



WEST BENGAL STATE UNIVERSITY
B.A. General PART-II Examinations, 2017

ENGLISH-GENERAL
PAPER-ENGG-II
NEW AND OLD SYLLABUS

Time Allotted: 3 Hours

Full Marks: 100

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

New Syllabus

1. Answer any *one* question from the following within 500 words: 15×1 = 15
 - (a) Analyse David Copperfield as an autobiographical novel.
 - (b) Assess the character of Mr. Mudstone.

2. Answer any *one* question from the following within 500 words: 15×1 = 15
 - (a) Discuss the style and technique of "The Prussian Officer".
 - (b) Assess the character of Mrs. Thurlow commenting on the appropriateness of comparing her to a beast of burden.
 - (c) Write an essay on the role of Mr. Woodfield in Katherine Mansfield's "The Fly".
 - (d) Discuss the character of Thomas Wilson in 'The Lotus Eater'.

3. Explain any *two* from the following, within 200 words each, with reference to the context: 5×2 = 10
 - (a) "The bodies of the two men lay together, side by side, ..."
 - (b) "Her relationship to it was that of a beast to a cart."

- (c) "Never say die..."
- (d) "When you do, it is worth having a good look at him."

4. Answer any *one* question from the following within 400 words: 10×1 = 10

- (a) What advice does Bacon give to the young traveller to a foreign land in his essay 'Of Travel'?
- (b) Bring out the elements of humour and pathos in 'Dream Children: A Reverie.'
- (c) Analyse Orwell's attitude to imperialism and British colonial rule in shooting an Elephant.
- (d) Is Addison providing a critique of society in *The spectator*?

5. Explain any *two* from the following, within 200 words each, with reference to the context: 5×2 = 10

- (a) "Here John expanded all his eyebrows and tried to look courageous."
- (b) "As for the job I was doing, I hated it more bitterly than I can perhaps make clear."
- (c) "...but in land-travel, wherein so much is to be observed, for the most part they omit it."
- (d) "All this was perplexing and upsetting".

6. Write short notes on any *five* from the following within 100 words each: 2×5 = 10

Gothic novel, Narrator, Picaresque, Irony, Sub-plot, Theme, Art of characterization, Kunstlerroman.

7. Read the following passage and answer the questions that follow: 5×3 = 15

The Examination system is both an opiate and a poison. It is an opiate because it lulls us into believing that all is well when most is ill. 'Look', the public says, 'at this list of scholarships; see how many children have got their school certificate: something is clearly happening; the school is doing its job'. Something no doubt is happening; but it may not be education: it

may be the administration of the poison which paralyses or at least slows down the natural activities of the healthy mind. The healthy human being, finding himself a creature of unknown capacities of an unknown world, wants to learn what the world is like, and what he should be and do in it. To help him in answering these questions is the one and only purpose of education. But this is not the prime aim of the ordinary pupil who is working for a school or Higher Certificate or for a scholarship or a degree. I am speaking here throughout of external examinations, not of those set by the school, as tests of progress, which are useful and necessary. Examinations are harmless when the examinee is indifferent to their result, but as soon as they matter, they begin to distort his attitude to education and to conceal its purpose. The more he depends on them, the worse their effect. For disinterestedness is the essence of all good education, and liberal education is impossible without it.

- (a) Why is the examination system described as an 'opiate'?
- (b) When are examinations harmless?
- (c) What, according to the author, is the essence of good education?

8. Write a short story in about 500 words beginning with the following words: 15
"She looked at herself in the mirror. It was her wedding night..."

Old Syllabus

1. Answer any *six* questions from the following: 2×6 = 12
- (a) Explain, after Benson, any one form that the essay has acquired in the hands of the English essayists.
 - (b) Who were Alice and John?
 - (c) How did the Boss lose his only son?
 - (d) Establish any one significant aspect of the seaside as put forth by Lynd.
 - (e) "Every white man's life in the East was one long struggle not to be laughed at"— What is the occasion of this remark?
 - (f) What is the Freemason affair?
 - (g) How did Mr. Thurlow set himself apart from other men?
 - (h) What did Wilson do to collect money so that he could settle at Capri?
2. Answer any *one* question from the following: 16×1 = 16
- (a) "It is not possible for any man but a philosopher to be indolent and to be happy."— In what connection does the author make this comment in *Seaside*? What does he indicate here?
 - (b) Bring out the elements of humour and pathos in *Dream Children: A Reverie*.
 - (c) Discuss after Orwell the predicament of a European in a colony in *Shooting an Elephant*.
 - (d) What does Benson suggest about the art of the essayist?
3. Answer any *one* question from the following: 16×1 = 16
- (a) Comment on the appropriateness of the title of "The Lotus Eaters."
 - (b) Why is Mrs. Thurlow in the short story *The Ox* compared to a 'beast of burden'? Give reasons to support your answer.
 - (c) Bring out the significance of the title *The Fly*.

(d) Is "Araby" a tale of romance? Give reason for your answer.

4. Answer any *one* question from the following: 16×1 = 16

- (a) *The Mayor of Casterbridge* has been subtitled "the story of a man of character." Explain the meaning of the subtitle and its significance.
- (b) Would you consider Michael Henchard as a tragic hero or a villain? Discuss.
- (c) How does Dickens portray the world of crime in *Oliver Twist*?
- (d) Write a note on the comic characters in *Oliver Twist*.

5. Explain with reference to the context: 10×2 = 20

(I) (a) "People exaggerate, they love to romanticize and I was quite prepared to discover that his history was not nearly so singular as I had been led to believe."

Or

(b) "The horrible danger was over; it had escaped; it was ready for life again."

Or

(c) "North Richmond street, being blind, was a quiet street except at the hour when the Christian Brothers' school set the boys free."

(II) (a) "That sentence holds within it the key to the whole mystery of essay writing."

Or

(b) "Here Alice put on one of her dear mother's looks, too tender to be called upbraiding."

Or

(c) "... we say that a man must not wear his heart upon his sleeve, and that is just what the essayist must do."

6. Read the following passage and answer the questions given below:

5×4 = 20

Fredric Jameson (b. 1934) is an American scholar and distinguished Marxist critic. His Marxist theory covers a huge range of ideas from the early Marxist thought of Lukacs to post modernism. He draws upon the ideas of a wide range of critics, from Lukacs, Adorno and Althusser, to non-Marxist structuralist, psychoanalytic and post-structuralist critics. Jameson worked on Sartre and French literature for his doctoral research. But with the publication of his book, *Marxism and Form* in 1971, Jameson discovered his lifelong subject of study and outlined his position as a Marxist critic. He argued in the book that form is only the working out of content in the realm of superstructure. In the next book, *The Prison House of Language: A Critical Account of Structuralism and Russian Formalism* (1972) he revealed the political and cultural implications of structuralism. Jameson believed that the traditional methods of critical analysis like class-struggle and commodity production are not adequate to deal with the changing forms of capitalism in the postmodern period.

- (a) Who was Jameson? Which two books made him popular?
- (b) What kind of criticism was Jameson interested in establishing or propounding?
- (c) What did Jameson argue in the first book?
- (d) What were his arguments in the second book?