



'समानो मन्त्रः समितिः समानी'

**UNIVERSITY OF NORTH BENGAL**  
B.A. Programme 5th Semester Examination, 2021

**SEC2-P1-ENGLISH**

Time Allotted: 2 Hours

Full Marks: 60

*The figures in the margin indicate full marks.*

**The question paper contains GROUP-I and GROUP-II.  
The candidates are required to answer any *one* from *two* Groups.  
Candidates should clearly mention The Group on the Answer Booklet.**

**GROUP-I**

**TEXT COMPREHENSION AND EDITING**

1. Read the passage carefully and answer the following questions:

2×8 = 16

In India, the Simon Commission and the Joint Parliamentary Committee which were responsible for the Government of India Act, 1935, had rejected the idea of enacting declarations of fundamental rights on the ground that "abstract declarations are useless, unless there exist the will and the means to make them effective." But nationalist opinion, since the time of the Nehru Report, was definitely in favour of a Bill of Rights, because the experience gathered from the British regime was that a subservient Legislature might serve as a handmaiden to the Executive in committing inroads upon individual liberty.

Regardless of the British opinion, therefore, the makers of our Constitution adopted Fundamental Rights to safeguard individual liberty and also for ensuring (together with Directive Principles) social, economic and political justice for every member of the community. That they have succeeded in this venture is the testimony of an ardent observer of the Indian Constitution.

So, the Constitution of India has embodied a number of Fundamental Rights in Part III of the Constitution, which are (subject to exceptions) to act as limitation not only upon the powers of the Executive but also upon the powers of the Legislature. Though the model has been taken from the Constitution of the United States, the Indian Constitution does not go so far, and rather effects a compromise between the doctrines of Parliamentary sovereignty and judicial supremacy. On the other hand, the Parliament of India cannot be said to be Sovereign in the English sense of legal omnipotence, — for the very fact that the Parliament is created and limited by a written Constitution enables our Parliament to legislate only subject to the limitations and prohibitions imposed by the Constitution, such as, Fundamental Rights, the distribution of legislative powers, etc. In case any of these limitations are transgressed, the Supreme Court and the High Courts are competent to declare a law as unconstitutional and void.

But the powers of the Judiciary vis-à-vis the Legislature are weaker in India than in the United States in two respects:

Firstly, while the declarations in the American Bill of Rights are absolute and the power of the State to impose restrictions upon the fundamental rights of the individual in the collective interests had to be evolved by the Judiciary, — in India, this power has been expressly conferred upon the Legislature by the Constitution itself in the case of the Major fundamental rights, of course, leaving a power of judicial review in the hands of the Judiciary to determine the reasonableness of the restrictions imposed by the Legislature.

Secondly, by a somewhat hasty step, the Janata Government, headed by Morarji Desai, has taken out an important fundamental right, namely, the right of Property, by omitting Arts.19(1)(f) and 31, by the 44<sup>th</sup> Amendment Act, 1978. Of course, the provision in Art. 31(1) has, by the same amendment, been transposed to a new article, — Art. 300A, which is outside Part III of the Constitution and has been labelled as ‘Chapter IV’ of Part XII (which deals with ‘Finance, Property, Contracts and Suits’), — but that is not a ‘fundamental right’.

- (a) Who were responsible for the Government of India Act, 1935?
- (b) Why did the makers of Indian Constitution adopt Fundamental Rights?
- (c) Which part of the Constitution embodies the Fundamental Rights?
- (d) What is the purpose of incorporating Fundamental Rights in the Constitution?
- (e) Which bodies have the right to declare a law as unconstitutional?
- (f) Who headed the Janata Government?
- (g) Which Fundamental Right was omitted from the Constitution?
- (h) By which Amendment Act did the Janata Government omit an important fundamental right from the Constitution?

2. Read the following poem carefully and answer the following questions:

2×8 = 16

My dog has died.

I buried him in the garden  
next to a rusted old machine

Someday I'll join him right there,  
but now he's gone with his shaggy coat,  
his bad manners and his cold nose,  
and I, the materialist, who never believed  
in any promised heaven in the sky  
for any human being,  
I believe in a heaven I'll never enter.  
Yes, I believe in a heaven for all dogdom  
where my dog waits for my arrival  
waving his fan-like tail in friendship.

- (a) Whose death does the poet mourn in this poem?
- (b) Where did the poet bury him?
- (c) How will the poet join him and where?
- (d) How does the poet describe him?

- (e) Why does the poet call himself a materialist?
- (f) What kind of heaven does the poet envision?
- (g) Who will wait for the poet's arrival?
- (h) Why does the dog wave his tail?

3. Read the following poem carefully and attempt a summary of it: 10×1 = 10

The Sky is dark, the snow descends:  
Ring, bells, ring out your merriest chime!  
Jesus is born; the Virgin bends  
Above him. Oh, the happy time!  
No curtains bright-festooned are hung,  
To shield the infant from the cold;  
The spider webs alone are slung  
Upon the rafters bare and old;  
On fresh straw lies the little One,  
Not in a palace, but a farm,  
And kindly oxen breathe upon  
His manger-bed to keep it warm.  
White wreaths of snow the roofs attire,  
And o'er them stars the blue adorn,  
And hark! In white the angel-quire  
Sings to the Shepherds, 'Christ is born.'

4. Answer any **one** of the following questions: 6×1 = 6

- (a) What are the types of copy editing?
- (b) What skills are required to be a copy editor?
- (c) What is Academic editing?

5. Apply any **six** proof-reading symbols to the paragraph below in reference to the correct version of it: 2×6 = 12

pollution is the proces of making land watr, air or other parts ofthe environmant dirty and notsafe orr suitable too use. this canbe done through the indroduction ofa contaminannt into a naatural environmnt, butt the contaminant doesn't ned tobe tangible.

**Correct Version:**

Pollution is the process of making land, water, air or other parts of the environment dirty and not safe or suitable to use. This can be done through the introduction of a contaminant into a natural environment, but the contaminant doesn't need to be tangible.

**GROUP-II**

**CREATIVE WRITING**

1. Answer any *four* of the following questions: 10×4 = 40
- (a) Define creative writing. What are the features of creative writing?
  - (b) Discuss the various problems associated with creative writing.
  - (c) How does creative writing augment the achievements of the students?
  - (d) Define creative non-fiction. Distinguish creative non-fiction from fiction with examples from texts you are familiar with.
  - (e) Discuss sonnet as a mode of creative writing.
  - (f) As a columnist, write a review of a book you have read recently.
  - (g) Discuss the various steps to be followed while publishing a short story.
  - (h) Write a short script on the pandemic, for podcast.
2. Answer any *four* of the following questions: 5×4 = 20
- (a) Write a note on the importance of News Media in the present time.
  - (b) Prepare an advertisement on the awareness of child abuse.
  - (c) How are plot and characterization different in a short story and a novel?
  - (d) Can we use real life experiences in poetry? Argue your answer.
  - (e) What role does inspiration play in the creative process?
  - (f) Can children's stories have an unhappy ending? Give reasons for your answer.
  - (g) Do you think reading is the basic requirement before writing? Why?
  - (h) Briefly comment on the factors that need to be taken into account while sending your work to a publishing house.

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