



KOSHYS
INSTITUTE OF MANAGEMENT STUDIES

NAAC Accredited & ISO 9001 2015 Certified

Language - Additional English

III BA/BVA

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Unit 1 - The Doll's House

1. Give a description of Lil' dress.

Lil who was a stout, plain child, with big freckles, came to school in a dress made from a green art-serge table-cloth of the Burnells', with red plush sleeves from the Logans' curtains. Her hat, perched on top of her high forehead, was a grown-up woman's hat, once the property of Miss Lecky, the postmistress. It was turned up at the back and trimmed with a large scarlet quill. What a little guy she looked! It was impossible not to laugh.

2. Why does Mrs Burnels refuse to give entry to the Kelveys?

Mrs. Burnell refuses to allow the Kelvey sisters entry to her daughters' doll's house party due to social class distinctions and societal prejudice. The Kelvey sisters, Lil and Else, come from a lower socioeconomic background, and they are considered outcasts by the other children because their mother is a washerwoman and they are not allowed to play with the rest of the children. Mrs. Burnell's refusal to let the Kelvey sisters into the party reflects the prevailing attitudes of the time regarding class differences. It highlights the snobbery and exclusivity present in society, even among children. The doll's house symbolizes privilege and social status, and Mrs. Burnell's decision to exclude the Kelvey sisters serves as a commentary on how these distinctions can perpetuate inequality and discrimination

3. What is the tiitle suggest?

The title "The Doll's House" by Katherine Mansfield suggests a theme of miniature worlds and social class distinctions. It likely symbolizes a confined, artificial environment, where characters are like figurines in a dollhouse, highlighting themes of privilege, inequality, and the facade of societal norms.

4. What is the writer's attitude towards the townspeople?

The town people who settled in the countryside was not at all the kind of place their parents would have chosen if there had been any choice. But there was none. It was the only school for miles. And the consequence was all the children of the neighbourhood, the Judge's little girls, the doctor's daughters, the store-keeper's children, the milkman's, were forced to mix. Not to speak of there being an equal number of rude, rough little boys as well. But the line had to be drawn somewhere to discriminate the lower-class people.

5. Write a note on author's opinion about the Kelvey's.

According to the author the Kelveys shows the innocence of small children but the society that draws a line between the rich and the poor, higher and lower status of people.

Unit 2 - A Work of Art

1. Explain briefly the theme of the story 'a Art'.

The story deals with perceptions of people on something in the society. In this story 'the candelabra' is perceived differently by different people. For example, the perception of Sasha on the candelabra is entirely different from that of the perceptions held by the other characters in the story. Many themes like gratitude, perception, paralysis of mind and morality can be traced in the story. The same thing Candelabra is viewed in different ways by two different kinds of people viz., Sasha, his mother and other characters in the story.

2. How did the four characters try to get rid of the candelabra in the story?

The four tried to get rid of the candelabra Dr. Koshelkov is gifting it to his lawyer friend Uhov .He thinks it will be perfect for Uhov, as he was a bachelor and easy going person. But he was also not ready to accept it and doctor had to force him to keep it. After the doctor left, Uhov is gifting the candelabra to the comedian Sashkin, to get rid of it. Even Sashkin finds it as a horrid thing and so on advice of his hairdresser he sells it to an old woman who was doing the business of antique pieces.

3. Describe the candelabra.

It was a not very tall candelabrum of old bronze and artistic workmanship. It consisted of a group: on the pedestal stood two female figures in the costume of Eve and in attitudes

for the description of which I have neither the courage nor the fitting temperament. The figures were smiling coquettishly and altogether looked as though, had it not been for the necessity of supporting the candlestick, they would have skipped off the pedestal and have indulged in an orgy such as is improper for the reader even to imagine.

4.How did the lawyer react after the doctor left?

When the doctor had gone away the lawyer examined the candelabra, fingered it all over, and then, like the doctor, racked his brains over the question what to do with the present.

5.Briefly write the summary of the story.

In the story "A work of Art" by Anton Chekhov, Sasha is grateful to Dr. Koshelkov for saving his life and as such presents him with a candelabra as a token of gratitude as he was unable to pay him through financial means. Sasha considers "the candelabra" as a work of art and an object of great value. His father who was running the business of antiques had left them with the candelabra when he died and it was kept as a precious souvenir by Sasha and his mother. Sasha believes that there is so much beauty and elegance to the candelabra that it fills one's soul and make one forget about everything earthly, in its beauty.

But for Dr. Koshelkov, though he agrees that the candelabra was a fine thing, he is telling Sasha that he is a family man and finds the candelabra as an inappropriate thing to display publicly in his office. According to him, to put such a phantasmagoria on the table would be defiling the whole flat..

To get rid of the candelabra Dr. Koshelkov is gifting it to his lawyer friend Uhov. He thinks it will be perfect for Uhov, as he was a bachelor and easy going person. But he was also not ready to accept it and doctor had to force him to keep it. After the doctor left, Uhov is gifting the candelabra to the comedian Sashkin, to get rid of it. Even Sashkin finds it as a horrid thing and so on advice of his hairdresser he sells it to an old woman who was doing the business of antique pieces.

The end of the story is also interesting. Author manages to add humour to the story by Sasha again, happily bringing a candelabra to the doctor. Sasha believes he has found the match to the candelabra and presents it to Dr. Koshelkov. Little

does he realise that it is the same candelabra that he is presenting to the doctor for a second time. Sasha sets the candelabra on the table saying that he was very happy to find a pair for the candelabra, leaving the doctor unable to speak.

Unit 3 - What I require from Life

1. What is Aristotle's definition of happiness?

Aristotle defined happiness, not as a sum of pleasures, but as unimpeded activity.

2. What are the four general requirements of life?

Food, water, clothes, and shelter.

3. Name the requirements that are lacking in the narrator's list. Why?

There are other things which author desire, but do not demand. He like to have a room of his own with some books, good tobacco, a motor-car, and a daily bath. He should like to have a garden, a bathing-pool, a beach, or a river within easy reach. But he has not, and he bear up quite happily etc.

4. What is the authors concept about work?

The author want to see every healthy man and woman on the planet at work. But, everywhere outside the Soviet Union, there is unemployment, though unemployment is very little in Sweden. He is a socialist because unemployment, at least during times of depression, is an essential feature of capitalism and want the workers to see the fruit of their own work not in profits for others, but in their own and their friends' well-being.

5. What are lacking in authors list of requirements? Why?

Things are lacking in his list of requirements, notably peace and security. It is futile to require things which one is most unlikely to obtain. Fascism is a living reality, and fascism, as Hitler and Mussolini explicitly state and prove by their actions, implies war. War is spreading at present. The author sincerely hope that it will not spread over the world, as it spread from 1914 to 1917; but I do not look forward to perfecting peace till fascism is dead.

Unit 4 - Non-Violence

1. How does victory lead to lasting settlement according to the writer?

Nothing matters any more except victory. And when at last victory comes to one or other of the parties, this final outcome of physical struggle bears no relation to the rights or wrongs of the case; nor, in most instances, does it provide any lasting settlement to the dispute at issue. (The cases in which victory does provide some kind of lasting settlement may be classified as follows: (1) Victory is final where the vanquished are completely or very nearly exterminated. In the case of war between two populous countries extermination is unlikely: one war tends therefore to beget another. (2) Victory may lead to an unquestioned settlement where the fighting forces involved are so small that the mass of the population is left unaffected by the struggle.

2. What does non-Violence rely on according to Huxley?

Non-violence does not mean doing nothing. It means making the enormous effort required to overcome evil with good. Non-violence does not rely on strong muscles and devilish armaments; it relies on moral courage, self-control and the knowledge, unswervingly acted upon, that there is in every human being, however brutal, however personally hostile, a fund of kindness, a love of justice, a respect for goodness and truth which can be reached by anyone who uses the right means.

3. What do you learn from the example of Seth Loflin in the essay?

In spite of threats and abuse, he refused to take the weapon; whereupon he was court-martialled, and condemned to be shot out of hand. In the presence of the firing squad Loflin, who was absolutely calm, asked time for prayers, saying, "Father, forgive them, for they know not what they do." The soldiers were so much impressed that they lowered their guns and, braving the penalty for disobedience, refused to shoot on such a man.

4. Who is Dr. Theodore Pennell ?

He was a medical missionary. His work lay among the wild tribes on the North-West Frontier. Dressed as a Pathan and sharing the Pathans' mode of living, he travelled about the country unarmed and unafraid, giving his services to all who

needed them. Hearing that a band of warriors had been ordered to take him alive or dead, Pennell made his way directly to the Mullah who had given the order. Astonished and deeply impressed by the doctor's courage, the Mullah gave him food, listened to his account of what he was doing and, when night came, ordered that his bed should be placed between his own and that of his son, thus indicating that the stranger was under his protection.

5. Write a note on the example of practising nonviolence by Indians.

In India a number of very considerable successes were recorded, and it was shown that very large groups of men and women could be trained to respond to the most brutal treatment with a quiet courage and equanimity that profoundly impressed their opponents, the spectators in the immediate vicinity and, through press accounts, the public opinion of the whole civilized world. The difficulty of effectively training very large numbers in a very short time proved too great. In a number of cases, inadequately trained groups resorted to mass violence.

Rather than see his movement degenerate into civil war. (In which, incidentally, the British, being better armed, would inevitably have won a complete victory) Gandhi called off his movement.

6. How did the Koreans succeed and recover their self-respect in their revolt against the Japanese?

In spite of the brutality of Japanese repression, the Korean movement remained essentially pacifistic. Unfortunately for the Koreans their leaders were not sufficiently practical. The boycotting of Japanese goods, civil-disobedience, non-co-operation and refusal to pay taxes were not effectively organized on a large scale. These methods, which were used so effectively in India and again in China (where the shooting of unarmed students by the Shanghai police led in 1925, to a formidable boycott of British goods) were tried out too late in Korea. The movement was only partially successful. The Japanese repressed it with savage violence, but were compelled to make very considerable concessions. At the same time the psychological effect of the movement upon the Koreans themselves was very great; as a people they recovered their self respect and the revolt of 1919 was followed by a kind of renaissance of the best elements of Korean civilization.

7. Why does the author say that application of the principles of non-violence by governments is rare?

Non-violence acts by governments are seldom of a very heroic kind and the motives behind them are seldom unmixed. The tradition of politics is a thoroughly dishonourable one. The world sanctions a double system of morality—one system for private individuals, another for social groups. Men,

who, in private life, are consistently honest, humane and considerate, believe that when they act as representatives of a group, they are justified in doing things which, as individuals, they know to be utterly disgraceful.

8. How did Campbell-Bannerman's principle establish peace in South Africa?

South Africa, when, as has been mentioned above, Campbell-Bannerman gave the Boers self-government. The methods of violence had been tried, during the South African War, and found completely wanting. The war had solved no problems; it had merely created a number of new problems. Campbell Bannerman's courageous policy was crowned by a measure of success which it would have been utterly impossible to achieve by means of violent repression.

Unit 5 - Everest: My Journey to the Top

1. Write a note on Bachendri Pal's parents.

Pal's father's name is Kishan Singh Pal. He was born in 1901 in Bampa, a small mountain

village which was part of the border district of Chamoli, in the Garhwal Himalaya. The village spread over both sides of the river, the gurgling, playful Dhuli Ganga. Kishan Singh married a Nakuri girl, Hansa Devi Negi. Eighteen-year-old Hansa was half her husband's age but though they were different in many ways, they got on well.

2. What was the secret Bachendri Pal promised her brother, that she would never reveal? Did it remain a secret? Why?

He had made a wide swipe with his sickle when he suddenly noticed me. He tried to hold back but it was too late. The point of the sickle nicked Pal's skull. Pal started bleeding profusely, was in pain but she did not cry. In fact, she felt sorry for my brother. He looked worried and scared. He tried to wipe off the blood with leaves. When the bleeding did not stop, he crushed some medicinal plants and pressed them on the wound. The bleeding stopped and brother Bachan washed her face and the other blood-stains in a stream. Before reaching home, Bachan made me promise that I would not tell anyone about my injury.

3. Why didn't she use any cosmetics?

A young teacher who had a very fair, smooth complexion. All the girls, including myself, envied her and were curious to know the secret of her beauty. So, one day, Pal slipped out of her class with two friends, and prying open the window, entered her room. They were peering into the many bottles and jars on

the dressing-table when we heard footsteps outside. We hid hurriedly under the bed. The teacher came in with a long, thin stick which she immediately thrust under the bed. We shrank back to the farthest corner. But then, one of Pal's companions giggled. Punishment followed swiftly. Being the ring-leader, Pal got the maximum number of strokes. The last one got away with half the amount because the stick broke. There ended my search for beauty. Whenever she thinks of the incident and the subsequent punishment, Pal shudders at the thought of beauty-aids and she still doesn't use any make-up.

4. How did Bachendri Pal reach NIM?

Pal had faced a lot of challenges before she achieved this success. Hailing from a small village named Nakuri in Uttarakhand, India, she was born in a rural working-class family and was one of seven siblings. Though conservative society of that time didn't even allow women to go to school, let alone become a mountaineer, she succeeded against all odds. Back then, girls were not even given basic school education, and boys were sent to school. However, against all odds, Pal did her schooling. Though her parents thought she would study only till 10th class, her school principal sent a special request to let her continue her studies as she was a very good student. She then went on to complete her B.Ed and MA from DAV Post Graduate College, Dehradun. She planned on getting a job and supporting her family financially. But, her encounter with the principal of the Nehru Institute of Mountaineering (NIM) changed the track of her life.

6. What did she do when she went to TISCO's office? How was she rewarded by TISCO?

TISCO flag which Pal had hoisted on the summit of Everest, Mr Mody announced my promotion to Manager, Adventure Programmes and said she was to head the Tata Youth Adventure Centre and be solely in charge of all adventure activities in Jamshedpur. In fact, Mr Mody's encouragement and help for adventure and sports has made it possible for many like herself to pursue their field of interest and excel in it.