the paradoxical nature of Bakha's tools as a symbol of the contradictions of untouchability and the overall Hindu caste system.	15
111	3	Comment on the theme of social pragmatism in Mulk Raj Anand's <i>Untouchable</i>	15
112	3	Elaborate on the question of identity in the novel <i>Untouchable</i>	15
113	3	Examine the use of imagery in the novel <i>Untouchable</i> by Mulk Raj Anand.	15
114	3	Discuss on the theme of casteism in the novel <i>Untouchable</i> by Mulk Raj Anand.	15
115	3	Discuss on the theme of religion in the novel <i>Untouchable</i> by Mulk Raj Anand.	15
116	3	The novel <i>Untouchable</i> identifies the misuse of the Untouchables. Elucidate.	15
117	3	Mulk Raj Anand's novels portray Indian social problems realistically. Discuss with reference to the novel <i>Untouchable</i>	15
118	3	Write a critical note on the plot-construction in <i>Untouchable</i>	15
119	3	Discuss the narrative techniques employed by Mulk Raj Anand in his novel <i>Untouchable</i>	15
120	3	Bakha is not just a suffering abstraction but a man of flesh and blood convincingly portrayed by the author. Discuss.	15
121	3	Discuss on the theme of social alienation in the novel <i>The Untouchable</i> .	15
122	3	Describe how successfully the theme of love is developed throughout this novel <i>The English Teacher</i>	15
123	3	"Narayan uses contrast and irony very effectively in this novel". Elucidate	15
125	3	"This is a story about disappointment". With close reference to the novel <i>The English Teacher</i> , show how far you agree with this statement	15
126	3	Narayan has presented Krishna as a wholly admirable character. Discuss.	15
127	3	Elucidate on the quest of identity in the novel <i>The English Teacher</i> .	15
128	3	Explain the importance of the settings in the novel <i>The English Teacher</i> .	15
129	3	Delineate on the character of Susila as presented within the culture and traditions shown in this novel <i>The English Teacher</i> .	15
130	3	Explain how the themes of love, death and loyalty are explained in the novel <i>The English Teacher</i> .	15
131	3	Explain upon the use of symbols and motifs in the novel <i>The English Teacher</i>	15
132	3	Examine the changes in the relationship between Krishna and Susila	15

		throughout the novel The English Teacher.	
133	3	Discuss on the practices of superstition and myths in the novel The English Teacher.	15
134	4	"The most noticeable feature of Indian philosophy is the stress which it lays upon the influence which knowledge ought to have on life". Describe.	15
135	4	Elaborate on the ideals of art and mortality as discussed in the essay "Art Experience" by Hiriyaana.	15
136	4	"The Dhvanyaloka is not to be regarded as merely a treatise on empirical aesthetics as several others are; for it develops its view in close connection with philosophical theories".Elaborate.	15
137	4	Explain art experience as contemplation of reality in Hiriyaana's "Art Experience".	15
138	4	Elaborate on the concept of meta-philosophical study of art in the essay 'Art Experience'.	15
139	4	"Art is a realizable experience yet indescribable, un-utterable experience". Elaborate with reference to the essay "Art Experience".	15
140	4	"Art experience is transient; it does not endure." Elaborate with reference to the essay "Art Experience".	15
141	4	Briefly explain upon the idea of "Ideal State" as explained in the essay "Art Experience".	15
142	4	"Prof. Hiriyaana's exposition of art experience according to Indian traditions is a unique gift to the world of art and aesthetics". Delineate.	15
143	4	Briefly explain upon the idea of "art experience" in the context of Vedantic theories.	15
144	4	Describe the Vedantic theory of Rasa experience in the appreciation of art forms.	15
145	4	Give a didactic view on Samkhya philosophy in the pursuit of Rasa experience.	15
146	4	"The view of art contemplation entirely transforms the idea of aesthetic end." Elaborate with reference to the essay "Art Experience".	15
147	4	Enumerate 'experience' in history with reference to the essay "Art Experience".	15
148	4	"Art is a short-cut to the ultimate value of life by-passing logic." Explain with reference to the essay "Art Experience".	15
149	4	Briefly explain on the differences employed by Samkhya and Vedanta school of thought in contemplating "Art Experience".	15
150	4	Delineate upon the ideas of "applied aesthetics or practical and pragmatic ethics" in the appreciation of art experience.	15
151	4	Elucidate on the central idea of the essay "The Poets of Dawn: 2" by Sri. Aurobindo.	15
152	4	"All that Wordsworth has to say worth saying is confined to these motives and from them he draws his whole genuine thought inspiration". Explain.	15
153	4	"Wordsworth, with a much higher poetic mind than Byron's, did not so entirely miss his greatest way, though he wandered much in adjacent paths and finally lost himself in the dry desert sands of the uninspired intellectual mentality." Elaborate.	15
154	4	Describe on poet Bryon as discussed by Sri. Aurobindo in the essay "The Poets of Dawn: 2".	15



155	4	"Byron and Wordsworth are the two poets who are the most hampered by this difficulty of finding and keeping to the native speech of their greater self". Explain with reference to the essay "The Poets of Dawn: 2" by Sri. Aurobindo	15
156	4	"Each essential motive of poetry must find its own characteristic speech, its own law of rhythms". Explain with reference to the essay "The Poets of Dawn: 1" by Sri. Aurobindo.	15
157	4	Elucidate on basic kinship between two very widely separated great ages of poetry as explained in the essay "The Poets of Dawn: 1"	15
158	4	"Each followed his own way, was very little influenced by the others, was impelled by a quite distinct spiritual idea, worked it out in a quite individual method and, when he fell away from it or short of it, failed in his own way and by shortcomings peculiar to his own nature". Elucidate.	15
159	4	Elaborate on the idea of individualism and pursuit of identity in poetic process as proposed by Sri. Aurobindo.	15
160	4	Bring out the central idea of the essay "The Poets of Dawn: 1" by Sri. Aurobindo.	15
161	4	Appreciate a critical analysis about the poetic creation and poetry process as proposed by Sri Aurobindo in his essays "The Poets of Dawn: 1 and 2".	15
162	4	Describe on the same central problem faced by great poets to deal with during their earlier endeavors with reference to the essay "The Poets of Dawn: 1" by Sri. Aurobindo.	15
163	4	"A poetry of spiritual vision and the sense of things behind life and above and above the intellect must similarly develop from its essence a characteristic voice, cry, mould of speech, natural way of development, habits of structure". Delineate with reference to the essay "The Poets of Dawn: 1" by Sri. Aurobindo.	15

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**II Semester Subject: ENGLISH**

**Title: Indian Writing in English (HC)**

**Time: 3 Hours**

**Max Marks: 70**

**PART-A**

**I. Annotate TWO of the following**

**2x5=10**

1. Like the plumes of a peacock, purple and green  
we weave the marriage –veils of a queen.
2. Blue as the wing of a halcyon wild,  
We weave the robes of a new-born child.
3. Give me a flower delicious as the rose  
And stately as the lily in her pride' -  
But of what color?' - 'Rose-red,' Love first chose,
4. Thou hast made me endless, such is thy pleasure.  
This frail vessel thou emptiest again and again,  
And fillest it ever with fresh life.

**PART-B**

**II. Answer ONE of the following**

**1x15=15**

5. Comment on Ram Mohan Roy's Letter to Lord Amherst.
6. Delineate the rise of Indian novel and novelists.
7. Elucidate on *Macaulay's Minutes* and its account on Anglicists and orientalist debates.

**PART-C**

**III. Answer ONE of the following**

**1x15=15**

8. Discuss the Wordsworthian element in Toru Dutt's 'Our Casuarina Tree'.

9. Elaborate on the ideas of symbolism and romanticism in the works of Sarojini Naidu.
10. Bring out the elements of romanticism in Rabindranath Tagore's Gitanjali by taking examples from his first five books.

**PART-D**

**IV. Answer ONE of the following**

**1x15=15**

11. Bring out Anand's depiction of the one day odyssey of Bakha in the backdrop of the evil of untouchability in India.
12. Elaborate on the question of contradiction and irony in the novel *The English Teacher*
13. Examine the changes in the relationship between Krishna and Susila throughout the novel.

**PART-E**

**V. Answer ONE of the following**

**1x15=15**

14. Define Hiriyanna's perception of Indian Aesthetics in terms of Rasa and Dhavani.
15. Elucidate on art as experience and art as morality.
16. Elaborate Aurbindo's vision on the future of poetry.