

BACHELOR OF ARTS (CBCS - 2016 COURSE)
T.Y.B.A. Sem-VI : WINTER :- 2021
SUBJECT: ENGLISH (S6)-II

Day : Thursday
Date 27-01-2022

W-14701-2021

Time : 10:00 AM-01:00 PM
Max. Marks: 60

N.B.:

- 1) All questions are **COMPULSORY**.
 - 2) Figures to the right indicate **FULL** marks.
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Q.1 a) Write a note on Sidney's views on the nature and function of poetry expressed in *An Apology For Poetry*. (12)

OR

b) Write short notes on **ANY TWO** of the following:

- i) Coleridge's views on Imagination
- ii) Coleridge's theory of poetry
- iii) Sidney's definition of heroic poetry

Q.2 a) Write a detail note on Eliot's views on 'The Classic'. (12)

OR

b) Write short notes on **ANY TWO** of the following:

- i) Comprehensiveness of a Classic
- ii) Eliot's views on Shakespeare
- iii) Eliot's views on Maturity of Language

Q.3 a) What are the different functions of Criticism as stated by Mathew Arnold? (12)

OR

b) Write short notes on **ANY TWO** of the following:

- i) Arnold's views on qualification of a critic
- ii) Poetic prose
- iii) Arnold's views on role of critic

Q.4 a) Explain different Figures of speech. (12)

OR

b) Write short notes on **ANY TWO** of the following:

- i) Alliteration
- ii) Irony
- iii) Personification

P.T.O.

- Q.5 A)** Critically appreciate the passage given below with the help of the points (06) given:

Students and Teachers

Different students like or dislike different subjects. However, there is one thing in common for all of them: the role of the teacher in these 'like's and 'dislikes'. It is very hard for a student to succeed in leaning a subject if he or she doesn't like the person who teaches it.

To be sure that students are going to like a teacher the school wants to hire the principal of one high school decided to try a new way of choosing teachers. In order to be accepted twice- first by the Principal and then by the students committee.

Gabilevi explains the reasons for this double interview: we, the students, want to know what kind of person our future teacher is because he or she, will teach us and not the principal. Another students adds: 'It is great that our school allows us to make important decisions and influence our school life'.

The Principal, Ronen. Dan, agrees with his students: The students want to know whether the candidate answers their criteria and the administration has its own requirements. We discuss the results of each interview together and decide, who can be accepted. I hope that now there will be fewer conflicts and more understanding between students and teachers in our school. This experiment teaches kids to take responsibility for their choice. If they approve of a teacher they can't complain that his or her requirements are unfair.

Points:

- 1) Connection between the teacher's personality and student's success.
- 2) Different approach in finding a new teacher.
- 3) Purpose of double interview.

- B)** Attempt a critical appreciation of the poem with the help of the questions (06) given below it.

I lay in sorrow, deep depressed...
My grief a proud man heard...
His looks were cold. He gave me gold.
But not a kindly word.
My sorrow paused- I paid him back.
The gold he gave me.
Then stood erect and spoke my thanks.
And blesses his charity...
I lay in want, in grief and pain.
A poor man passed my way.
He bound my head. He gave me bread.
He watched me night and day.
How shall I pay him back again?
For all he did to me?
Oh! Gold is great. But greater far
Is heavenly sympathy!

Questions :

- 1) What was wrong with the poet?
- 2) What did the proud man do for the poet?
- 3) "Then stood erect and spoke my thanks". Explain the meaning.
- 4) Why could the poet not pay the poor man back?
- 5) What had the poor man done to the poet?