



End Semester (Semester II) Examination July 2022

Programme: BA LLB

Subject: English – II

Subject Code: 24F.151

Enrollment No: \_\_\_\_\_

Full Marks: 70

Time: 3 Hrs.

**Section I**

1. Short Answer type questions. Answer any four.

4 x 5 = 20

- Does any punishment exist that is suitable for Keller's crime?
- What does the speaker do immediately after he reaches the farmhouse in the poem 'Meeting At Night'?
- What is the main theme of the poem "Ring Out, Wild Bells" by Alfred, Lord Tennyson? (In Memoriam)
- Fill in the blanks with suitable prefix and suffix.
  - His support gives the case\_\_\_\_(legitimate).
  - The lesson is full of mistakes, we will have to\_(write) it.
  - Jane is the most\_(grace) dancer in the group.
  - The situation is not as\_(help) as you think. There are some options.
  - To me, there is nothing worse than\_\_\_\_(bore)
- Mention Synonym of the following words.
  - Create                      ii. Cute                      iii. Effective                      iv. Honest                      v. Negative
- Describe the meaning of foreign words.
  - esprit de corps                      ii. déjà vu                      iii. bon voyage                      iv. object d art                      v. voxpopuli

**Section II**

Long Answer type questions. Answer any three.

3 x 10 = 30

- How does the title of the play, All my sons, relate to its content?
- In the poem, 'Dover Beach' does the poet seem disappointed or happy to you? What is the mood of the poem?
- What is the poem 'The Ocean' by Nathaniel Hawthorne about?
- Explain the relationship between Chris and Ann in "All my Sons"?
- Identify whether the following sentences are simple, compound or complex sentences.
  - I did not know that this food was meant only for the staff.
  - She is innocent, so she has appealed to the court.
  - If you are not ready with the song, it is better to let them know.
  - She will come home or I will stay back at her place.
  - In the evening, I am going to the park.
  - The sun looks amazing today.
  - I remember the day that we met very well.
  - Nithi is not keeping well, yet she decided to go to work.
  - After they reach the hotel, they will inform us.
  - We are going to the park.

**Section III**

Application based questions. Answer any one.

1 x 20 = 20

- Give an account of the lover's journey to his beloved in 'Meeting at Night'.
- Go through the sentences and identify the type of voice used. (1 mark each)
  - Shreya Ghosal sings beautiful songs.
  - The Sun sets in the West
  - The boy was being beaten by his teacher

- iv. Bucky is helped by Steve
- v. The carpenter is building the desk.
- vi. The woodcutter cut down the tree.
- vii. The man dropped his axe in the river.
- viii. The bird was shot by the naughty boy.
- ix. By whom was Spanish taught to you?
- x. Natasha lost the money.

9. Read the following passage carefully and answers the questions that follow.

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

**Answer the following questions.**

- (a) What is the difference between the approaches of Socrates and Aristotle?
- (b) Why do educationists consider philosophy a 'weak and woolly' field?
- (c) What do you understand by the term 'Perennialism', in the context of the given comprehension passage?
- (d) Were Plato's beliefs about education democratic?

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