

EEG-7

## BACHELOR'S DEGREE PROGRAMME

### Term-End Examination

June, 2008

### ELECTIVE COURSE : ENGLISH

### EEG-7 : UNDERSTANDING DRAMA

Time : 3 hours

Maximum Marks : 100

**Note :** Answer *all* the questions.

1. Write notes on any **two** of the following (250 words) :

2×10=20

- (a) Romantic love in *A Doll's House*
- (b) The Porter Scene in *Macbeth*
- (c) Ghasiram and The Brahmins
- (d) The teachers' attempts to help Wasserkopf in the re-examination

2. Critically examine, with reference to the context, any **two** of the following (250 words) : 2×10=20

- (a) "Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage  
And then is heard no more.
- (b) "My husband has returned with my future son-in-law:  
and they know nothing. If they did, the  
consequences would be terrible. You are a foreigner:  
you do not feel our national animosities as we do.  
We still hate the Serbs."
- (c) "Candidate, answer this question: How long did the  
Thirty Years' War last?"
- (d) "I was to say, the Company disclaim all  
responsibility, but, in consideration of your son's  
services, they wish to present you with a certain sum  
as compensation."

3. Is Macbeth's ambition responsible for his actions? Do you  
feel that the statement 'Character is Destiny' is true in his  
case? Give reasons for your answer. 20

**OR**

The monkey's paw in the text *The Monkey's Paw* always  
grants the wish that a person asks for. Why do people still  
fear and hate it?

4. Show how *Arms and the Man* is an Anti-Romantic comedy. 20

**OR**

Discuss the appropriateness of the title of Ibsen's play *A Doll's House*.

5. Examine Tendulkar's *Ghasiram Kotwal* as a play that reflects some important issues of the post-Independence India. 20

**OR**

Write short notes on the following

(250 words) :

10×2=20

- (a) The Bishop's acts of kindness in *The Bishop's Candlesticks*.

**OR**

The fate of Ghasiram's daughter in *Ghasiram Kotwal*.

- (b) Banquo as a contrast to Macbeth.

**OR**

Louka's ambitions.

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