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B.A/5th Sem (G)/ENG/23(CBCS)

2023

5th Semester Examination
ENGLISH (General)

Paper : GE 1-T

[CBCS]

Full Marks : 60

Time : Three Hours

*The figures in the margin indicate full marks.
Candidates are required to give their answers
in their own words as far as practicable.*

(Gender & Human Rights)

Group - A

Attempt any *ten* questions of the following :

2×10=20

1. What does Meena Kandasamy mean by 'suppressed reactions' in her poem "Aggression"?
2. How does revolution begin as stated by Meena Kandasamy in her poem "Aggression"?
3. What is meant by the phrase 'inward struggles' in the poem "Aggression"?
4. What does Meena Kandasamy mean by 'trouble shooting' in her poem "Aggression"?

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5. What extraordinary thing happens every May in the new cemetery of the little sleepy town?
6. What was the desire of Lentina in the story "Laburnum for My Head"?
7. "But before her wish come true, another disaster struck". Describe the disaster.
8. What epiphanic sensation occurs to Lentina on the burial day of her husband?
9. Who is Frieda in the play *Lights Out*?
10. State the actual incident that the play *Lights Out* dramatizes.
11. How does Mohan try to defend the culprits involved in raping a helpless girl?
12. "A whore cannot be raped." Why does the speaker say so?
13. How does Surinder want to punish the rapists?
14. Name the famous women who are mentioned by Virginia Woolf in "Professions for Woman".
15. What do you understand by the concept 'The Angel in the House'?

Group - B

Attempt any *four* of the following questions :

5×4=20

16. "Ours is a silence/that waits. Endlessly waits." Explain these lines with reference to the context.

17. "I mean, what is a woman?" Comment.
18. Describe the terms & conditions mentioned in the document that Lentina prepared in order to donate the land to the Town Committee.
19. What role does 'silence' play in *Lights Out*?
20. What is the significance of the ending of the play *Lights Out*.
21. Write a brief note on the Universal Declaration of Human Rights.

Group - C

Attempt any *two* of the following questions :

10×2=20

22. Discuss the significance of the title of Meena Kandasamy's "Aggression".
23. What, according to Virginia Woolf, are the obstacles to women's professional identity? Discuss with reference to "Professions for Women".
24. Discuss Manjula Padmanabhan's *Lights Out* as a case of social apathy.
25. Discuss the role of women and environment in "Laburnum for My Head".

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OR

**(Contemporary India : Women and
Empowerment)**

Group - A

Answer any *ten* of the following questions :

2×10=20

1. What is gender stereotyping?
2. Mention any two differences between sex and gender.
3. What do you mean by prenatal gender screening?
4. Name two women who played major roles in the Indian Nationalist Movement. Which regions of the country did they represent?
5. What is the 1947 Partition Archive? Who is the founder of the said Archive?
6. Name two feminist historians who wrote on the condition of women during Partition.
7. In which year was the 'Protection of Women from Domestic Violence Act' passed? How does it define domestic violence?
8. What is the Female Infanticide Prevention Act? In which year was it passed?
9. What is the IPC punishment for infanticide?
10. What are the issues Personal Laws deal with?

11. What is the National Policy for the Empowerment of Women? In which year was it prepared?
12. What is the Sexual Harassment of Women at Workplace Act? In which year was it passed?
13. Mention any two eco-feminists and any two their works.
14. In which year was "*Sultana's Dream*" published? To which genre does the story belong?
15. Bring out two salient features of Dalit Feminism.

Group - B

Answer any *four* of the following questions :

5×4=20

16. Briefly comment on the social construction of *masculine* and *feminine* identities.
17. Write a short note on sexuality.
18. Briefly write about two ecological movements initiated by women.
19. Write a short note on :

(a) Property rights for women in India.

Or,

(b) Sexual harassment and the preventive measures adopted against it.

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20. What is the Dalit Feminist perspective on caste and gender?
21. Examine the feminist utopia mentioned in Rokeya Sakhawat Hossain's *Sultana's Dream*.

Group - C

Answer any *two* of the following questions :

10×2=20

22. Define Patriarchy. What role does it play in the subordination of women?
 23. Write a short note on the participation of women in the pre-Independence political movements in India.
 24. Explain the concept of "missing women" in the Indian context. In what ways are women deprived of various rights in India?
 25. Discuss the correlation between environment and women, as depicted in *Sultana's Dream*.
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OR

(Academic Writing and Composition)

Group - A

Attempt any *ten* questions from the following :

2×10=20

1. What is the first step involved in the writing process?
2. What is drafting?
3. In academic writing, what is the purpose of using a formal tone?
4. Mention any two differences between a summary and a paraphrase.
5. What are the key elements that should be included in a well-structured summary of a text?
6. What is the concept of synthesis?
7. Define the term "analysis" in the context of academic writing.
8. State the primary purpose of evaluation in academic writing.
9. Define what an interjection is and provide an example of an interjection in a sentence.
10. Mention the primary purpose of a conclusion in an academic essay or research paper.

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11. Identify any two common types of errors or issues that writers often address during the editing phase of the writing process to improve the quality of their work.
12. Define citation.
13. Provide two key strategies or techniques that writers can employ to effectively synthesize information from multiple sources into a cohesive and coherent argument.
14. Name two common methods or approaches that writers use to conduct a thorough analysis of data, texts, or research findings in academic papers.
15. List two criteria or factors that are typically used to assess and evaluate the quality or reliability of sources in the context of research papers or essays.

Group - B

Attempt any *four* questions from the following :

5×4=20

16. Discuss five strategies or practices that can help writers avoid plagiarism.
17. Discuss the importance of paraphrasing in academic research and provide five guidelines or strategies that writers should follow when paraphrasing source material.
18. Discuss the key steps or methods involved in conducting a thorough analysis of data.
19. What are the features of interjections? Briefly explain their purpose.

20. Discuss the five key stages or aspects of editing that writers should focus on when revising their work.
21. Choose a specific type of media (e.g., films, books, video games), and discuss the key elements or criteria you would consider when conducting a comprehensive media review.

Group - C

Attempt any *two* questions from the following :

10×2=20

22. Describe the key stages of the writing process, their purpose, and the activities involved in each stage. Explain how these stages contribute to the development of a well-structured and coherent piece of writing.
23. Discuss the key conventions in academic writing. Explain each convention in detail and provide examples of how they enhance the quality of a written work.
24. Read the following paragraph and write whether artificial general intelligence (AGI) is possible :

The ongoing success of applied AI and cognitive simulation, seems assured. However, artificial general intelligence (AGI), or strong AI—that is, artificial intelligence that aims to duplicate human intellectual abilities—remains controversial and out of reach. Exaggerated claims of success, in professional journals as well as in the popular press, have damaged its

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reputation. At the present time even an embodied system displaying the overall intelligence of a cockroach is proving elusive, let alone a system that can rival a human being. The difficulty of scaling up AI's modest achievements cannot be overstated. Decades of research in symbolic AI have failed to produce any firm evidence that a symbol system can manifest human levels of general intelligence; connectionist are unable to model the nervous systems of even the simplest invertebrates; and critics of nouvelle AI regard as simply mystical the view that high-level behaviours involving language understanding, planning, and reasoning will somehow emerge from the interaction of basic behaviours such as obstacle avoidance, gaze control, and object manipulation.

However, this lack of substantial progress may simply be testimony to the difficulty of AGI, not to its impossibility. Let us turn to the very idea of AGI. Can a computer possibly think? Noam Chomsky suggests that debating this question is pointless, for it is an essentially arbitrary decision whether to extend common usage of the word think to include machines. There is, Chomsky claims, no factual question as to whether any such decision is right or wrong—just as there is no question as to whether our decision to say that airplanes fly is right, or our decision not to say that ships swim is wrong. However, this seems to oversimplify matters. The important question is: Could it ever be appropriate to say that computers

think and, if so, what conditions must a computer satisfy in order to be so described?

Some authors offer the Turing test as a definition of intelligence. However, Turing himself pointed out that a computer that ought to be described as intelligent might nevertheless fail his test if it were incapable of successfully imitating a human being. For example, ChatGPT continually invokes its status as a large language model and thus would be unlikely to pass the Turing test. If an intelligent entity can fail the test, then the test cannot function as a definition of intelligence. It is even questionable whether passing the test would actually show that a computer is intelligent, as the information theorist Claude Shannon and the AI pioneer John McCarthy pointed out in 1956. Shannon and McCarthy argued that in principle it is possible to design a machine containing a complete set of canned responses to all the questions that an interrogator could possibly ask during the fixed time span of the test. Like Parry, this machine would produce answers to the interviewer's questions by looking up appropriate responses in a giant table. This objection seems to show that in principle a system with no intelligence at all could pass the Turing test.

In fact, AI has no real definition of intelligence to offer, not even in the subhuman case. Rats are intelligent, but what exactly must an artificial intelligence achieve before

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researchers can claim that it has reached rats' level of success? In the absence of a reasonably precise criterion for when an artificial system counts as intelligent, there is no objective way of telling whether an AI research program has succeeded or failed. One result of AI's failure to produce a satisfactory criterion of intelligence is that, whenever researchers achieve one of AI's goals—for example, a program that can summarize newspaper articles or beat the world chess champion—critics are able to say, "That's not intelligence!" Marvin Minsky's response to the problem of defining intelligence is to maintain—like Turing before him—that intelligence is simply our name for any problem-solving mental process that we do not yet understand. Minsky likens intelligence to the concept of "unexplored regions of Africa": it disappears as soon as we discover it.

25. Discuss the concept of critical thinking and examine its importance in decision-making, problem solving, and the evaluation of information.
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