**Bachelor of Arts Examination: October / November 2014**

**Part: II (Annual Pattern Repeater)**

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| **Day & Date** | **Paper No.** | **Subject Name** | **Time** | **Code** |
| **Tuesday**  **28/10/2014** | **P - II** | **C.C. English (For non-English Medium)** | **03. 00 PM**  **to**  **06.00 PM** | **1501** |

**Instructions: Section I is compulsory for all students**

**Section II to be attempted by Distance Education Students**

**Section I**

**Q1.** Discuss the structure of events in Act III of the play. ‘A Doll’s House’ with special reference to the ending of the play.  **15**

**OR**

Compare and contrast the characters of Nora and Kristine.

**Q2.** **Write short notes on any two of the following: 15**

1. The importance of the Tarantella Dance
2. Nils Krongstad
3. The IOU
4. Trips to Italy

**Q3. Read the following passage carefully and answer the questions given below:**

In most of the material that we read – whether it is a textbook on environmental studies, science, mathematics or English – women are depicted as stereotypes in traditional occupations like washing, cooking, house-keeping, fetching water, sewing, etc. in addition, the language and themes are distinctly ‘male-centered.’

The gender bias and stereotyping is reflected at all levels – themes, language, visuals – even in books that present general and scientific information. There are lessons on ‘a former, his land and his son.’ Fathers are shown worrying about the marriage of their daughters. Men are depicted as achievers and women are portrayed as the ‘women behind successful men.’ Men are shown as agriculturists, scientists, doctors and inventors while women are presented as workers doing household chores. Even in mathematics textbooks, men are shown as shopkeepers textbooks, men are shown as shopkeepers, merchants and bankers. In science textbooks, the visuals shown boys performing experiments and engaged in discussion. Girls are shown only in passive roles.

Most books allocate ‘home-keeping’ for girls and ‘home-ruling’ for boys.

**Questions:**

1. What are the traditional occupations for women are depicted in textbooks?

**02**

1. What are the levels at which gender bias is reflected in textbooks? **02**
2. How are men depicted in textbooks? **02**
3. According to the passage, what do fathers worry about? Do you think an unmarried daughters is a burden? **03**
4. Do you agree that most books allocate ‘home-keeping’ for girls and ‘home-ruling’ for boys? Give reason. **03**
5. Do you think that the portrayal of women as ‘women behind successful men’ reflects deep-rooted gender-bias in our society? Discuss. **03**

**Q4.** Develop an argumentative paragraph on any one of the given topics: **15**

1. There should be a uniform dress code in colleges.
2. A woman is child’s supreme parent.
3. Women should not take up jobs involving transfer or night shifts

**Q5. Make notes on the following passage: 10**

Malawi is a landlocked country in south-eastern Africa, bordered by Zambia to the north-west, Tanzania to the north-east and Mozambique to the south, southwest and southeast. The Great Rift Valley runs through the country from north to south, and to the east of the valley lies Lake Malawi. Lake Malawi is sometimes called the Calendar Lake as it is about 365 miles (587 km) long and 52 miles (84 km) wide.

The Shire River flows from the south end of the lake. The surface of Lake Malawi is 1500 feet (457 m) above sea level. The lake is very deep in places, with a maximum depth of 2300 feet (701 km). In the mountains sections of Malawi surrounding the Rift Valley, some peaks are as high as 8000 feet (2438 m) in the north. To the south of Lake Malawi, in the Shire Highlands, are the Zomba and Mlanje mountain peaks of 7000 feet (2134 m) and 10000 feet (3048 m) respectively. Malawi’s capital is Lilongwe although Blantyre is its largest city, with a population of over 500,000 people. Malawi has two places on the UNESCO World Heritage List: Lake Malawi National Park and the Chongoni Rock Art Area. (The UNESCO World Heritage List is a list of places that are considered to be of special cultural or physical significance.) Malawi’s climate is hot in the low-lying areas in the south of the country and temperate in the northern highlands. Between November and April the temperature is warm with rain and thunderstorms. The storms are most severe in late March. After March, the rainfall rapidly diminishes. From May to September there is almost no rainfall. The economy of Malawi is mostly agriculture based. 90% 0f export revenues come from agriculture and approximately 85% of the population live in rural areas. The main agricultural products of Malawi include tobacco, sugarcane, cotton, tea, corn, potatoes, sorghum, cattle and goats. Tobacco is most important export crop (it accounts for about 70% of export revenues). The country also relies heavily on tea, sugar and coffee exports. These three products, plus tobacco, account for more than 90% of Malawi’s export revenue.

Other goods Malawi exports are cotton, peanuts, wood products and clothes. The main countries Malawi exports to are South Africa, Germany, Egypt, Zimbabwe, the United States, Russia and the Netherlands.

**Section II**

**Q6.** What role does Nils Krogstad play in Nora’s life? Discuss. **15**

**OR**

Why does the marriage of Nora and Helmer break up? Who do you think is responsible for it? Give reasons.

**Q7. Read the following passage carefully and answer the questions given below:**

“It’s a boy!” Magical words that give happiness to the entire family, to the mother-in-law, and to the mother who gave birth to a baby-boy. “It’s only a girl” - words of dejection and disappointment that make then entire family unhappy.

That’s our mind-set. We do not celebrate girls! Even in our mythology, only the birth of boys is mentioned. Parvati gave birth to two sons. Sita had her twins; Kunti and Madri produced that Pandavas and Karna; even goddesses never bith to daughters! Where have all the daughters gone? In our society, women who do not produce male children are considered incomplete, inadequate, unlucky and even cursed. A male offspring is a must, conventional reasons are often cited for the boy-child fixation, like continuing the lineage and the family name, carrying on the family business, inheriting property, supporting parents in their old age performing the last rites, etc. whether they are relevant or not in our present-day situation. The absence of a son is more keenly felt in rural areas because of such conventions as that only the male-child can represent the family at temples, religious ceremonies, and other important social gatherings.

Deep-rooted prejudices reinforce our attitudes towards girls. Even now most Hindus believe that only the male can light the funeral pyre and guide the departing soul to heaven. It is also said that even a kind will become a pauper if he has five daughters! Staying with their daughter after the marriages is considered to be below the dignity of parents. That’s our mind-set.

**Questions:**

1. Give any four duties that only boys can perform. **02**
2. How does the family feel when a boy is born and how does it react when a baby girl is born? **02**
3. Why is the absence of a son more keenly felt in rural areas? **02**
4. What are the deep-rooted prejudices in our society towards women? **03**
5. Do you think a girl can support her parents in their old age? Give reasons.

**03**

1. Society considers women who do not produce male children as incomplete and unlucky? Do you think the attitude is justified? Is this the reason why in our mythology goddesses never gave birth to daughters!

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