

8/16

IES/ISS 04

Serial No. 5391

A-JFT-J-HF

**GENERAL ENGLISH**

Time Allowed : Three Hours

Maximum Marks : 100

**INSTRUCTIONS**

*The Candidates should attempt ALL questions, unless otherwise directed.*

*The number of marks carried by each question is indicated at the end of the question.*

*Answers must be written in **ENGLISH**.*

*Candidates are requested to write clear, legible, and concise answers and to adhere to word limits wherever indicated. Irrelevance, diffuseness, and disorganization will be penalized. Failure to adhere to word limits will also be penalized.*

*Candidates are also requested not to reproduce crammed material but to present their own ideas in their own words.*

*Précis should be written only in the special précis sheet provided, which should thereafter be fastened securely inside the answer book.*

1. Write an essay on any **one** of the following topics in about 1000—1200 words : 40
- (a) The relevance of traditional values in a globalised world.
  - (b) The consumer culture in India — a waste of resources or an engine of growth ?
  - (c) India's space programme — problems and prospects.
  - (d) The global recession — an obstacle to development or an opportunity for change ?
2. Write a précis of the following passage in about 190 words, using your own words as far as possible. Please state the number of words used in your précis and suggest a suitable title. (Note : the précis must be written only on the special sheet provided for this purpose — one word in each block — and the sheet should be fastened securely inside the answer book.) : 20

Knowledge, says the proverb, is power. Education ultimately leads to knowledge and hence to power. But this power is the power of the mind, and is perhaps not attainable by everybody. There are several stages before one can reach the final state : *patha* (learning) and *shiksha* (education) should ideally lead to *vidya* (knowledge), *bodhi* (wisdom), and lastly *gnana* (enlightenment). In his concept of education Tagore sought to attain these goals by combining formal study with the nurturing of creativity and the inculcation of self-discipline and social consciousness.

The very layout of the educational complex at Santiniketan in Tagore's time bore testimony to this holistic vision. The research library was located at the very centre of the complex with two sprawling playgrounds on either side – the idea was that the little boys would observe their seniors at work and strive to emulate them, while the researchers, instead of losing their way in abstract book-learning, would remain close to life in the midst of frolicking children. Classes for the juniors were held in the open air under trees to break the monotony of continuous lectures, and most of the science classes were based on direct observation of nature. Formal examinations were abolished for the younger children to make study a pleasure rather than a chore.

Self-discipline was instilled even in the youngest child through a clear demarcation of responsibilities. The students were expected to be alert to matters of health and hygiene and keep the complex clean, with duties distributed among them on a rotational basis. Moreover, the entire responsibility for self-governance was delegated to the students themselves. It was they who were expected to devise means to deal with day-to-day problems – be it the mischievous conduct of a fellow student or the enforcement of rules within the student fraternity. Teachers took classes and supervised the work, but intervened directly only when absolutely necessary. Thus students gained both leadership skills and the ability to work as a team, and became oriented towards innovation and initiative, thereby enhancing their competence to deal with the many challenges of day-to-day life.

Student activity in these schools went beyond quantifiable learning goals to embrace the nurturing of creative energy, and the development of moral values through social service and community improvement programmes. Hand written and illustrated magazines containing creative work by students date from the earliest days of the *ashrama*. Study and social work went hand in hand to make the students not only academically aware but also socially and culturally sensitive. Except for the very young ones, students regularly went out to serve in the neighbouring villages, especially in times of distress such as floods and drought. Camps were held in the rural areas on school holidays, with students instructing the villagers in the rudiments of hygiene.

Tagore was equally sensitive to the importance of vocational education, and to the fact that it is unjustifiably devalued in formal academic programmes. To alleviate this lack he set up another school at Sriniketan, three kilometers from Santiniketan, to teach skills such as carpentry, weaving, animal husbandry and other pursuits suitable for the local inhabitants of the region. Soon adult education classes were also introduced by popular demand from members of the adjoining rural communities. Through his various educational schemes Tagore wished to produce self-reliant individuals and responsible members of society rather than merely learned scholars.

3. Write a single paragraph in about 200 words on any one of the following : 10
- (a) A little learning is a dangerous thing.
  - (b) Self-interest is but the survival of the animal in us.
  - (c) No man is a hero to his valet.
  - (d) Wealth is the product of man's capacity to innovate.
4. Use each of the following words to make sentences that brings out the meaning of each clearly. Do not change the form of the words. No marks will be given for vague or ambiguous sentences : 2×5=10
- (a) Alleviate
  - (b) Obfuscation
  - (c) Succinct
  - (d) Grapevine
  - (e) Dissimulation.
5. Rewrite each of the following sentences as directed without changing the meaning of each : 2×5=10
- (a) He is so weak that he cannot even sit up.  
(Rewrite using 'too')
  - (b) If you speak the truth, you will be rewarded.  
(Rewrite as a compound sentence)
  - (c) Someone switched on the light and opened the door.  
(Change into the passive voice)

(d) The work must be completed. There must be absolutely no delay.

(Combine the sentences to form **one** simple sentence)

(e) The teacher was very ill. The students heard the news. They went to see him at the hospital.

(Combine the sentences to form **one** complex sentence)

6. Correct the following sentences without changing their meaning. Please do not make unnecessary changes in the original sentence in each case. In case you think there is no error, then write down the sentence as it is :

1×10=10

(a) He told that he was tired.

(b) Running down the road, I saw him enter the shop.

(c) Where you think he is going and with who ?

(d) She said she would come, won't she ?

(e) You have eaten ?

(f) I'm not sure who is that person.

(g) There is very less sugar in that jar.

(h) I am really excited to visit my grandparents next month.

(i) Can you please give me advice on the best options for investment ?

(j) There is absolutely none I can trust.