

UPC: 52031104

Name of the course: B.Com. 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 THREE** out of SIX questions.

All questions carry equal marks. (3*25 = 75 marks)

Passage 1: [639 words]

To truly understand a judge, you must understand the riddle of the scales; one side heaped high with hope, the other side holding apprehension. When the scales dip, bright optimism turns into silent panic. When a person looks at himself, he is likely to misjudge what he finds. He sees only his intentions. Most people have good intentions and hence conclude that whatever they are doing is good. It is difficult for an individual to objectively judge his actions, which may be, and often are, contradictory to his good intentions. Most people come to work with the intention of doing it. Many of them do their work in a manner they find convenient and leave for home in the evening with a sense of satisfaction. They do not evaluate their performance, only their intentions. It is assumed that because an individual has worked with the intention of finishing his work in time, if delays occurred, they were due to reasons beyond his control. He had no intention of causing the delay. But if his action or inaction caused that delay, was it not intentional? Looking back on my days as a young scientist, I am aware that one of the most constant and powerful urges I experienced was my desire to be more than what I was at that moment. I desired to feel more, learn more, express more. I desired to grow, improve, purify, expand. I never used any outside influence to advance my career. All I had was the inner urge to seek more within myself. The key to my motivation has always been to look at how far I had still to go rather than how far I had come. After all, what is life but a mixture of unsolved problems, ambiguous victories, and amorphous defeats? The trouble is that we often merely analyse life instead of dealing with it. People dissect their failures for causes and effects, but seldom deal with them and gain experience to master them and thereby avoid their recurrence. This is my belief: that through difficulties and problems God gives us the opportunity to grow. So when

your hopes and dreams and goals are dashed, search among the wreckage, you may find a golden opportunity hidden in the ruins. To motivate people to enhance their performance and deal with depression is always a challenge for a leader. I have observed an analogy between a force field equilibrium and resistance to change in organizations. Let us imagine change to be a coiled spring in a field of opposing forces, such that some forces support change and others resist it. By increasing the supportive forces such as supervisory pressure, prospects of career growth and monetary benefits or decreasing the resisting forces such as group norms, social rewards, and work avoidance, the situation can be directed towards the desired result—but for a short time only, and that too only to a certain extent. After a while the resisting forces push back with greater force as they are compressed even more tightly. Therefore, a better approach would be to decrease the resisting force in such a manner that there is no concomitant increase in the supporting forces. In this way, less energy will be needed to bring about and maintain change.

The result of the forces I mentioned above, is motive. It is a force which is internal to the individual and forms the basis of his behaviour in the work environment. In my experience, most people possess a strong inner drive for growth, competence, and self-actualization. The problem, however, has been the lack of a work environment that stimulates and permits them to give full expression to this drive. Leaders can create a high productivity level by providing the appropriate organizational structure and job design, and by acknowledging and appreciating hard work.

Questions 1 and 2 are based on passage 1.

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

A. What is the author's key to motivation? List the difficulties that people face in achieving their full potential at work? Answer in 250-300 words. (10 marks)

B. The author has been asked to write a recommendation letter for a young scientist. Based on your reading of the passage, what qualities would he highlight? Write (in 350-500 words) a letter of recommendation for this candidate. (15 marks)

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

A. What does the narrator mean by “through difficulties and problems God gives us the opportunity to grow”. Explain in 250-300 words. (10 marks)

B. Imagine the narrator is addressing one of his demotivated team members. As a leader, how would he encourage him to overcome his problems and work efficiently? Write at least 10 turns of dialogue between the two in 350-500 words. (15 marks)

Passage 2:

Dot

My neighbours quarrel
over a strip of land
that runs between
their ancestral plots;
it's just wide enough and
long enough to dig
a good deep ditch
to drain the poisons
that have festered
for ages between them,
but not nearly enough
to bury them, end on end.

It makes me wonder;
if we claim to own
the land we live on
down to the centre of
the earth, which after all
is just a pinpoint dot—
who owns that dot?
And who owns the rain
we drink, and who
the air we breathe?

Can you or I or
 that millionaire buy
 a ray of light,
 the evening's cool,
 the moonlight's mystery?
 Who has the right
 to sicken a child
 to hurl a stone
 at my neighbour's cat?

Questions 3 and 4 are based on passage 2.

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

A. What is the message of the poem? What examples does the poet cite to convey his main idea? Explain in 250-300 words. (10 marks)

B. Imagine you are a mediator between the two quarrelling parties trying to settle their dispute. In about 350-500 words, write 10 turns of dialogue where you as the mediator make an attempt to amicably settle the quarrel by giving both parties a chance to voice their grievances and arrive at a solution. (15 marks)

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

A. In the poem, the poet begins with a quarrel between two neighbours over a “strip of land between their ancestral plots”. Why does the poet think that such disputes are meaningless? Explain in 250-300 words. (10 marks)

B. Imagine that you are a news reporter covering the quarrel between the two neighbours. Write a news report in about 350-500 words. (15 marks)

Passage 3: [647 words]

After Abhay left, Tara remained lost in thought. It was odd that he had forgotten her request – her reasonable request – about the mint chocolate. Abhay had a good memory. But then he was always so preoccupied. And hardly ever at home.

And in between these two thoughts, sequences in a chain, suspicion pounced and bent the links in another direction. Within a matter of seconds, Tara was convinced she had found the clue to much of Abhay's behavior. Could it be, could it be that what she had read about in her college days, could it be that the Other Woman had appeared in her life as well. She made up her mind to spy on him. The results were predictable.

After she had gone through the gamut of emotions ranging from shock, confusion, despair, anger and resentment, she toyed with the idea of knocking her brains out. To help reach a conclusion she automatically went to the fridge to take out her chocolates. She needed consolation. Absent-mindedly she bit into one. It tasted like sawdust. She bit into it again and gagged. This was the only pleasure she had in her life. What was happening to it? She quickly put the chocolate back into the fridge and closed the door. Nausea overcame her, and she barely made it to the bathroom.

She never ate another piece of chocolate again. Every time she looked at the dark shining pieces glistening invitingly at her, she saw Abhay's eyes sunk in them, tempting her to bite into a piece and get fat.

She lost weight. The feeling of nausea she had about chocolate helped put her off eating. She grew thinner, thinner than she had been in years. From saris she moved to salwar-kameez. She looked younger. She felt more alert and alive than she had for a long time. She began to think about strategies.

She must win him back, she thought. She decided to join cooking classes. The way to a man's heart was through his stomach. Abhay hardly ate at home. But now... She must cook. She would be the source of all things delectable.

Tara joined Mrs. Singhal's Cooking Classes, which guaranteed mastery of Cordon Bleu, Continental, Chinese and Indian cuisines in just a year. Tara discovered in herself a light hand, and a flair for improvisation. Her teacher praised her too, and that helped. No one had ever praised her learning anything in her life — academics was out of the question, and even her dancing and singing teachers had felt that she needed to apply herself more.

Tara dived into the experience like a duck into water... She experienced the joys of putting before a husband — however errant — things he could not resist. He became quite greedy and demanding, entertaining small numbers of friends more often at home.

Imperceptibly Abhay began to put on weight. Tara could see for herself the fruit of her labours, and her sense of power grew. New thoughts began to enter her head. She increased the cream in her desserts and began putting more cheese in the Italian dishes. Abhay's clothes did not fit him anymore. He began to talk seriously of dieting.

At this point Tara looked him over speculatively. In her mind's eye she saw him as she herself had once been. "You waddle," he had said at the beginning of the story, and she, predictably female, had replied in pain, "I do not." Now she wanted him to waddle, though her position might not allow her to rub his nose in the fact as he had done hers.

When Abhay's affair broke up, a certain moroseness tinged and deepened the yellow of his already saturnine complexion. For consolation he turned to serious eating. He listened to music, he drank, and he demanded hot and spicy tit-bits from Tara's ever fertile kitchen.

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

A. 'The way to a man's heart was through his stomach.' Do you think this holds true in Tara and Abhay's story? What role does food play in Tara's life? Give a reasoned answer in 250-300 words quoting words or phrases from the passage that allow you to draw your conclusion.
(10 marks)

B. Tara writes a letter to her college friend recommending Mrs. Singhal's Cooking Classes and describing how they changed her life. Write the letter in about 350-500 words. (15 marks)

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

A. Tara, who was once teased for being 'fat' by her husband, takes 'revenge' on her cheating husband through her cooking. Would you describe the narrative point-of-view as merely comic or ironic? Discuss in about 250-300 words citing examples from the passage. (10 marks)

B. What do you think happens in Tara's and Abhay's marriage eventually? Continue the short story extract towards a fitting conclusion. Answer in about 350-500 words. (15 marks)



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S. No. of Question Paper:

Unique Paper Code: **12031102**

Name of the Paper: **European Classical Literature (Core)**

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 **any 3**.

All questions carry equal marks of 25 each.

Each answer must be written in 750-1000 words.

1. How far is it correct to say that “The poet of the *Iliad* interprets the world by taking the passions of the gods to be the determining factors of what happens on the human level?” Does this statement explain the significance of the Homeric gods in the *Iliad*?
2. “Count no mortal happy till he has passed the final limit of his life secure from pain”. Discuss with reference to *Oedipus Rex*.
3. Would it be fair to say that the women characters in *The Brothers Menaechmus* are portrayed unsympathetically?
4. To what extent can the *Book of Job* be read as a tragedy? Discuss critically.
5. Discuss the forms of poetry in the works of Sappho or Horace.
6. Analyse the depiction of love as both empowering and disruptive, with reference to any 2 texts in your course.



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