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ANNAMALAI UNIVERSITY

Intermediate Examination in Arts, 1933

ENGLISH POETRY

MONDAY, 20TH MARCH]

[10 A M TO 1 P.M.

I Answer *one* of the following —

(a) “The air of this sylvan retreat [the Forest of Aiden] has a subtle effect on all who breathe it” Trace this subtle effect on any *two* of the following — 1 the Duke Senior and his co-mates in exile, 2 Orlando, 3 Rosalind, and 4 the usurping Duke Consider whether there is any one in the play on whom this influence is not felt

(b) What contemporary social follies and affectations do you see ridiculed in *As You Like It*?

(c) The ending of the play has the appearance of haste, and is a little disappointing” State the grounds for this view

II Answer *one* of the following —

(a) Would it be fair to say of Orlando that his misfortunes alone make him interesting, and that, when his luck turns, we see nothing but his deficiencies?

(b) Compare the outlook on life of Jaques with that of 1 the Fool, and 2 the lovers

(c) Rosalind is wit and womanliness in equal proportions” Illustrate

(d) Illustrate from the play the Duke’s remark that Touchstone uses his folly as a stalking-horse to his wit

III Answer *one* of the following —

(a) “*The Ancient Mariner* is a triumph of enchantment made real” How is this triumph achieved?

(b) Discuss whether the moral of *The Ancient Mariner* is consistent with the prevailing spirit of the poem.

(c) Wordsworth thought it a grave defect in the poem that the Mariner had no individuality. Was his judgment sound?

[P. T. O.

IV Answer *one* of the following —

(a) What light does *L'Allegro* throw on Milton's tastes and interests?

(b) Contrast Byron's attitude to Nature in the *Ocean* with that of Hodgson in *The Song of Honour*

(c) Show how the scenery of Lotos-land is in harmony with the feelings of the Lotos-eaters

(d) What was it in the Leech-gatherer that so profoundly impressed Wordsworth?

V Annotate any *six* of the following choosing *three* from each group —

A

1 'Tis a Greek invocation to call fools into a circle
I'll go sleep if I can, if I cannot, I'll rail against all the
first-born of Egypt

2 I was never so berhymed since Pythagoras'
time, that I was an Irish rat, which I can hardly remember.

3 O, sir, we quarel in print, by the book.

4 Here feel we but the penalty of Adam,
The seasons' difference.

5 There is, sure, another flood toward, and these
couples are coming to the ark.

B

6 "Ha! ha!" quoth he, "full plain I see,
The Devil knows how to row"

7. They melt into thy yeast of waves, which mar
Alike the Armada's pride, or spoils of Trafalgar.

8 Is there confusion in the little isle?
Let what is broken so remain

9 Such strains as would have won the ear
Of Pluto to have quite set free
His half-regained Eurydice

10. The sleepless soul that perished in his pride

11. Dog-loyalties to faith and friend,
And loves like Ruth's of old no end

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts, 1933

ENGLISH PROSE

MONDAY, 20TH MARCH]

[2 P M TO 4-30 P M

I Attempt *one* of the following —

(1) Give an account of such passages in *The Revolt of the Tartars* as make it a remarkably vivid version of a historical episode

(2) Tell the story of the so-called private interview with the Hetman of the Bashkirs *first* in the words of Weseloff addressing his fellow fugitives during the escape, and *secondly* in those of Oubacha pleading his own cause against Zebeck Dorchi before Emperor Kien Long.

(3) In the nineteenth century “the essayist, through the mirror of his own personality, can reveal through a softened light, the very sternest facts of life” whereas “the essay to-day is but an elegant trifle”

Illustrate the truth of these statements from the essays in your selection

(4) How does Traill shew that it cannot be the effect of time alone that the humour of one age is stale to another

II Attempt *one* of the following —

1 How does De Quincey show that the flight of the Kalmucks was an event “more striking to the imagination” than any other in history

2 Estimate Kichinski's responsibility for the flight of the Kalmuck Tartars.

3. Attempt a contrast between the domination of the Russians and that of the Chinese over the Kalmucks

III. Answer *one* of the following .—

1. In what essential respects, in Belloc's judgment, do young people differ from old ?

2. Describe ministers of state as they were before the War and as they have been since.

[P T. O.

3. What are Hazlitt's arguments in support of his contention that "boys who shine at school do not make the greatest figure when they grow up and come out into the world"

IV. Annotate any *six* choosing at least two from a group.—

A

1 The potentate who counted three hundred languages around the footsteps of her throne and from whose "lion ramp" recoiled alike "baptised and infidel"

2 Erempel, Tebek and Loosang the Lama were pledged life-deep to prevent any accommodation

3. The Khan, knowing how much he was individually answerable for the misery which had been sustained, must have wept tears more bitter than those of Xerxes.

4 The spectacle became too atrocious, it was that of a host of lunatics pursued by a host of fiends

5 The setting sun of that day threw his parting rays upon the final agonies of an ancient *ouloss* stretched upon a bloody field, who on that day's dawning had held and styled themselves as an independent nation

B

1 The tales of fairy-spiriting may shadow a lamentable verity, and the recovery of the young Montagu be but a solitary instance of good fortune out of many irreparable and hopeless *defiliations*

2 Dutch sublimity may only moderately impress me, and Norwegian pathos may leave me comparatively cold

3 A large and powerful party, with an envious and ignorant mob at its heels openly treats the Decalogue as a "foreign law" to which it cannot be expected that the "people" should profess fealty.

4. It is a pompous eastern business, carried over the heads of despots in the dry hot lands.

5. It will be a sort of gigantic Hawthorden competition.

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts, 1933

ENGLISH COMPOSITION

TUESDAY, 21ST MARCH]

[10 A.M. TO 1 P.M.

Attempt two questions, one from each group:—

A

I. 1. Ebenezer Balfour's plot against his nephew and the final result.

2. The Siege of the Round-House.

3. The Condition of the Highlands after 1745 as depicted in *Kidnapped*,

4. David's Adventures in the Highlands from the time of his being thrown overboard to that of his meeting Alan Breck Stewart.

5. David and Alan in Cluny's Cage.

B

1. Oenone's love to Paris as seen in her interviews with Paris and Helen.

2. The Promised Visit of The King of The World and the Manner of His Reception as represented in *The Travelling Man*.

3. The Exchange of Places between the King and Bel-Nah in *The Tents of The Arabs*.

4. Animal Instinct.

5. Parasitism and Pillage in the Animal World.

6. Nature Study as a Hobby.

7. The Use of the Motor as a means of transport in S. India.

II. Bring out the substance of the following poem as briefly as you can:—

THE TRUTH

Since I have seen a bird one day,
His head pecked more than half away,
That hopped about, with but one eye
Ready to fight again and die—
Oft times since then their private lives
Have spoilt that joy their music gives

So when I see this robin now,
Like a red apple on the bough,
And question why he sings so strong,
For love, or for the love of song,
Or sings, may be, for that sweet rill
Whose silver tongue is never still—

Ah, now there comes this thought unkind,
Born of the knowledge in my mind
He sings in triumph that last night
He killed his father in a fight,
And now he'll take his mother's blood—
The last strong rival for his food

III Epitomise.—

THE CHARACTER OF THE RED INDIANS OF NORTH AMERICA

But if courage intrinsically consists in the defiance of danger and pain, the life of the Red Indian is a continual exhibition of it. He lives in a state of perpetual hostility and risk. Peril and adventure are congenial to his nature; or rather seem necessary to arouse his faculties and to give an interest to his existence. Surrounded by hostile tribes, whose mode of warfare is by ambush and surprisal, he is always prepared for fight, and lives with his weapons in his hands. As the ship sails, in fearful singleness through the solitudes of ocean, as the bird mingles among clouds and storms, and wings its way, a mere speck, across the pathless fields of air,—so the Indian holds his course

silent, solitary, but undaunted, through the boundless bosom of the wilderness. His expeditions may vie in distance and danger with the pilgrimage of the devotee, or the crusade of the knight-errant. He traverses vast forests, exposed to the hazards of lonely sickness, of lurking enemies, and pining famine. Stormy lakes—those great inland seas—are no obstacles to his wanderings, in his light boat he sports like a feather, on their waves, and darts, with the swiftness of an arrow, down the roaring rapids of the rivers. His very subsistence is snatched from the midst of toil and peril. He gains his food by the hardships and dangers of the chase: he wraps himself in the skins of the bear, the panther, and the buffalo, and sleeps among the thunders of the cataract.

No hero of ancient or modern days can surpass the Indian in his lofty contempt of death, and the fortitude with which he sustains its cruellest affliction. Indeed we here behold him rising superior to the white man, in consequence of his peculiar education. The latter rushes to glorious death at the cannon's mouth, the former calmly contemplates its approach, and triumphantly endures it, amidst the varied torments of surrounding foes and the protracted agonies of fire. He even takes a pride in taunting his persecutors, and provoking their ingenuity of torture, and as the devouring flames prey on his very vitals, and the flesh shrinks from the sinews, he raises his last song of triumph, breathing the defiance of an unconquered heart, and invoking the spirits of his ancestors to witness that he dies without a groan.

Notwithstanding the prejudice with which the early historians have overshadowed the characters of the unfortunate Red Indians, some bright gleams occasionally break through, which throw a degree of melancholy lustre on their memories. Facts are occasionally to be met with in the rude annals of the eastern provinces, which, though recorded with the colouring of prejudice and bigotry, yet speak for themselves and will be dwelt upon with applause and sympathy, when prejudice shall have passed away.

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

PART II

TAMIL TEXT BOOKS AND GRAMMAR

WEDNESDAY, 22ND MARCH]

[10 A M TO 12 NOON.

I. (a) 'நெல்லும் உயிரனறே' என்று தொடங்கும் செய்யுளை யாவது அதன் பொருளையாவது எழுதுக

(b) 'உயத்தீடும் தேனீக்கரி'—தேனீக்கரியாதல எவ வாறு?

(c) மலை, காற்று, மேகம், கடல்—இவை படையின் எந்த எந்த உறுப்புக்கு உவமை?

(d) 'மாருதி யலலனாகில நீயெனும் மாற்றம் பெற்றேன' என்பது யாரால் எந்தச் சந்தாபபத்தில் சொல்லப்பட்டது?

(e) 'சேடன - - - - - சூழ்கா மசூடத்தோடும் சூழ்ந்த தோர தோற்றம்போலும்' என எதன் தோற்றம் உவமிக்கப்பட்டது?

(f) 'கவி வீரராகவன் சொற்ற பிள்ளைக்கவி கலம்பகக கவி வினவலாம்' என்று பாடியவா யார்?

II. (a) திருநூற்றந்தாதியில் 'பேசுத்கள ஓகிலரே' என்றது எவைகளை?

(b) பின்வரும் பாட்டின் பத்துரை எழுதுக.—

செலவமென றுரைப்ப தெலலாம்

சிரதையின் நிறைவே மிக்க

அல்லலென றுரைப்ப தெலலாம்

அவாவுறு மடைவே யாரும்

வல்லதோ ரறிவினாலே

மகிழவுடன போது மென்ற

நல்லதோர மனமே பொனசெய

நன்மருந தென்றூர் ஆனரூர்

[P. T. O.

(c) அடியிலுள்ள பாட்டுக்குப் பொழிப்புரை தருக.—

“ கல்லுண்டு மரமுண்டே டேழைக கடலொன்றும் கடந்தே மென்னும்
சொல்லுண்டே யிவனை வெல்லத்தோற்றத்தோர் கூற்றமுண்டே
எல்லுண்ட படைக்கக்கொண்டா னெதிருண்டே இராமன கையில
விலுண்டே யுண்டெனறெண்ணி யாற்றவும் விபரது நின்றான் ”

III. (a) ‘நாயதரக கொளந்ரும சீயம நல்லர சென்று நககான’
என்பது யார யாருக்குக் கூறியது? இதன் கருத்து விளங்க விரித
தெழுதுக

(b) அங்கதனை இராவணன் வந்த காரியம் யாது என வின
வியபோது, அங்கதன் கூறியவாகவுள்ள கவிக்கையாவது அவற்றின்
கருத்தையாவது எழுதுக.

IV. (a) பண்டைக்கால வழக்க ஒழுக்கங்களை ஆராய்தற்கு
அடிப்படையாகவுள்ள கருவிகள் யாவை?

(b) கோலூர் கிழார் பாடிய அரசா யாவா?

(c) கோலூர் கிழார் கூறிய நற்புத்தி கேட்டு யார யார
யார யாரைக் கொல்லாது விட்டனர்?

(d) கிள்ளிவளவன் சபைசய அலங்கரித்த புலவா பெயர்
களை எழுதுக

(e) ஆரியப்படை கடந்த நெடுஞ்செழியன் காலத்தை ஆதா
ரத்தோடு குறித்திடுக

(f) அதிகமான காலத்துப் புலவா யாராயா எனக் கூறுக.

V. பின்வருபவை கூறப்பட்ட சந்தாப்பங்களைக் கூறி அவற்றின்
நயங்களைப் புலப்படுத்துக —

(a) மிளிர்சூன்ற மின்னறகொடி நிலவரைப் பிலா தோன்று
கின்றது?

(b) ஏ! நெஞ்சமே! நீ இங்கே நெருப்பென்று அஞ்சின
இஃது இப்போது தொழிதற்கு இனிய முழுமணியாய இருக்கின்றது

VI. (a) சிதை, எருத்தம், உலாகலம், உலாகம், இன்னுஞ் சத
னம், உயவி, விடவி, நெருநல், தாமம்—இவற்றுள் ஆறின் பொருள்
எழுதுக

(b) தோட்கோப்பு, பேழுவாய், காமபாலன், பரம மாஞான
யோகப்பதி, தாலகேது, பாடிவீடு—இவற்றுள் நான்கினை நனகு விளக்
குக.

(c) பாற்று, விரிதிரை, ஆருயிர், கலவேல்—இவற்றுள்
இரண்டுக்கு இலக்கணக் குறிப்பெழுதுக.

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

PART II

TAMIL COMPOSITION AND TRANSLATION

WEDNESDAY, 22ND MARCH]

[2 P.M. TO 5 P.M.

N B—Part III need not be attempted by Intermediate Candidates

[வீததுவாள் பிரவேச பரீஷைக்கு எழுதும் மாணவா இரண்டாம் பாகத்திற்கு
விடை தரவேண்டா]

முதற் பாகம்

I அடியில் வருவனவற்றை ஒன்றைப்பற்றி இரண்டு பக்கங்களுக்கு மேற்படாமல் வியாசம் எழுதுக

(a) செயற்கரிய செயலா பெரியா.

(b) ஆங்கில மொழிப் பயிற்சியின் பயன்

(c) உழைப்பின் பெருமை

II அடியிற் குறித்துள்ள பொருள்களில் ஒன்றைப்பற்றி இரண்டு பக்கங்களில் கட்டுரை எழுதுக

(a) நகர விருந்துகளிற் காணப்படும் அயலநாட்டுப் பொருள்கள்

(b) உலகில் வாழும் உயிர்கள் உய்யப் பிணங்கும் முறை
(Struggle for existence.)

III. அடியில் வருவனவற்றை ஒன்றைக் குறித்து இரண்டு பக்கங்களுக்கு மிகாமல் வியாசம் எழுதுக

(a) அப்பா நன் அரசரட்சியில் அரசரிடத்த சமரச முறை.

(b) அப்பா அருங்கலைகளை ஆதரித்த விதம்.

Translate into Tamil:—

Many and wonderful are the means and methods of self-protection in this world of combat. Natural history has revealed the fact that even plants employ means of self-protection, and when we come to the Animal World, the methods adopted to avoid annihilation in the struggle for life are so numerous and remarkable as to call forth our admiration and wonder. The insects have developed this self-protective ingenuity to a remarkable degree, even to imitating in colour and form the twigs upon which they rest and in some cases through long experience they have so closely imitated in colour and form certain flowers which they habitually haunt that their enemies, the birds, pass them by, and even man with all his intelligence cannot distinguish them from the flowers unless he has had some experience as an observant naturalist. The smallest fishes adopt similar means of concealing themselves, although they are in the lowest order of animal life. When we come to quadrupeds brute strength largely takes the place of stratagem. The beast has developed powerful weapons of defence such as horns, fangs, claws etc, with which he maintains his place on the earth and defies extinction. Man is possessed of the entire animal nature and the animal impulses and instincts are strong within him; but there is along with this animal life an added intelligence and moral sense by which his self-protective scope and power are greatly enlarged and intensified. Intellectual and moral excellence constitute the passport to existence in the human world.

முன்றும் பாகம்

அடியில் வரும் செய்யுள்களின் கருத்தை நுமது மொழி
களால் விளக்கி எழுதுக.

நேர சஞ்சாரத்தால் விளையும் நன்மைகள்

- 1 தேசநகரங்களே தோறும் நேசநகர கொடேகலாற
பெறப்படு நற்பயன சிறப்பொடு கேணமின
பறப்பனாடுகளின் பொறப்புறு செவவியும்
இயல்பும் திருத்தமும் இயம்பருந தொழில்களும்
ஏற்றமும் தாழ்வும் மாற்றரு செவவமும்
குடிகளின் தன்மையும் கோலின் செவ்வையும்
கடமண விவரங்களும் காவலா பண்பும்
கலவிச சாலையின் கவின்பெறு மொழுகு
மலவள ராவண வணமையும் தருமமும்
செய்யு நோமையும் தையலார கோலமும்
கழகத் தாடவா பழகு படை முறையும்
பிறமொழித் தோற்றமும் பிறவு மறிந தவற்றிற
கேற்ற வணை மினிய நந நாடடையும்
மாற்றிச சோசெய்தன மறந்தன பயனும்
- 2 மூவலகும் மாரடியால முறை நிரம்பா வகை முடியுத
தாவிடசே வடிசேப்பத தம்பியொடும கானபோரது
சோவரணும் போர மடியுத தொல்லிலங்கை கட்டழித்த
சேவகன சீர கேளாத செவி யெனன செவியே
திருமால் சீர கேளாத செவி யெனன செவியே
மடநதாழ நெஞ்சத்துக கஞ்சனா வஞ்சம
கடநதானே நூற்றுவா பால நாற்றிசையும் போற்றத்
தொடநதா ரணமுழங்குப பஞ்சவாகருத் தூது
நடநதானே யேததாத நாவெனன நாவே
நாராயண வெனன நாவெனன நாவே
- 3 தெய்வந தெளியின் தெளிநதோப பேணுமின
பொய்யுரை மஞ்சமின புறஞ சொறபோற்றியின்
ஊனூண துறமின உயிரககொலை நீங்குமின
தானஞ செயின் தவம்பல தாங்குமின
செயந நன்றி கொல்லனின் தீநடபிகழமின
பொய்க கரி போகனின் பொருணமொழி நீங்கன்மின்
அறவோ ரவைக களம் அகலா சணுசுமின
பிறவோ ரவைக களம் பிழைத்துப் போயின

Annamalai University.

**Intermediate Examination,
in Arts and Science 1933.**

Part II—SECOND LANGUAGE—SANSKRIT.

Text Books, Grammar etc

Wednesday 22nd March 10 A. M. to 1 P. M.

I Comment on the statement

“The Vidusaka in the Malavikagnimitra is the best specimen of Kalidasa’s creative genius”, illustrating your answer from the set piece.

II Narrate briefly the adventures of Apahāravarman

III Estimate the importance of the statement

“The Kumarasambhava appeals more deeply by reason of its richer variety, the brilliance of its fancy and the greater warmth of its feeling” with brief references to cantos I, III and V

Or

Describe in detail the penance (तपस्) performed by Pārvatī.

IV Justify the name.

उद्घाटनप्रवेशननाटकसूत्रधारः as applied to Hanumān.

P. T.O.

V Make clear the exact significance of any Six of the following with reference to the context.—

१ प्रायेण सामग्यविधौ गुणानां

पराङ्मुखी विश्वसृजः प्रवृत्तिः ।

२ पदं सहेत भ्रमरस्थ पेलवं

शिरीषपुष्पं न पुनः पतत्रिणः ।

३ दुःखायते मम मनः सुखमश्नुते च ।

४ कर्मगृह्णतिनापि कुम्भीलकेन संधिच्छेदे शिक्षितोऽस्मीति
वक्तव्यं भवति ।

५ इत्थं त्वच्चरितैः पितामहमुखान्येकं विनैशभवं.

स्तथैकं न विधेहि दाशरथये देया त्वया मैथिली ।

६ संग्रामदुर्दिने तस्मिन् हर्षं शरवर्षिणि ।

वर्षिष मेघनादेन मेघनादेन मारुतिः ॥

७ अन्यसरितामपि जलं समुद्रगाः प्रापयन्त्युदधिम् ।

८ पापे भजस्व लोहजातिमजातधेन्या सती ।

९ विकारहेतौ सति विक्रियन्ते

येषां न चेतांसि त एव धीराः ॥

VI a Comment on the Grammar of the following:—

१ शुभ्रूषया शैलसुतां उपेतां, ऋते कुशानोः, मा गमत्,
परित्रातः पर्वतभेदिनः, प्रस्थं हिमाद्रेः कण्टिकज्वरमध्युवास ।

b Give the vighraha of the following:—

पिनाकपाणिः, कृत्तिवासाः, निर्गन्धतया, पुंस्कोकिलः,
द्विरेफः ।

VII Translate the following into English:—

१ तमातिथेयी बहुमानपूर्वया

सपर्यया प्रत्युदियाय पार्वती ।

भवन्ति साम्येऽपि निविष्टचेतसां

वपुर्विशेषेष्वतिगौरवाः क्रियाः ॥

२ तीन्नामिषङ्गप्रभवेण वृत्तिं

मोहेन संस्तम्भयतेन्द्रियाणाम् ।

अज्ञानभर्तृव्यसना मुहूर्त

कृतोपकारेव रतिर्बभूव ॥

३ कुशरूपकुशेशयासनास्त्रं

विजहौ वासविवायसे स वीरः ।

अथ तत्कृपया हृताक्षिमात्र-

श्चिरजीवी स दधौ यथार्थसंज्ञाम् ॥

४ रक्ताशोकरुचा विशेषितगुणो बिम्बाधरालक्तकः

प्रत्याख्यातविशेषकं कुरवकं श्यामावदातारुणम् ।

आक्रान्ता तिलकक्रिया च तिलकैर्लम्बद्विरेफास्त्रैः

सावज्ञेव मुखप्रसाधनविधौ श्रीर्माधवी योषिताम् ॥

५ भद्रे ननु दुःखाकरोऽयं वभवासः तस्य फलमपवर्गः
स्वर्गो वा । प्रथमस्तु तयोः प्रकृष्टज्ञानवीथ्यः प्राथो दुःसंपाद् एव,

द्वितीयस्तु सर्वस्वैव सुलभः कुलधर्मानुष्ठायिनः । तदशक्यारम्भा-
दुपरम्भ मातुर्मते वर्तस्व । °

६ सर्वोपमाद्रव्यसमुच्चयेन

यथाप्रदेशं विनिवेशितेन ।

सा निर्मिता विश्वसृजा प्रयत्ना-

देकस्य सौन्दर्यदिदृक्षयेव ॥



Annamalai University.

Intermediate Examination,
In Arts and Science 1933.

Part II—SECOND LANGUAGE—SANSKRIT.
Sanskrit Translation,

Wednesday 22nd March 2 P. M. to 4 P. M.

- I १ .अनृते भद्रधानस्य सकृत्स्वापोऽप्यदर्शिनः ।
किं हि वञ्चयितव्यं स्याज्जातशागरस्य जेतसः ॥
- २ काव्ये गवेषते कश्चिदोषमेव गुणं परः ।
पिचुमन्दं यथा काकः पिकश्चूतलतां यथा ॥
- ३ सप्रतिबन्धं कार्यं प्रभुरधिगन्तुं सहाप्रबानेव ।
दृश्यं तमसि न पश्यति दीपेन विना सचक्षुदपि ॥
- ४ रात्रिर्गमिष्यति भविष्यति सुप्रभातं
भास्वानुदेष्यति हसिष्यति पङ्कजं च ।
इत्थं विचिन्तयति कोशगते द्विरेफे
हा हन्त हन्त मलिनीं गज उज्जहार ॥

५ तारापीठः क्रीडाव्यासङ्गविधातार्थं बहिर्नगरादनुसिप्रं
अर्धकोशमात्रायामं अतिमहता तुहिनगिरिसिखरसालानुकारिणा
सुधाधबलेन प्राकारमण्डलेन परिवृतं अधःकल्पितव्यायामशाळं

विद्यामन्दिरमकल्पयत्; सर्वविद्याचार्याणां च सङ्घे यत्नमति-
महान्तमन्वतिष्ठत् ॥

६ चन्द्रापीडस्तु, तान्सर्वान्मानयित्वा यथोचितमनन्तरं
तुरङ्गमाधिल्लेनाधिगम्यमानः वैशम्पायनेन चिह्नीकृतकेसरिणमु-
द्ब्रह्ता महता कार्तस्वरदण्डेन ध्रियमाणेन आतपत्त्रेण निवारिता-
तपः जवजीवेति मधुरवचसा वन्दिजनेन स्तूयमानः नगराभि-
मुखः प्रतस्थे ॥

७ यद्वात्रा निजफालपट्टलिखितं श्लोकं महद्वा धनं
तत्प्राप्नोति महत्खलेऽपि नितरां मेरौ ततो नाधिकम् ।
तद्दीरो भव वित्तवत्सु कृपणां वृत्तिं वृथा मा कृथाः
कूपे पश्य पयोनिधावपि घटो गृह्णाति तुल्यं जलम् ॥

II Asvapati was a virtuous and highly famous king of the Madras. He had no offspring and was stricken with grief. So he, along with the queen, lived piously upon frugal fare and observed many rigid vows to propitiate the goddess Savitri. The deity being pleased with them for their devotion and their austerity, appeared unto the king and told him that a daughter endowed with virtue and with beauty would ere long be born unto him and that through her his family would continue uninterrupted. In course of time the queen gave birth to an excellent daughter. The child also was named Savitri out of gratitude to the goddess. When she came of age, she was found to be so beautiful and so accomplished that none in this world could have the boldness to come forward as a suitor to her hand. At last the king sent her with a sufficient retinue to vari-

ous places, so that she might herself seek and find out a husband worthy of her in every way. After a long search, her choice fell upon a Satyavat the only son of Dyumatsena who having become blind had lost his kingdom and was living in retirement in the hermitage in the forest. Thereafter, she returned and related everything to her father the king. The divine sage Narada who happened to be at the time with the king, told him that Satyavat was a youth of excellent attainments and qualities and would prove a worthy husband to Savitri but for this great defect, that within a year from that date his life itself was in danger. But Savitri said "Indeed, with his life short or long, possessed of virtues or bereft of them, I have selected my husband. Twice will I not select him who is to be lord of my life."

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science and Certificate of Proficiency, 1935

PART II

FRENCH—FIRST PAPER

TEXT-BOOKS AND GRAMMAR

WEDNESDAY, 22ND MARCH]

[10 A.M TO 12 NOON.

I. Translate into English —

Le brave domestique résolut aussitôt de partager son sort et s'achemina du côté où les Tchetchenges s'étaient retirés, conduisant son mulot avec lui et se dirigeant sur la trace des chevaux. Lorsqu'il commençait à la perdre dans l'obscurité, il rencontra un traîneur ennemi qui le conduisit au rendez-vous des Tchetchenges.

On peut se faire une idée du sentiment qu'éprouva le prisonnier en voyant son denchik venir volontairement partager son mauvais sort. Les Tchetchenges se distribuèrent encore le butin qu'on leur amenait : ils ne laissèrent au major qu'une guitare qui se trouvait dans son équipement, et qu'on lui rendit par dérision. Ivan (c'était le nom du denchik) s'en empara et refusa de la jeter, comme son maître le lui conseillait.

“Pourquoi nous décourager ? lui disait-il, le Dieu des Russes est grand. L'intérêt des brigands est de vous conserver, ils ne vous feront aucun mal.”

(b) Le colonel prit donc sa place accoutumée sur la sofa, et miss Nevil, après avoir essayé plusieurs sujets de conversation, désespérant de faire parler la belle Colomba, pria Orso de lui lire un chant du Dante : c'était son poète favori. Orso choisit le chant de l'enfer où se trouve

l'épisode de Francesca da Rimini, et se mit à lire, accentuant de son mieux ces sublimes tercets, qui expriment si bien le danger de lire à deux un livre d'amour. A mesure qu'il lisait, Colomba se rapprochait de la table, relevait la tête, qu'elle avait tenue baissée, ses prunelles dilatées brillaient d'un feu extraordinaire elle rougissait et pâlisait tour à tour, elle s'agitait convulsivement sur sa chaise. Admirable organisation italienne, qui, pour comprendre la poésie, n'a pas besoin qu'un pédant lui en démontre les beautés

(c) De ce buisson de fleurs approchons-nous
ensemble :
 Vois-tu ce nid pose sur la branche qui tremble ?
 Pour le couvrir, vois-tu les rameaux se ployer ?
 Les petits sont caches sous leur couche de
mousse ,
 Ils sont tous endormis . . Oh viens, ta voix
est douce .

Ne crains pas de les effrayer
 De ses ailes encor la mere les recouvre ,
 Son œil appesanti se referme et s'entr'ouvre ,
 Et son amour souvent lutte avec le sommeil
 Elle s'endort enfin Vois comme elle repose
 Elle n'a rien pourtant qu'un nid sous une rose,
 Et sa part de notre soleil

Vois, il n'est point de vide en son étroit asile,
 A peine s'il contient sa famille tranquille ,
 Mais la le jour est pur et le sommeil est doux,
 C'est assez .. Elle n'est ici que passagère ;
 Chacun de ses petits peut réchauffer son frere,
 Et son aile les couvre tous.

Et nous, pourtant, mortels, nous, passagers
comme elle,
 Nous fondons des palais quand la mort nous
appelle ;
 Le présent est détri par nos vœux d'avenir ,

Nous demandons plus d'air, plus de jour, plus
 d'espace,
 Des champs, un toit plus grand . Ah.
 • faut-il tant de place
 Pour aimer un jour .. . et mourir

II (a) Write short notes on any three of the following —

King Theodore, Cent-Jours, Géorgie, Cosaque, Tartare

(b) Give your own appreciation of Ivan's character

(c) "Les plus méchants de notre pays ne sont pas ceux qui sont à la campagne" — Explain

(d) Describe briefly the *ballata*

III (a) Give the 3rd person, singular of *s'en aller* in the chief tenses

(b) Translate. (1) The friend whose advice I follow (2) My brother to whose advice I submit

(c) Give the feminine form of — Public, grec, beau, mou, blanc

(d) Fill up the blanks with suitable words —

1 Vous m'avez dit ——— improviser

2 Il m'a prié de paraître ——— sa veillée

3 De ——— avez-vous causé tout ce soir

4 J'ai aussi quelque chose ——— vous offrir.

5 ——— est le sujet de ce livre ?

(e) Translate —

1 C'est drôle comme une barbe vous change un homme.

2. Il n'est point homme à se laisser prendre.

3 Il faisait noir à ne pas se voir à deux pas.

4 Je crois que le lecteur n'en saura pas mauvais gré •

5. J'ai beau leur faire observer que.

(f) Make questions for the following answers —

1. La pluie tombe des nuages.
2. Le ciel est gris quand il pleut
- 3 J'ouvre mon parapluie quand il commence à pleuvoir.
- 4 Non, je n'aime pas à me mouiller.
- 5 Quand mes souliers sont mouillés, je les ôte.

(g) Translate into French :—

1. I have not seen him for ages.
 - 2 It was the easiest thing in the world.
 - 3 It is quite out of the question.
 - 4 Such as I am, I can be useful to you
 - 5 He was in the thick of the fight
 6. She shrieked at the top of her voice
 - 7 I cannot control myself in that respect
 8. They sacked the house from top to bottom.
-

ANNAMALAI UNIVERSITY

**Intermediate Examination in Arts and
Science, 1933**

PART II

FRENCH—SECOND PAPER

WEDNESDAY, 22ND MARCH]

[2 P M TO 5 P.M.

NB—*The candidates for the proficiency course should answer only I (b) and (c) and II (b)*

I 'Translate into English —

(a) FREDERIC le Grand avait coutume, toutes les fois qu'il apercevait un nouveau soldat dans ses gardes, de lui adresser ces trois questions "Quel âge as-tu? Depuis quand es-tu à mon service? Reçois-tu régulièrement ta solde et tes rations?" Un jeune Français, qui ne savait pas un mot d'allemand, fut admis dans ce corps. Le roi devait le passer en revue trois jours après. On lui fit apprendre par cœur trois réponses convenables, dans l'ordre où le roi faisait habituellement les questions. Lorsque, le troisième jour, Frédéric fit la revue de ses gardes, il remarqua ce soldat, et ne manqua pas de lui faire ses trois questions, mais, malheureusement, ce jour-là il commença par la seconde. "Depuis quand es-tu à mon service?"—"Vingt et un ans, sire"—"Comment! vingt et un ans! Quel âge as-tu donc?"—"Trois jours, sire"—"Ah! parbleu! dit le roi, l'un de nous deux a perdu l'esprit"—"Tous les deux exactement," dit le jeune homme, qui prenait ces paroles pour la troisième question. "Qu'est-ce? s'écria-t-il, voilà la première fois que je m'entends traiter de fou" • Le Français, qui avait épuisé tout ce qu'il savait d'allemand, garda le silence. Le capitaine se hâta d'expliquer l'énigme au roi, qui en rit beaucoup.

(b) **LORSQUE**, dans ses promenades, l'archevêque de Cambrai rencontrait des paysans, il s'entretenait avec eux de leurs affaires, il leur donnait, au besoin, des conseils ou des consolations. Souvent il étraît dans leurs chaumières, et il ne dédaignait pas de se mettre à table avec eux et de partager leur repas champêtre. Ce fut dans une de ces promenades à la campagne, que, suivant une tradition consacrée par la poésie et par la peinture, il rencontra un jeune paysan tout en larmes qui venait de perdre une vache, seul bien d'une pauvre famille. L'archevêque parvint à le consoler, en lui promettant de la retrouver ou de la remplacer par une autre. Il se mit à la recherche de la vache, il la trouva dans une prairie, et il la ramena lui-même à la cabane du paysan, au milieu des ténèbres de la nuit qui l'avaient surpris dans cette occupation si digne d'un bon pasteur.

(c) **VERS** la fin de sa vie, Henri IV avait une crainte puérile de perdre sa couronne, et ne voulait jamais se coucher sans l'avoir vue pres de son lit. Un jour, en sortant d'un des acces auxquels il était sujet, il ne vit pas la couronne sur le coussin où on la plaçait ordinairement. Il s'informa, avec inquietude, de ce qu'elle était devenue. On lui dit que le prince de Galles l'avait emportée, croyant qu'il était mort. En apprenant ceci, le roi envoya chercher le prince, et lui reprocha de lui avoir dérobé sa couronne. Le jeune homme repliqua avec respect qu'il l'avait prise comme son héritage, parce que l'on avait cru qu'il était mort dans son dernier acces. "Quel droit, dit le roi, avez-vous à cette couronne, quand vous savez que je n'en ai aucun moi-même?"—"Monseigneur, répondit son fils, vous l'avez gagnée par l'épée, et avec l'épée je la défendrai." Henri, charmé de ces paroles, lui donna sa benediction, avec quelques bons conseils pour l'administration du royaume. Quelques jours après, il mourut dans sa quarante-sixième année.

II Translate into French.—

(a) London and Calcutta are both great ports; they are both on rivers, the former on the Thames, the latter on the Hugli; each is at some distance from the mouth of its river. Big ships cannot get above either London or Calcutta. Each is at the farthest point on the river which large vessels can reach. From both towns goods are sent out inland, by road and river and rail, and to both goods are despatched from the inland to be put on board ship and sent to other countries.

(b) In 1066 England was conquered by William, Duke of Normandy, who became King of England in consequence. For one hundred and fifty years Normandy and England were united, and the English kings often went over to their French possessions. In the year A.D. 1120, Henry I, the son of William, went across to Normandy, taking his only son William to get him recognised as his heir to the dukedom. On the way back the ship in which the Prince was struck on a rock at the mouth of Barfleur harbour and foundered, the Prince and his sister and about three hundred souls perished. Only one man survived. The story goes that for three days no one dared to carry the intelligence to the King, at length, they sent into his presence a little boy, who weeping bitterly, and kneeling at his feet, told him that the White Ship was lost, with all on board.

‘The king fell to the ground like a dead man, and never afterwards was seen to smile.’

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

MALAYALAM TEXT-BOOK, GRAMMAR, ETC.

WEDNESDAY, 22ND MARCH] [10 A.M TO 12 NOON.

I സന്ദർഭം വിവരിച്ച് അർത്ഥമെഴുതുക —

- (1) അഥവാ തവ കുറുമല്ലിതോത്താൽ കഥമെന്നിൽ പ്രതിപത്തി തോന്നിടം തേ? കഥയേദകയാൽ സ്വകായ്മാത്രം പ്രഥമാനോദ്യമനല്ലയോ മനുഷ്യൻ!
- (2) ജന്മമഖിലജഗദിമമനിത്യമറിക നീ ജന്മജരാമരണാഭിദി ഖാനപിതം അറിവതിനു പണി പരമപുരുഷമറിമയങ്ങു ഉത്താനമാത്മനാ കണ്ടു തെളിക നീ
- (3) അത്ഥിതവിതരണകല്പകശംഖിണ്ണക്ഷിരസായനവിഗ്രഹ ശാലിയുഷാവനീമണ്ഡലപെണ്ണിന്മാലണ്ണരികലകാനന വഹ്നിജപാലണ്ണുഷുജനയനന്നായുബലമൊരു നൂറങ്ങി- ന്നം നശകി ചെപ്പരികിനവിജയവിഭാവമിയറിപ്പാലി സ്തേണം പരദൈവതമേ!

II വാല്മീകിരാമായണത്തിലെ സുന്ദരകാണ്ഡത്തിൽ നിന്നും അച്യുതത്തിലെ സുന്ദരകാണ്ഡത്തിൽ വ്യക്യാസപ്പെട്ടുകൊണ്ടന്ന കഥാ സന്ദർഭങ്ങളെ വിവരിച്ച്, അവയുടെ ഭൗമിത്യം പരിശോധിക്കുക

അല്ലെങ്കിൽ *

ഉത്തമനായ കേളുതനു വേണ്ടുന്ന യോഗ്യതകൾ ഹനുമാന്റെ പ്രവൃത്തികളിൽ നിന്നുപരിഗണിക്കുക.

Turn over

III (1) നാരായണീയത്തിലെ പ്രധാനകഥാവസ്തു സംഗ്രഹിച്ചുവിവരിക്കുക.

(2) കഥകളി നടക്കേണ്ടതിൽ നിന്നും എങ്ങിനെ ഭേദപ്പെട്ടിരിക്കുന്നു ?

IV നളചരിതം ആട്ടക്കഥയെ അടിസ്ഥാനമാക്കി മെയന്തിയുടെ സ്വഭാവനിർണ്ണയം ചെയ്യുക

V ഖണ്ഡകവനങ്ങളുടെ പ്രചാരാധിക്യത്തിനുള്ള ഘേരങ്ങളെ വിവരിക്കുക.

അല്ലെങ്കിൽ

“ കേരകീരണമയണ ” എന്ന കൃതിയെപ്പറ്റി ഒരു ലഘുനിരൂപണം എഴുതുക

VI (a) വൃത്താലങ്കാരങ്ങൾ വിവരിക്കുക.

പ്രതിനവമീരകൈരണ്ടു കൂട്ടിലെത്തു-

ന്നതിനിന്നുമൊത്തു പറന്നുപോം ഖഗങ്ങൾ

പ്രതിഫലനമിഷാൽ നിളാജലത്തിൽ

ദ്ധൂത യൊടു ചെയ്തു ദിനാന്തമജ്ജനങ്ങേ.

(b) കീഴ്വരയിട്ടുകാണിച്ച പ്രയോഗങ്ങളെപ്പറ്റി വ്യാകരണങ്ങളി-
രിപ്പഴുതുക —

(i) കലഹതകനിവനറികനിസ്തേജനെന്നു

(ii) മിന്നിച്ചുകണ്ടുലതിനില്ല ചഞ്ചലം

(iii) മിഥിലതൃപ മകൾമരുവും

(c) വിഗ്രഹിച്ചു സമാസനാമം നാട്ടേഴിക്കുക. —

അശനശയനങ്ങൾ; സൂര്യ; മാധവൻ; മലരടി.

ANNAMALAI UNIVERSITY

Intermediate Examination, 1933

PART II—SECOND LANGUAGE

Malayalam Translation and Composition

WEDNESDAY, 22ND MARCH]

[2 TO 5 P M

I

Translate into Malayalam —

Be cheerful, no matter what reverses obstruct your pathway, or what plagues follow in your trail to annoy you. Ask yourself what is to be gained by looking or feeling sad when troubles throng around you, or how your condition is to be alleviated by abandoning yourself to despondency? If you are a young man, nature designed you "to be of good cheer", and should you find your way to fortune, fame, or respectability, a little thorny, consider it all for the best, and that these impediments are thrown in your way to induce greater efforts and more patient endurance on your part. Far better spend a whole life in diligent, aye, cheerful and unremitting toil, though you never attain the pinnacle of your ambitious desires, than to turn back at the first appearance of misfortune, and allow despair to unnerve your energies, or sour your naturally sweet and cheerful disposition. If you are of the softer, fairer portion of humanity, be cheerful; though we know full well that most afflictions are sweet to you when compared with disappointment and neglect, yet let hope banish despair and ill-forebodings. Be cheerful; do not brood over fond hopes unrealised. Nature intended you to be the

Turn over

fountain-spring of cheerfulness and social life, and not the travelling monument of despair and melancholy

II.

I താഴെകാണുന്നവയിൽ ഏതെങ്കിലും രണ്ടുവിഷയത്തെക്കുറിച്ച് ഉപന്യാസിക്കുക.

- (i) കലാവിദ്യകളിൽ സംഗീതത്തിനുള്ള സ്ഥാനം.
- (ii) പെരുമാറ്റനൂതനായ കലയ്ക്ക് കേരളത്തിന്റെ സ്ഥിതി
- (iii) ഇമ്മ്യൂണിറ്റിയുടെയും വെനിലപ്രഭുവിന്റെയും സ്വഭാവം
- (iv) ധർമ്മമേഖലയുടെ ബന്ധനപ്രാപ്തിയും അതിൽനിന്നുള്ള മോചനവും

II രാജ്യത്തിന്റെ ക്ഷേമാഭിവൃദ്ധിയിൽ വർത്തമാനപത്രങ്ങൾ എങ്ങിനെ ഉപകരിക്കുന്നു ?

അല്ലെങ്കിൽ

ഉൽകൃഷ്ടവിദ്യാഭ്യാസം മാതൃഭാഷവഴിയായി നൽകുന്നതു് ആശംസ്യമാണോ ?

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

(New Regulations)

MATHEMATICS I PAPER

THURSDAY, THE 23RD MARCH] [10 A M TO 12 NOON.

[About five-sixths of the paper will carry full marks.]

I (a) If $x/a = y/b = z/c$ show that

$$x^3/a^3 + y^3/b^3 + z^3/c^3 = \frac{(x + y + z)^3}{(a + b + c)^3}$$

(b) Solve $6x^4 - 25x^3 + 37x^2 - 25x + 6 = 0$

II Discuss with the aid of a graph the variation in the value of the expression $15 - 7x - 2x^2$ for different values of x

III (a) If a^2, b^2, c^2 be in Arithmetic progression, show that $b + c, c + a, a + b$ are in Harmonic progression

(b) Write down the n th term of the series $4 \ 4 + 6 \ 7 + 8 \ 10 + 10 \ 13$ and show that the sum to n terms is $n(2n^2 + 7n + 7)$

IV Prove from first principles ${}^n C_r + {}^n C_{r-1} = {}^{n+1} C_r$.

There are two cricket clubs each containing 15 members. In how many ways can a match be arranged

Turn over

with 11 on each side, if from the first club a certain member A is to be included and another member B excluded?

V C, D, are two points on a horizontal plane which lie in the vertical plane through the line of flight of an aeroplane, and E is a point on the line CD produced in the direction of D A and B are two positions of the aeroplane The following observations are made

$$\begin{aligned} \angle ACD &= 64^\circ, \quad \angle ADE = 82^\circ, \\ \angle BCD &= 18^\circ, \quad \angle BDE = 25^\circ, \quad CD = 100 \text{ ft} \end{aligned}$$

Determine the inclination of the line of flight AB to the horizontal, and the length AB

VI (a) Express $a \cos \theta + b \sin \theta$ in the form $r \cos (\theta - \phi)$ where r and ϕ are independent of θ . Hence or otherwise find the extreme values of $5 \cos \theta + 3 \cos (\theta + 60^\circ)$

(b) A regular decagon and a regular pentagon have the same area Prove that their perimeters are in the ratio of $2\frac{1}{2} : 5\frac{1}{4}$

VII (a) If θ lies between 585° and 675° , remove the ambiguity of signs in

$$2 \sin \theta = \pm (1 + \sin 2\theta)^{\frac{1}{2}} \pm (1 - \sin 2\theta)^{\frac{1}{2}}$$

(b) Prove that, with the usual notation

$$a \cot A + b \cot B + c \cot C = 2 (R + r).$$

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

(Old Regulations)

MATHEMATICS I PAPER

THURSDAY, THE 23RD MARCH] [10 A M TO 12 NOON

[About five-sixths of the paper will carry full marks]

I (a) If $x/a = y/b = z/c$ show that

$$x^3/a^3 + y^3/b^3 + z^3/c^3 = \frac{(x + y + z)^3}{(a + b + c)^3}$$

(b) Solve $6x^4 - 25x^3 + 37x^2 - 25x + 6 = 0$

II Discuss with the aid of a graph the variation in the value of the expression $15 - 7x - 2x^2$ for different values of x

III (a) If a^2, b^2, c^2 be in Arithmetic progression, show that $b + c, c + a, a + b$ are in Harmonic progression

(b) Write down the n th term of the series $4 \cdot 4 + 6 \cdot 7 + 8 \cdot 10 + 10 \cdot 13 \dots$ and show that the sum to n terms is $n(2n^2 + 7n + 7)$

IV Prove from first principles ${}^n C_r + {}^n C_{r-1} = {}^{n+1} C_r$

There are two cricket clubs each containing 15 members. In how many ways can a match be arranged

Turn over

with 11 on each side, if from the first club a certain member A is to be included and another member B excluded?

V (a) What single payment was required to be made on 1st January 1920 in order to secure an annuity of Rs 120 for 10 years commencing with the first payment on 1st January 1930, calculating compound interest at $4\frac{1}{2}\%$ per annum.

(b) Find the value of $(970)^{-\frac{1}{3}}$ correct to 3 places of decimals

VI (a) Express $a \cos \theta + b \sin \theta$ in the form $r \cos (\theta - \phi)$ where r and ϕ are independent of θ . Hence or otherwise find the extreme values of $5 \cos \theta + 3 \cos (\theta + 60^\circ)$

(b) A regular decagon and a regular pentagon have the same area. Prove that their perimeters are in the ratio of $2\frac{1}{2} \cdot 5\frac{1}{4}$

VII (a) If θ lies between 585° and 675° , remove the ambiguity of signs in

$$2 \sin \theta = \pm (1 + \sin 2\theta)^{\frac{1}{2}} \pm (1 - \sin 2\theta)^{\frac{1}{2}}.$$

(b) Prove that with the usual notation,

$$a \cot A + b \cot B + c \cot C = 2 (R + r).$$

ANNAMALAI UNIVERSITY
Intermediate Examination in Arts and
Science, 1933

(New Regulations)

MATHEMATICS SECOND PAPER

THURSDAY THE 23RD MARCH]

[2 P M TO 4 P.M

[A little over half the paper will carry full marks]

I If X, Y, Z are points in the sides BC, CA, AB of a triangle such that the perpendiculars to the sides at these points are concurrent at a point O, show that

$$BX^2 - XC^2 + CY^2 - YA^2 + AZ^2 - ZB^2 = 0$$

In the same figure show that the perpendiculars from A, B, C on YZ, ZX, XY are concurrent at some point P

What is the position of O so that P may be the orthocentre of ABC?

II Prove that the feet of the perpendiculars drawn from a point on the circumcircle of a triangle, to the sides, lie on a straight line

Prove that the pedal lines of diametrically opposite points on the circumcircle of a triangle ABC are at right angles

III A, B are two fixed points on the same side of a straight line XY of indefinite length. If P is a point on XY, find the position of P so that $AP + PB$ may be a minimum.

Turn over

P is a point of intersection of two circles of radii 12 inches and 8 inches with their centres 15 inches apart. Draw the two circles and through P draw a line QR meeting the first circle at Q and the second at R so that

$$\frac{QP}{PR} = \frac{5}{3}.$$

IV Find the equation of a straight line which passes through $(2, -1)$ and cuts off positive intercepts on the axes of x and y respectively whose ratio is $3 : 4$. Calculate the length of the perpendicular from the point $(3, 2)$ on the line.

Show that the point $\left(\frac{5}{12}, \frac{5}{12}\right)$ is the incentre of the triangle formed by the axes of co-ordinates and the line $3x + 4y = 5$. Write down the equation of the incircle.

V (a) Explain how the following angles are measured

- (1) the angle between two skew lines;
- (2) the angle between a line and a plane;
- (3) the dihedral angle between two planes.

Determine the dihedral angle of a regular tetrahedron.

(b) Show that the intersection of two spheres is a circle.

VI Differentiate with respect to x

$$(i) x^3 \sin x \quad (ii) \sqrt{x+1}$$

Write the equation of the tangent to the curve $y = \frac{9}{x} + \frac{x}{4}$ at the point for which $x = 3$.

The radius of a sphere is 2 inches and is increasing at the rate of 1 inch per minute. Find the rate at which its surface area and volume are increasing at the end of 3 minutes.

Turn over

VII Integrate the following:

$$\int_0^{\pi} \cos^2 x \, dx; \quad \int (2x^2 - 5)^2 \, dx$$

The speed of a train t seconds after leaving a station is given in feet per second by the formula

$$v = \frac{t(120 - t)}{100}$$

the next station being reached in 120 seconds. Find the distance between the two stations and the maximum speed of the train.

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

(Old Regulations)

MATHEMATICS SECOND PAPER

THURSDAY, THE 23RD MARCH]

[2 P M TO 4 P M

[About two-thirds of the paper will carry full marks]

I If two triangles are equiangular, prove that the sides about the equal angles are proportional

In a triangle ABC, two circles are drawn one touching AB at A and passing through C and the other touching AC at A and passing through B. If their common chord meets BC at D, show that

$$BD \cdot DC = AB^2 - AC^2$$

II If X, Y, Z are points on the sides BC, CA, AB of a triangle ABC such that the perpendiculars to the sides at these points are concurrent at some point O, show that

$$BX^2 - XC^2 + CY^2 - YA^2 + AZ^2 - ZB^2 = 0$$

In the same figure show that the perpendiculars from A, B, C on YZ, ZX, XY respectively are concurrent at some point P

What is the position of O so that P may be the orthocentre of ABC?

III Prove that the feet of the perpendiculars drawn from a point on the circumcircle of a triangle, on the sides, lie on a straight line

Turn over

Prove that the pedal lines of diametrically opposite points on the circumcircle of a triangle ABC are at right angles

IV (1) A, B are two fixed points on the same side of a straight line XY of indefinite length. If P is any point on XY, find the position of P so that $AP + PB$ may be a minimum

(2) P is a point of intersection of two circles of radii 12'' and 8'' with their centres 15'' apart. Through P draw a line QR meeting the first circle at Q and the second at R so that

$$\frac{QP}{PR} = \frac{5}{3}.$$

V In any triangle ABC, prove that

$$(1) \frac{b-c}{a} \cos^2 \frac{A}{2} + \frac{c-a}{b} \cos^2 \frac{B}{2} + \frac{a-b}{c} \cos^2 \frac{C}{2} = 0$$

(2) the perimeter of the pedal triangle is $4R \sin A \sin B \sin C$

VI (1) Solve the triangle in which

$$b = 2097 \text{ ft}, c = 1231 \text{ ft}, \text{ and } \angle A = 39^\circ 42'$$

(2) Find the area of the shadow of a wall 20 ft long and 4 ft high, which runs North and South, when the Sun is S 40° W and its angle of elevation is 20° .

VII (1) Find all the values of θ for which $\tan \theta = \tan \beta$

Solve the equation $\tan 3\theta + \tan \theta = 0$

By solving the equation $\sin 2\theta = \cos 3\theta$, or otherwise, show that $\sin 18^\circ = \frac{\sqrt{5} - 1}{4}$.

ANNAMALAI UNIVERSITY

Intermediate Examination, 1933

PHYSICS—FIRST PAPER

FRIDAY, 24TH MARCH]

[10 A.M TO 12 NOON

*Not more than FOUR questions in Group A and TWO questions in Group B are to be attempted.
All questions carry equal marks.*

GROUP A

1 Define unit velocity and unit acceleration. Obtain the expression $v^2 = u^2 + 2as$

A stone, thrown up from the top of a tower with a velocity of 48 feet per second, reaches the ground after $5\frac{1}{2}$ seconds. Calculate the height of the tower.

2. State how the period of a simple pendulum is related to its length. Describe how you can experimentally verify the relation.

What is a *seconds pendulum*? Calculate the length of a seconds pendulum in a place where g is $978 \text{ cm. sec.}^{-2}$

3. Define the term *mechanical advantage* of a simple machine Show how you can determine experimentally this value for an inclined plane.

Calculate the horsepower of an engine, if it draws a train of mass 150 tons up a slope of 1 in 55 against a frictional resistance of 12 lbs. per ton at 15 miles per hour.

4. How is the law of Archimedes applied to the case of floating bodies? Show how by applying this law you can experimentally determine (a) the density of a liquid, (b) the density of a solid, with a Nicholson's hydrometer.

[P. T. O.

With a test-tube float it is found that the depth of immersion in water is 4 in. with 80 lead-shots, and 6 in. with 170 lead-shots. To obtain 6 in immersion with kerosene-oil, 116 shots are found necessary. Calculate the density of the oil if the shots are uniform

5. Explain the action of any form of suction air pump with the aid of a neat sketch.

GROUP B

6. Distinguish between the coefficients of real and apparent expansion of a liquid Describe an experimental method of determining directly the coefficient of real expansion for mercury.

It is desired to construct a thermometer with the scale from 0°C to 100°C exactly 10 cms. long The bore of the tubing has a cross-sectional area of 0.0024 sq cm. What should be the volume of mercury to be filled in the bulb at 0°C ? (The coefficient of apparent expansion of mercury in glass = 0.00015).

7. Describe an accurate method of determining the specific heat of lead supplied in the form of shot.

If 50.2 grams of water at 50°C is poured into a calorimeter containing 67.8 grams of water at 25°C and the resulting temperature is 35°C , calculate the water equivalent of the calorimeter If the mass of the calorimeter is 83.3 grams, find the specific heat of its material.

8. Define relative humidity and saturated vapour pressure.

Describe a method of determining the pressure of aqueous vapour of the atmosphere How will you proceed to calculate the relative humidity?



ANNAMALAI UNIVERSITY

Intermediate Examination, 1935

PHYSICS—SECOND PAPER

FRIDAY, 24TH MARCH]

[2 P.M. TO 4 P.M.

Not more than THREE questions in Group A and THREE questions in Group B are to be attempted.

All questions carry equal marks.

GROUP A

1. Explain the terms *critical angle* and *total internal reflection*.

Describe an experimental method of determining the refractive index of a liquid

Find the critical angle in the case of light transmission from glass ($\mu=1.5$) to water ($\mu=1.33$).

2. Prove geometrically that the radius of a concave spherical mirror is double its focal length.

A concave mirror gives an image 3 times as large as an object placed 20 cms from it. Find the focal length, if the image be (1) real, (2) virtual

3. Describe how to set up two convex lenses, a narrow slit, a prism and a source of white light so as to form a pure spectrum. Draw a diagram showing the path of a pencil of rays from the slit (1) to the red, (2) to the violet end of the spectrum.

4. Define *unit magnetic pole*, *intensity of a magnetic field*, and *magnetic moment*. Find the intensity of the magnetic field due to a bar magnet at a point on its axis produced.

Describe how the magnetic moments of two magnets can be compared by means of a deflection magnetometer.

[P. T. O.]

GROUP B

5. Deduce the formula for measuring an electric current by means of a tangent galvanometer.

A current of 1.2 amperes flowing through the coil of a tangent galvanometer, produces a deflection of 30° ; find the value of the current that gives a deflection of 45° .

6. Explain, deriving the necessary formulae, the *Metre Bridge* method of comparing two resistances.

How is a shunt used with a sensitive galvanometer in *Metre Bridge* measurements?

7. State the laws relating to the development of heat in a conductor during the passage of an electric current through it.

Sixteen metal filament 220 volt, 30 candle power lamps, taking 15 watts per candle, are installed in a house. What is the total current taken when the lamps are all lighted, and the cost per hour if electricity is supplied at 5 annas per kilowatt-hour?

8. State the laws governing the transverse vibrations of stretched strings. Explain how the frequency of a tuning fork can be determined by means of a sonometer.

A copper wire one metre long is vibrating in two segments when stretched by a load of $\frac{1}{4}$ kilogram. Find the frequency of the note if the mass per centimetre is .01 gram.

ANNAMALAI UNIVERSITY

Intermediate Examination in Arts and Science, 1933

CHEMISTRY—FIRST PAPER

SATURDAY, 25TH MARCH]

[10 A M TO 12 NOON

1 Describe experiments by means of which the Com-
position by volume of a gaseous compound can be measured.
State the general law which the results illustrate

— Or —

State the Law of Constant Composition and
describe an experimental method of demonstrating its truth

2. Give a full description of *one* method of finding the
equivalent weight of any metal you may select

The chloride of an element contains 48.6% of
chlorine. Its vapour density referred to hydrogen under
the same conditions of temperature and pressure is 109.6
Calculate the equivalent weight of the element and the
molecular weight of the compound [Cl = 35.5]

3. How is iodine manufactured? Describe three lec-
ture experiments to illustrate its more important properties.
Starting from iodine, how would you obtain (a) hydriodic
acid, (b) potassium iodate?

— Or —

Describe what happens when

(a) Common salt is heated with sulphuric acid.

(b) Carbon-dioxide is passed through a solution
of common salt saturated with ammonia.

(c) A strong solution of common salt is elec-
trolysed. Give equations in each case.

[P. T. O.]

4. What substances are produced when water acts upon (a) Calcium metal, (b) Sodium peroxide, (c) Magnesium nitride, (d) Phosphorous pentoxide, (e) Silicon tetrafluoride. Give equations.

— Or —

Describe carefully the effect of heat on (a) Ammonium Chloride, (b) Ammonium nitrate, (c) Potassium nitrate (d) Lead nitrate, (e) Crystallised copper sulphate

5 How is carbon monoxide prepared in the laboratory? Make a neat sketch of the apparatus you would employ.

In the compounds carbon-dioxide and carbon monoxide, the proportion of oxygen to carbon in the one is twice that in the other. By what experimental evidence has it been established?

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CHEMISTRY—SECOND PAPER

SATURDAY, 25TH MARCH]

[2 P.M. TO 4 P.M.

[N B—*Answer any FIVE questions. Give equations wherever possible*]

1. Describe in detail how you would prepare and collect a specimen of pure dry ammonia

100 c.c. of ammonia gas was confined over mercury in a eudiometer and sparked until the volume doubled 100 c.c. of pure oxygen was now introduced and the mixture exploded. The volume after explosion was found to be 75 c.c. Deduce the composition of ammonia and its molecular formula, assuming the temperature and pressure to remain constant throughout the experiment

2 Explain, with the aid of examples, what you understand by the following terms —(a) alums, (b) basicity of an acid, (c) hardness of water, (d) thermal dissociation, (e) indicator.

3 Explain what happens if (a) nitric acid is used instead of hydrochloric acid in making hydrogen sulphide in the Kipp's apparatus, (b) sulphuric acid is used instead of hydrochloric acid in generating carbon dioxide from marble, (c) hydrochloric acid is used instead of sulphuric acid in making nitric acid from nitre.

4 What is meant by a normal solution? Calculate the weight of sulphur that would be required to afford enough sulphuric acid to make 1 litre of N/10 solution of the acid.

What weight of barium sulphate can be obtained from 10 c.c. of such a solution? (Ba = 137; S = 32.)

[P. T. O.]

5. Give an account of the manufacture of yellow phosphorus. By what experiments can you prove that the yellow and red forms of this element are chemically identical? How would you convert phosphorus into (a) phosphine, and (b) orthophosphoric acid?

6 Describe the preparation of pure crystals of potassium dichromate in the laboratory. Starting from it, show how you would obtain (a) Oxygen, (b) Chlorine, and (c) Chrome alum.

7. Name two of the important ores of Zinc and explain the method of extracting the metal from one of these.

State what happens when a solution of a zinc salt is treated with (a) ammonia, (b) sodium hydroxide, and (c) hydrogen sulphide

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BOTANY

TUESDAY, 28TH MARCH]

[10 A.M. TO 12 NOON.

[N B—Answer any FOUR questions. All questions carry equal marks]

1. What is meant by 'alternation of generations'? Explain it with reference to the life history of a fern

2 *Either*—Give an account of the chief functions of the green leaves of plants

Or—What do you understand by 'Osmosis'? What part does it play in the life of the plant?

3. What are the distinguishing characters of the Papilionaceae? Mention two plants of economic importance and describe the flower of one of the plants that you have examined

4 What is the difference between 'Pollination' and 'Fertilization'? Describe some of the devices met with to bring about cross-pollination

5 Describe the structure of and the process of germination in an endospermous dicotyledonous seed

6. Explain with suitable examples the following.—

Cladode, Rhizome, Apocarpous pistil, Achene; Capitulum.

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ZOOLOGY AND HUMAN PHYSIOLOGY

TUESDAY, 28TH MARCH]

[2 P M TO 4 P M.

[N B — *Answer All questions in A, and TWO questions only in B All questions carry equal marks Sketches carry weight*]

A

- 1 Write what you know of any Protozoa causing disease
- 2 Give an account of Hydra in regard to its structure, reproduction and habits
- 3 Compare the brain of the Frog with that of the Rabbit

B

- 4 Why is a mixed diet considered necessary for perfect health ?
 - 5 Describe carefully the structure and function of any *one* secreting gland and any *one* excreting gland of the human body
 - 6 State briefly what you understand by Organic Evolution Mention some of the evidences on which the Theory of Evolution is based.
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LOGIC—FIRST PAPER

TUESDAY, 28TH MARCH]

[10 A.M TO 12 NOON.

[N B — *Attempt FIVE questions, question 8 being compulsory.
All questions are of equal value.*

1 Distinguish (with examples) between the following classes of terms --

- (a) Positive, Negative and Privative
- (b) Relative and Absolute

2 Examine the following definitions and divisions —

- (a) Coins are small pieces of metal
- (b) Paper is a substance made of rags
- (c) Poetry is the rose upon truth's lips
- (d) The division of students into boys, girls, post-graduate, honours and poor
- (e) The division of propositions into categorical, universal and disjunctive

3 What is logical division? What are its laws? How is it related to definition?

4 (a) Given the truth of the proposition "only talented men succeed at the bar", what can you infer about (1) 'persons who are talented', (ii) 'persons who do not succeed at the bar'?

(b) Give the contrary, the contradictory and the contrapositive of the following —

Several observers saw the meteor.

[P. T. O.

5 What is Reduction? For what is it used? Reduce the following argument both directly and indirectly.

All my cattle are branded Y

None of these in the pen are branded Y

Therefore none of these is mine

6 What is meant by a dilemma? Explain the different ways of attacking a dilemma. Give a concrete example of a complex constructive dilemma and rebut it

7 Explain why no conclusion follows—

(a) in Figure I if the minor premiss is negative,

(b) in Figure II if the major premiss is particular.

8 Examine the following arguments and name the fallacy (if any) —

(a) It is not right for you to devote all your time to archæological research, for if all men did so, the business of the world could not go on

(b) It hoots, therefore it is only an owl

(c) If a student takes notes, his ear is distracted, if he does not, his memory may let slip some cardinal point. Either he takes notes or does not

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LOGIC—SECOND PAPER

TUESDAY, 28TH MARCH]

[2 P.M. TO 4 P.M.

[N B — *Only FIVE questions All questions are of equal value*]

1. "Induction is essentially a method of elimination, and Inductive conclusions are established through the disproof of the alternatives that do not satisfy certain conditions" Discuss

2. "A cause is an effect concealed, an effect is a cause revealed" Examine this statement and point out its bearing on the doctrine of Plurality of Causes

3 To what classes of facts is the Statistical Method specially applicable? When do we find statistics inadequate?

4. Give a brief account of the Method of Agreement

5 "In Analogy we do not count, but weigh the points of resemblance" Explain this statement and point out the relationship between Analogy and Induction

6. Trace, with the help of an example, the stages in the complete Inductive Method

7. Write notes on.—

1 Working hypothesis, 2. Crucial experiment;
3. Colligation, 4. Empirical law.

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Intermediate Examination, 1933

PART III—GROUP E

ANCIENT HISTORY—FIRST PAPER

(HISTORY OF GREECE)

THURSDAY, 23RD MARCH]

[10 A.M. TO 12 NOON

[N. B.—Answer any FIVE questions]

I Give some account of the political institutions of the Greeks in Homeric times.

II. What were the chief causes and the principal areas of Greek colonisation ?

III How do you account for the rise of tyrannies in Greece in the 6th Century B. C.? Discuss their work, illustrating your answer with reference to the work of any tyrant of the period.

IV To what extent did Solon lay the foundations of Democracy in Athens ?

V. Briefly review the causes for the wars between Greece and Persia in the 5th Century B.C. Account for the success of the Greeks.

VI How was the Confederacy of Delos transformed into an Empire? Why was the rule of Athens unpopular ?

VII Trace the rise of Thebes to supremacy under Epaminondas. How far was he successful ?

VIII. Describe the relations between the Greeks and the Carthaginians in Sicily.

IX. Sketch the career and work of *either* Brasidas or King Agesilaus of Sparta.

X. Describe the rise of Macedonia under Philip.

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Intermediate Examination, 1933
PART III—GROUP E.
ANCIENT HISTORY—SECOND PAPER
(HISTORY OF ROME)

THURSDAY, 23RD MARCH]

[2 P.M. TO 4 P.M.

[*N.B.—Answer any five questions*]

1. Describe the Servian Constitution and estimate its importance

2 Sketch the campaigns of Pyrrhus in Italy and account for his failure.

3. What were the duties of the Censors? Trace their growth in power and importance.

4 Contrast the Carthaginians with the Romans in the nature of their Government, military resources and character

5. Account for the predominance of the Senate at the close of the 3rd century, B.C. How far were its powers a contradiction of the theory of the constitution?

6. Give an account of the work of Caius Gracchus. Should we call him a statesman or demagogue?

7 Describe the course of events which led to the conquest of Greece by Rome. How did Greece 'take her conqueror captive'?

8. Give a short account of the dictatorship of Caesar 48 B.C., to 44 B.C.

9 'The Principate is "a restoration of the Republic". The principate is "the commencement of the legitimate monarchy". How do you explain this contradiction?

10. Draw either (a) a map of Gaul to illustrate Cæsar's campaigns, or (b) a map to illustrate the march of Hannibal as far as Cannæ.

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PART III—GROUP F

INDIAN HISTORY—FIRST PAPER

THURSDAY, 23RD MARCH]

[10 A.M.—12 NOON

[Answer FIVE questions]

1. What is the importance of the 6th century B. C. in Indian History?

2. Explain how the Mauryan Empire was established and account for its fall.

3. What do you know about the Sungas?

4. Compare Asoka and Kanishka;

— or —

Samudragupta and Harsha

5. How do you account for the intellectual activity of the Gupta age?

6. Explain the causes of the decline of Buddhism in India.

7. Describe the political condition of Peninsular India in the 7th Century A. D.

8. Explain why the Muhammadan conquest of India was slow and incomplete.

9. Estimate the services of Vijayanagar to South India.

10. Sketch the work and career of Firuz Tughlak, as a ruler.

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PART III—GROUP F

INDIAN HISTORY—SECOND PAPER

THURSDAY, 23RD MARCH]

[2 P M —4 P M

[N. B.—*Answer any FIVE questions*]

1. Explain the importance of the battle of Talikota (Rakhas Tangadi), and point out its effect on the history of South India.
 2. What do you consider to be the chief merits and defects of the system of Mughal administration?
 3. Write a brief note on the chief European travellers in India in the 17th century
 4. Sketch the expansion of the Maratha power under Peishwa Bajı Rao I.
 5. Sketch the growth of the English settlements in India down to 1744 A D ?
 6. Trace the career of Hyder Ali of Mysore.
 7. Describe and comment on the Subsidiary System of Marquess Wellesley.
 8. Give an account of Lord William Bentinck's reforms.
 9. Trace the main stages in the British conquest of Burma
 10. What steps have been taken in the last sixty years to associate the people of India with the Government of the country ?
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Intermediate Examination, 1933

PART III—GROUPS E AND F

MODERN HISTORY—FIRST PAPER

(HISTORY OF GREAT BRITAIN AND IRELAND)

FRIDAY, 24TH MARCH]

[10 A.M.—12 NOON

[N B.—*Answer FIVE questions*]

1. Trace the progress of the Danish conquest of England. What were its effects?
 2. How did the Norman Conquest result in the establishment of a strong monarchy?
 3. What were the questions at issue in the quarrels of Henry I and Henry II with the Church?
 4. Describe the system under which land was held and cultivated in the mediaeval English manor.
 5. What measures did Edward I take to strengthen the position of the Crown?
 6. Explain the difference between Merchant Guilds and Craft Guilds, and trace the growth of the latter.
 7. Account for the failure of the Lancastrians to hold their possessions in France
 8. Trace the relations between England and Scotland in the Tudor Period.
 9. Explain the necessity for the economic legislation undertaken in the reign of Elizabeth.
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Intermediate Examination, 1933

PART III—GROUPS E AND F

MODERN HISTORY—SECOND PAPER

FRIDAY, 24TH MARCH]

[2 P.M.—4 P.M.

[*Answer FIVE questions*]

- 1 Give a critical account of the foreign policy of Oliver Cromwell.
 2. Discuss the character of the Revolution of 1688.
 - 3 Account for the ascendancy of the Whigs from 1714 to 1761
 4. Explain the part played by sea-power in the Seven Years' War and in the American War of Independence.
 5. Give an account of the political and economic reasons for England's opposition to Napoleon.
 - 6 Trace the steps in the establishment of Free Trade in England.
 7. Summarise the achievements of Gladstone's first Ministry.
 8. Why is the 19th century called "the Wonderful century" ?
 9. Describe and account for the political privileges of women in England to-day.
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