



UNIVERSITY OF NORTH BENGAL
B.A. Honours 2nd Semester Examination, 2019

GE2-ENGLISH

SELECTIONS FROM EUROPEAN LITERATURE

Time Allotted: 2 Hours

Full Marks: 60

*The figures in the margin indicate full marks.
Candidates should answer in their own words and adhere to the word limit as practicable.*

GROUP-A

1. Answer any *two* of the following questions:

10×2= 20

(a) Critically estimate *Daffodils* as a romantic poem.

OR

(b) Consider Wordsworth as a poet of nature with reference to the *Lucy Poems*.

(c) Discuss *Autumn Song* as a representative poem of W.H. Auden.

OR

(d) Attempt a critical appreciation of *The Unknown Citizen*.

(e) Elaborate on the theme of time and love with reference to the Shakespearean sonnets prescribed in your syllabus.

OR

(f) Critically appreciate Sonnet No. 65 of William Shakespeare.

GROUP-B

2. Answer any *two* of the following questions:

10×2 = 20

(a) Delineate the character of Vera in *Open Window*.

OR

(b) Bring out the significance of the title of *Open Window*.

(c) Why was Mr. Bacon still a sad man and what was the bigger bet he pinned to win?

OR

(d) Comment on the portrayal of the Duchess in *The Duchess and the Jeweller*.

(e) Discuss the character of Gip in *The Magic Shop*.

OR

(f) How far does *The Magic Shop* confirm to the main features of an ideal short story?

(g) Discuss the role and function of the narrator in *Shooting an Elephant*.

OR

(h) Bring out the significance of the episode of the death of the Coolie in *Shooting an Elephant*.

GROUP-C

3. Answer any **one** of the following questions: 10×1 = 10

(a) Critically analyze the Porter Scene in *Macbeth*.

OR

(b) Analyze the character of Lady Macbeth.

(c) Bring out the dramatic significance of the Trap Scene (Act III Sc IV) in *Twelfth Night*.

OR

(d) Comment on the role of Feste in *Twelfth Night*.

GROUP-D

4. Answer any **two** of the following questions: 5×2 = 10

(a) How does Wordsworth portray the beauty of Lucy?

(b) How does Auden describe the modern way of life in *The Unknown Citizen*?

(c) Bring out the central theme of Shakespeare's Sonnet No. 64.

(d) "Shall I compare thee to a summer's day

Thou art more lovely and more temperate". — Explain the comparison here.

(e) "Fair is foul, and foul is fair". Elucidate.

(f) "If music be the food of love, play on". Who says this and why?

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GE2-BENGALI

Time Allotted: 2 Hours

Full Marks: 60

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- ১। নিম্নলিখিত যে-কোনো চারটি প্রশ্নের উত্তর দাওঃ ৩×৪ = ১২
- (ক) অক্ষর কাকে বলে ? অক্ষর ও দলের পার্থক্য নির্দেশ করো।
- (খ) লয় কাকে বলে ? লয় কত প্রকার ও কী কী ?
- (গ) যমক অলঙ্কার কাকে বলে ? উদাহরণসহ বুঝিয়ে দাও।
- (ঘ) ব্যতিরেক অলঙ্কারের উদাহরণসহ সংজ্ঞা দাও।
- (ঙ) 'ছেলে ভুলানো ছড়া'— ১ কোন্ পত্রিকায় কত সালে প্রকাশিত হয়েছিল ?
- (চ) 'মেছেনি' গান কোন্ অঞ্চলে, কোন্ জনগোষ্ঠীতে প্রচলিত ? 'মেছেনি' গানের সংক্ষিপ্ত পরিচয় দাও।
- ২। নিম্নলিখিত যে-কোনো চারটি প্রশ্নের উত্তর দাওঃ ৬×৪ = ২৪
- (ক) ছন্দোলিপি প্রস্তুত করো —
এ কথা জানিতে তুমি ভারত-ঈশ্বর শা-জাহান,
কালস্রোতে ভেসে যায় জীবন-যৌবন ধনমান।
- (খ) ছন্দোলিপি প্রস্তুত করো —
বাঁশ বাগানের মাথার উপর চাঁদ উঠেছে ঐ,
মাগো আমার শোলোক বলা কাজলা দিদি কই ?
- (গ) ব্যাখ্যাসহ অলঙ্কার নির্ণয় করো —
(i) লঙ্কার পঙ্কজ রবি গেলা অস্তাচলে ।
(ii) সোহাগে জল উথলে উঠে
বঁক্ষে তাহার পড়ত লুটি।
- (ঘ) ব্যাখ্যাসহ অলঙ্কার নির্ণয় করো —
(i) স্তব্ধ অতল দিঘি-কালো জল নিশীথ-শীতল স্নেহ।
(ii) এতো মালা নয় গো,
এ যে তোমার তরবারি।

- (ঙ) “এই ছড়াটি বাল্যকালে আমার নিকট মোহমজ্জের মত ছিল” — কোন্ ছড়াটির কথা এখানে বলা হয়েছে? ছড়াটি সম্পর্কে রবীন্দ্রনাথের মানসিকতা ব্যক্ত করো।
- (চ) যে-কোনো দুটি প্রবাদের উল্লেখ করে এগুলির মধ্যে সমাজের যে চিত্র পরিস্ফুট হয়েছে তা উল্লেখ করো।

৩। নিম্নলিখিত যে-কোনো দুটি প্রশ্নের উত্তর দাওঃ

১২ × ২ = ২৪

- (ক) কলাবৃত্ত ছন্দ কাকে বলে? এই রীতির ছন্দের বৈশিষ্ট্যগুলি উদাহরণসহ আলোচনা করো।
- (খ) উপমা অলঙ্কার কাকে বলে? এই অলঙ্কারের কয়টি অঙ্গ? উদাহরণসহ এই অলঙ্কারের শ্রেণিবিভাগগুলি আলোচনা করো।
- (গ) যে সকল ছড়াগুলি রবীন্দ্রনাথের শিশুমনটিকে প্রভাবিত করেছিল, রবীন্দ্রনাথের ‘লোকসাহিত্য’ অবলম্বনে তার সংক্ষিপ্ত পরিচয় দাও।
- (ঘ) লোকশিল্প বলতে কী বোঝো? তোমার পাঠ্য যে-কোনো দুটি লোকশিল্পের সংক্ষিপ্ত পরিচয় দাও।

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UNIVERSITY OF NORTH BENGAL
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GE2-HISTORY

HISTORY OF INDIA-FROM 1193 TO 1950 CE

Time Allotted: 2 Hours

Full Marks: 60

*The figures in the margin indicate full marks.
Candidates should answer in their own words and adhere to the word limit as practicable.*

SECTION-A

Answer any four questions from the following

3×4 = 12

1. Write a short note on Razia Sultan.
2. What do you know about Ibn Battuta?
3. Define the term 'Sulh-i-Kul'.
4. Examine the significance of Nurjahan's junta.
5. What was the 'Doctrine of Lapse'?
6. Explain the terms 'Swadeshi' and 'Boycott'.

SECTION-B

Answer any four questions from the following

6×4 = 24

7. Discuss the economic policies of Ala-ud-din Khalji.
8. Write a note on the 'Bhakti Movement'.
9. Critically assess the importance of Sher Shah as a ruler.

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10. Examine the chief features of the military system of the Marathas.
11. What were the merits and demerits of the Permanent Settlement?
12. Discuss the role of Ram Mohan Roy in the social reform movements in India.

SECTION-C

Answer any two questions from the following

12×2 = 24

13. Discuss the schemes of Mohammad-Bin-Tughluq.
14. Describe the chief features of the Mansabdari system.
15. Give an account of the nature of the Revolt of 1857.
16. Examine the role of Mahatma Gandhi in the freedom struggle movement of India.

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GE2A & GE2B-EDUCATION

Time Allotted: 2 Hours

Full Marks: 60

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Candidates should answer in their own words and adhere to the word limit as practicable.*

**The question paper contains GE2A & GE2B. The candidates are required to answer any one from the two courses.
Candidates should mention it clearly on the Answer Book.**

GE2A

YOGA EDUCATION

GROUP-A

Answer any four questions from the following

3×4 = 12

1. Write the characteristics of Yoga Education.
2. Write the concept of health.
3. State the implications of yoga philosophy in yoga education.
4. What do you mean by stress?
5. How yoga is reflected in Bhagwat Gita?
6. Write the concept of healthy life style.

GROUP-B

Answer any four questions from the following

6×4 = 24

7. Explain different types of yoga education.
8. Discuss the role of teachers in implementing yoga education in educational institutions.

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9. Explain the influence of Sankhya philosophy on yoga education.
10. Describe the role of yoga in reducing stress in modern life.
11. Explain briefly the aims of yoga education.
12. Discuss the significance of Yogic texts in the context of schools of Yoga.

GROUP-C

Answer any *two* questions from the following

12×2 = 24

13. Define yoga and yoga education. Explain the nature of yoga education. 3+3+6 =
12
14. Describe the historical background of yoga education. 12
15. Discuss the health related problems and need of yoga in this regard. 6+6 = 12
16. Explain the general guidelines for performing yoga education. 12

GE2B

HUMAN RIGHTS EDUCATION

GROUP-A

Answer any *four* questions from the following

3×4 = 12

1. Write the concept of human rights in education.
2. What do you mean by liberty and equality in the Constitution of India?
3. What are the rights of children?
4. According to UNO, what are the seven kinds of freedom to human beings?
5. What do you mean by "Live and Let Live"?
6. What are the advocacy groups in spreading human rights education?

GROUP-B

Answer any four questions from the following

6×4 = 24

7. Explain the recommendations of National Knowledge Commission regarding human rights.
8. Write a note on "Education and Human Values".
9. Discuss about the Universal Declaration of human rights.
10. Discuss the role of educational institutions in making awareness about human rights.
11. Explain the duties and limitations of United Nations.
12. Discuss the role of Supreme Court in the enforcement of human rights in India.

GROUP-C

Answer any two questions from the following

12×2 = 24

13. What are the nature and scope of Human Rights? Discuss the significance of human rights in education. 4+4+4=12
14. Discuss about the national perspectives of human rights. 12
15. Discuss about the objectives and functions of National Human Rights Commission (NHRC) of India. 6+6
16. Discuss the functions of press and NGOs in human rights education. 6+6

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UNIVERSITY OF NORTH BENGAL
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GE2-SANSKRIT

Time Allotted: 2 Hours

Full Marks: 60

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Unit-I

1. Answer any **one** of the following questions: 12×1 = 12
 - (a) Write an essay on आयुर्वेदशास्त्र in ancient and mediaeval India.
 - (b) Write a detailed note on importance of व्याकरणशास्त्र in Sanskrit literature.
2. Write short notes on any **two** of the following: 6×2 = 12

अमरकोशः; संगीतदामोदरः; ब्रह्मगुप्तः।
3. Answer any **four** of the following questions: 3×4 = 12
 - (a) Name the books written by बराहमिहिर.
 - (b) Who was the propounder of वास्तुशास्त्र ? Write the name of two books on this शास्त्र.
 - (c) What are the two categories of architecture? Write the name of the famous architect of second category.
 - (d) Who was गङ्गादास ? What is his famous book on छन्दःशास्त्र ?
 - (e) Write the name of two authors and their works in the field of ancient Indian Alchemy.
 - (f) How many उपवेदs are there in Sanskrit literature? Name them.

Unit-II

4. Translate from Bengali to Sanskrit any **two** of the following: 6×2 = 12
 - (a) রবীন্দ্রনাথের 'গীতাঞ্জলি' বিভিন্ন ভাষায় অনূদিত হয়েছিল। পণ্ডিত অমরেন্দ্র মোহন সংস্কৃত ভাষায় এটি অনুবাদ করেন।
 - (b) স্বাধীনতা সকলের কাম্য। পিঞ্জরাবদ্ধ পশুরাও সুখী হয় না এবং তারা মুক্তির জন্য চেষ্টা করে।
 - (c) গ্রন্থই আমাদের সবচাইতে বড় বন্ধু। আমাদের বন্ধুদের পরিবর্তন বা মৃত্যু হতে পারে, কিন্তু গ্রন্থ সর্বদাই আমাদের সাথে কথা বলে।

Unit-III

5. Read any **one** of the following passages and answer the following questions in 12×1 = 12 Sanskrit.

(a) अस्ति काञ्चनपुरनाम्नि नगरे वीरविक्रमो नाम राजा। तस्य धर्माधिकारिणा कश्चिन्नापितो बध्यभूमिं नीयमानः कन्दर्पकेतुनाम्ना परिव्राजकेन साधुद्वितीयेन नायं हन्तव्य इत्युक्त्वा वस्त्राञ्चले धृतः। राजपुरुषा ऊचुः - किमिति नायं बध्यः। स आह - श्रूयताम्, अहं सिंहलद्वीपभूपतेर्जीमूतकेतोः पुत्रः कन्दर्पकेतुर्नाम। एकदा केलिकाननावस्थितेन मया पोतवणिङ्मुखाच्छ्रुतं यदत्र समुद्रमध्ये सर्वालंकारभूषिता लक्ष्मीरिव वीणां वादयन्ती कन्या काचिद् दृश्यत इति।

- को नाम कन्दर्पकेतुः ?
- राजा कुत्रासीत् ? तस्य किं नाम ?
- नापितः केन बध्यभूमिं नीयमानः आसीत् ?
- कन्दर्पकेतुना पोतवणिङ्मुखात् किं श्रुतम् ?

(b) अस्ति ब्रह्मारण्ये कर्पूरतिलको नाम हस्ती। तमवलोक्य सर्वे शृगालाश्चिन्तयन्ति स्म-यद्ययं केनाप्युपायेन म्रियते तदास्माकम् एतद्देहेन मासचतुष्टयस्य स्वेच्छया भोजनं भविष्यति। तत्रैकेन वृद्धशृगालेन प्रतिज्ञातम् - "मया बुद्धिप्रभावादस्य मरणं साधयितव्यम्" इति। अनन्तरं स वञ्चकः कर्पूरतिलकसमीपं गत्वा साष्टाङ्गपातं प्रणम्योवाच- देव! दृष्टिप्रसादं कुरु। हस्ती ब्रूते-कस्त्वम् ? कुतः समायातः। सोऽवदत् जम्बुकोऽहम्। सर्वैर्वनवासिभिः पशुभिः मिलित्वा भवत्सकाशं प्रस्थापितः यत् "विना राजावस्थातुं न युक्तं तदत्राटवीराज्येऽभिषेक्तुं भवान् सर्वस्वामिगुणोपेतो निरूपितः।" इति।

- कर्पूरतिलकः कुत्र वसति ?
- हस्तिनं दृष्ट्वा शृगालैः किं चिन्तितम् ?
- वृद्धशृगालेन किं प्रतिज्ञातम् ?
- हस्तिनं प्रति वृद्धशृगालेन किम् उक्तम् ?

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UNIVERSITY OF NORTH BENGAL
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GE2-PHILOSOPHY

WESTERN (LOGIC)

Time Allotted: 2 Hours

Full Marks: 60

*The figures in the margin indicate full marks.
Candidates should answer in their own words and adhere to the word limit as practicable.
All symbols are of usual significance.*

SECTION-I

1. Answer any **four** questions from the following:
- | | |
|--|----------|
| (a) Distinguish between figure and mood. | 3×4 = 12 |
| (b) What do you mean by inductive generalization? | 3 |
| (c) Is categorical syllogism a deductive argument? Why? | 3 |
| (d) What do you mean by class? | 3 |
| (e) What do you mean by existential fallacy? | 3 |
| (f) Transform the following into standard-form categorical propositions: | 1×3 = 3 |
| (i) Roses are fragrant | |
| (ii) Only members can use the front door | |
| (iii) All that glitters is not gold. | |

SECTION-II

2. Answer any **four** questions from the following:
- | | |
|---|-----------|
| (a) Determine the validity or invalidity of the following by syllogistic rules. | 6×4 = 24 |
| (i) No <i>M</i> is <i>S</i> . So, some <i>S</i> is <i>P</i> . Since some <i>P</i> is not <i>M</i> . | 3+3 = 6 |
| (ii) He knows his own son; so he must be a wise father. | |
| (b) Explain the fallacy of undistributed middle with example. | 6 |
| (c) What is meant by 'existential import' of Proposition? Explain with illustration. | 6 |
| (d) What is obversion? Obvert the following: | 2+2+2 = 6 |
| (i) Only children are happy | |
| (ii) Reporters are present. | |

- (e) Use truth table to determine the following statements form as tautology, self-contradictory or contingent. 3+3 = 6
- (i) $[p \supset (p \supset q)] \supset q$
- (ii) $p \equiv [p \cdot (q \supset p)]$
- (f) Distinguish between deduction and induction, with examples. 6

SECTION-III

3. Answer any *two* questions from the following: 12×2 = 24
- (a) What do you mean by distribution of term? Which term/terms is/are distributed in which proposition? Reduce the following sentences into logical propositions and show which term/terms is/are distributed. 4+4+2+2=12
- (i) All people desire recognition
- (ii) Some people drink.
- (b) Determine the validity and invalidity of the following arguments with the help of Venn diagram. 4+4+4 = 12
- (i) Some parrots are not pests. All parrots are pets; therefore, no pets are pests.
- (ii) All puzzles-lovers are bridge players. Since not all women are puzzle-lovers, and some women are bridge-players.
- (iii) EAE-1st Figure.
- (c) Use truth table to determine the validity or invalidity of the following arguments: 12
- (i) $E \supset F$
 $F \supset E \quad \therefore E \vee F$
- (ii) $K \vee L$
 $K \quad \therefore \sim L$
- (iii) If Albania manages to free itself from Chinese influence then both Bulgaria and Czechoslovakia will adopt more liberal policies. But Bulgaria will not adopt a more liberal policy. Therefore, Albania will not manage to free itself from Chinese influence.
- (d) What is opposition of proposition? Explain and illustrate different kinds of opposition of proposition. 2+10 = 12

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