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5 SEM TDC ENGH (CBCS) C 11

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(November)

ENGLISH

(Core)

Paper : C-11

(**Women's Writing**)

Full Marks : 80

Pass Marks : 32

Time : 3 hours

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

UNIT—I

1. Answer any *one* of the following questions : 15

- (a) Discuss, with reference to the poems,
I cannot live with you and *I'm "wife"—I've
finished that*, the difference between the
conception of gender and identity.

(b) How do the themes of mental anguish, identity crisis and the struggle for autonomy find reflection in Sylvia Plath's poems, *Daddy* and *Lady Lazarus*?

(c) Examine the significance of the titles of Eunice de Souza's poems, *Advice to Women* and *Bequest* with relation to the traditionally prescribed notions of femininity.

2. Answer briefly any one of the following questions :

5

(a) "I'm Czar—I'm 'woman' now—
It's safer so—"

Why does Emily Dickinson consider the status of being a woman to be a safe status?

(b) How does the speaker in *Lady Lazarus* compare herself to the Biblical figure of Lazarus?

(c) What is the message or advice that the poet conveys in the poem, *Advice to Women*?

UNIT—II

3. Answer any one of the following questions : 15

(a) How does the structure of *The Color Purple* with the epistolary format and shifting perspectives between Celie and Nettie, contribute to the development of themes and characters in the novel?

(b) Discuss the title of the novel, *The Color Purple* with regards to racial majorities and minorities in America.

(c) Analyse how Celie's letters to God are similar to the African-American slave narratives collected in the 1930s.

4. Answer briefly any one of the following questions : 5

(a) Why do the Olinka not identify with Samuel, Corrine and Nettie on the basis of race?

(4)

- (b) Discuss the symbolic relevance of quilt and quilting in the novel, *The Color Purple*.
- (c) Give a character sketch of Celie.

UNIT—III

5. Answer any *one* of the following questions : 15

- (a) How does the protagonist's descent into madness in *The Yellow Wallpaper* mirror the broader societal attitudes towards women's physical and mental health during the era?
- (b) How does *The Yellow Wallpaper* illustrate the difference between male and female characters in the story and their attitudes towards the protagonist's condition?

(5)

- (c) Analyse how Mahasweta Devi reimagines and reinterprets the character of Draupadi in the short story, *Draupadi*.
- (d) Examine the ways in which *Draupadi* reflects on Mahasweta Devi's concerns about societal issues and caste oppression.

6. Answer briefly any *one* of the following questions : 5

- (a) What is the connection between the narrator's mental state and the deteriorating wallpaper?
- (b) What is the significance of the yellow wallpaper in the short story, *The Yellow Wallpaper*?
- (c) What is the significance of the character Dopdi in the short story, *Draupadi*?
- (d) What does Dopdi's nakedness signify in the story?

(6)

UNIT—IV

7. Answer any *one* of the following questions : 15

- (a) How does Mary Wollstonecraft illustrate that the writings in circulation contribute to the myth of male superiority and female weakness?
- (b) Discuss how Pandita Ramabai received a unique education despite the absence of school for girls.
- (c) Elaborate how marriage acts as a major change in a woman's life with reference to Rassundari Devi's autobiography, *Aamar Jiban*.

8. Answer briefly any *one* of the following questions : 5

- (a) What does Wollstonecraft have to say about Jean-Jacques Rousseau?

(7)

- (b) Briefly discuss the event that led to Ramabai's loss of faith in Hindu religious practices.
- (c) Describe Rassundari Devi's imagery of a sacrificial goat being led to sacrifice.
