

2021

( 5th Semester )

ELECTIVE ENGLISH

Paper No. : EL ENG-501

( **Literary Criticism** )

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

*The figures in the margin indicate full marks  
for the questions*

1. Answer the following questions briefly :  $2 \times 6 = 12$

- (a) Briefly discuss Plato's theory of imitation.
- (b) What are the qualifications of a poet according to Ben Jonson?
- (c) Write a brief note on Wordsworth's theory of poetic diction.
- (d) Briefly discuss Wordsworth's views on Metre.

- (e) How does the creative power work according to Matthew Arnold?
- (f) Why does Arnold consider the 'personal estimate' and the 'historic estimate' as false standards of judgement?

2. Answer the following questions : 10×3=30

- (a) (i) Examine critically Longinus' definition of the Sublime. What are the sources of the sublime according to him?

Or

- (ii) Point out in what ways Dryden gives a new turn to English criticism.

- (b) (i) Discuss Wordsworth's conception of poetry as 'spontaneous overflow of powerful feelings'.

Or

- (ii) Discuss Wordsworth's reasons of preference for 'incidents and situations from common life' as the proper subject of poetry.

- (c) (i) Assess the importance of the essay, *The Function of Criticism at the Present Time* in the history of English criticism.

Or

- (ii) "For the creation of a master-work of literature two powers must concur, the power of the man and the power of the moment." Comment on the statement of Arnold.

3. Attempt a critical appreciation of the poem, commenting on the theme and style : 14

Let me not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove:  
O no! it is an ever-fixed mark  
That looks on tempests and is never shaken;  
It is the star to every wandering bark,  
Whose worth's unknown, although his height  
be taken.

Love's not Time's fool, though rosy lips and cheeks  
Within his bending sickle's compass come;  
Love alters nor with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me proved,  
I never writ, nor no man ever loved.

4. Attempt a critical appreciation of the following passage, commenting on its theme and style : 14

I do not believe that every boy and girl is potentially able to be good at science. I am aware, for instance, that my incapacity to master mathematics was not due to laziness or stupidity but to the fact that my brain cells were not disposed in that sort of pattern. Thus, although I was quick and deft in such subjects as the classics, history, foreign languages and literature, I was absolutely hopeless at algebra. If under the new system science alone is to lead educational advancement, then what happens to those who are born with unscientific minds? The scientist would, I suppose, content that such nitwits need not be considered and that they are mere encumbrances in the modern world of machines and satellites. Yet if they remembered their history better, they would also know that many of the great men of the past, who have conferred immense benefits on the human race, could never understand why it should be that two and two make four.

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