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IV Semester B.A./B.Sc./B.Com./B.B.A./B.Sc. (FAD)/B.C.A./B.H.M.
Examination, Sept./Oct. 2022
(CBCS) (2019-20 and Onwards) (F+R)
ADDITIONAL ENGLISH – IV

Time : 3 Hours



Max. Marks : 70

Instructions : 1) Answer **all** the questions.

2) Mention question number **correctly**.

- I. A) Summarize **any one** of the passages given below, give the suitable title and underline the topic sentence. 10

One great Chinese traveler, Hiuen Tsang, had come to India. He studied Buddhism for some time in Nalanda University. While returning to his country, he carried with him some manuscript, granthas relating to Buddhism. He was sailing on the Bay of Bengal to China. Two Buddhist scholars Gnanagupta and Tyagaraja accompanied him on board the ship, they planned to travel with him till the ship crossed the Bay of Bengal and returned to their homeland. Suddenly dark clouds appeared in the sky, terrific tempest and cyclonic winds begin to blow people on board the ship feared that the ship would sink. The Captain ordered that if anyone had any heavy article, it should be thrown into the sea, Hiuen Tsang had heavy manuscript and granthas. He got ready to throw them into the sea. Gnanagupta and Tyagaraja said to him that these works are 'treasure house of knowledge'. They did not want it to be thrown into the sea. Instead they volunteered to jump into the sea. They conformed to tell that man's life is transitory and perishable. Knowledge is permanent and imperishable. They requested Hiuen Tsang not to throw away these extraordinary granthas. They told that many people would obtain light which would lead them on the path of 'Nirvana' i.e., Salvation, this would result in 'Supreme bliss'. After having said this two Indian scholars jumped into the Tempestuous sea. Hiuen Tsang continued his journey and mentioned about these two great people in his books.

OR

The last great war, which nearly shook the foundations of the modern world, had little impact on Indian literature beyond aggravating the popular revulsion against violence and adding to the growing disillusionment with the 'humane pretensions' of the Western World. This was eloquently voiced in

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Tagore's later poems and his last testament, *Crisis in Civilization*. The Indian intelligentsia was in a state of moral dilemma. On the one hand, it could not help sympathizing with England's dogged courage in the hour of peril, with the Russians fighting with their backs to the wall against the ruthless Nazi hordes, and with China groaning under the heel of Japanese militarism; on the other hand, their own country was practically under military occupation of their own soil, and an Indian army under Subhas Bose was trying from the opposite camp to liberate their country. No creative impulse could issue from such confusion of loyalties. One would imagine that the achievement of Indian independence in 1947, which came in the wake of the Allies' victory and was followed by the collapse of colonialism in the neighboring countries of South-East Asia, would have released an upsurge of creative energy. No doubt it did, but unfortunately it was soon submerged in the great agony of partition, with its inhuman slaughter of the innocents and the uprooting of millions of people from their homeland, followed by the martyrdom of Mahatma Gandhi. These tragedies, along with Pakistan's invasion of Kashmir and its later atrocities in Bangladesh, did indeed provoke a poignant writing, particularly in the languages of the regions most affected, Bengali, Hindi, Kashmiri, Punjabi, Sindhi and Urdu. But poignant or passionate writing does not by itself make great literature.

What reserves of enthusiasm and confidence survived these disasters have been mainly absorbed in the task of national reconstruction and economic development. Great literature has always emerged out of chains of convulsions. Indian literature is richer today in volume, range and variety than it ever was in the past.

- B) Make notes for **any one** of the passage given below giving a suitable title using linear or diagram method.

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Over history there have been a number of international treaties and documents that outline the rights of a child. Prior to World War II the League of Nations had adopted the Geneva Declaration of the Rights of the Child in 1924. The United Nations (UN) took its first step towards declaring the importance of child rights by establishing the United Nations International Children's Emergency Fund in 1946 (The name was shortened to United Nations Children's Fund in 1953, but kept the popular acronym UNICEF). Two years later the UN General Assembly adopted the Universal Declaration of Human Rights, making it the first UN document to recognize children's need for protection .

The first UN document specially focused on child rights was the Declaration on the Rights of the Child, but instead of being a legally binding document it



was more like a moral guide of conduct for governments. It was not until 1989 that the global community adopted the United Nations Convention on the Rights of the Child, making it the first international legally binding document concerning child rights. The convention consists of 54 articles covering all four major categories of child rights : Right to life, Right to development, Right to protection, and Right to participation. It came into force on the 2nd September 1990.

The initiative to create a body of rights for children came from the draft document submitted by the Government of Poland to the Commission on human rights in 1978. A decade was spent drafting the Convention by an alliance of a number of small NGOs including Radda Barnen of Sweden, the International Child Catholic Bureau, and Defence for Children International, and United Nations human rights experts. Today the convention has been ratified by 192 countries becoming the most ratified of all international Human Rights treaties. India signed and ratified the convention in 1992. The only two countries who have not ratified the treaty are the United States and Somalia. Somalia has been unable to ratify due to the lack of a stable government and the US has signed the treaty showing their intention to ratify.

OR

Despite all the research everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practices transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it. It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated. The fact that we can catch a cold repeatedly creates another difficulty. Usually, a virus strikes only once and leaves the victim immune to further attacks. Still, we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the bloodstream where anti-bodies can oppose them, the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.



- II. A) Answer **any five** questions of the following : **(2×5=10)**
- 1) Aunt Jane gave Jack a cheque of _____ pounds as a wedding gift in the play '*Never Never Nest*'.
 - 2) What is the central theme of the poem '*Invictus*' ?
 - 3) Who does the word 'he' refers to in the first line in the poem '*The Unknown Citizen*' ?
 - 4) In the poem '*Punishment in Kindergarten*' how was the child different from her schoolmates?
 - 5) Who is he referring to as 'My Friends' in the poem '*White paper*' ?
 - 6) Name the doctor who is responsible for delivering the baby of Jack and Jill.
 - 7) Do we get any information about the unknown citizen from himself?
- B) Answer **any four** questions of the following in a paragraph : **(5×4=20)**
- 1) Peacetime has its victims just as wartime- Explain this in reference to the title of the poem '*The Unknown Citizen*'.
 - 2) How does the poem '*Character*' speak on the moral character of mankind ?
 - 3) Bring out the humorous elements in the play '*Never Never Nest*'.
 - 4) What does the poet mean by 'Beloved halts' ? Why are they considered beloved in the poem '*Punishment in Kindergarten*' ?
 - 5) Why is the landlady reluctant to rent out the accommodation to the prospective tenant in the poem '*Telephone Conversation*' ?
 - 6) *I am the captain of my fate/I am the captain of my soul*, elucidate with reference to the poem '*Invictus*'.
- C) Answer **any two** questions of the following in about **two** pages : **(10×2=20)**
- 1) How does the play '*Never Never Nest*' expose the harsh reality of modern living ?
 - 2) Give a critical appreciation of the poem '*The Unknown Citizen*'.
 - 3) Comment on the telephone conversation between the landlady.
 - 4) Describe the painful incident that the child experienced in kindergarten.
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