

ENGLISH LANGUAGE

Full Marks: 80

Time: 2 hours

All questions are compulsory unless otherwise instructed.

1. Write an essay in about 1500 words on any one topic from the following : **[15 marks]**

- a. An equalitarian society
- b. Democracy and the parliamentary system
- c. Empowerment of women
- d. The mystery of life
- e. Consumer protection in India

2. Draft paragraphs in about 300 words each on any two of the given topics: **[~~3~~ × 5 = 15]**

- a. Growing violence in educational institutions
- b. Falling rupee is adding to India's economic woes
- c. Sex education in schools
- d. Are reservations in jobs justified
- e. India and China border dispute
- f. Man is born free, but everywhere he is in chains
- g. Is making room for more states in India justified?
- h. Cricket as a national obsession

**[1.5 × 2 = 15]**

3. Imagine that you are the President of Students Welfare Association of your university. Your university is organizing a relief camp for the Uttarakhand flood victims. Draft a notice in not more than 100 words inviting the student volunteers to join the cause. **[10 marks]**

OR

You are the Cultural Secretary of your college, which is celebrating Human Values Day. Draft a notice in not more than 100 words inviting poems, articles and essays on human values from the students.

4. Draft a letter on any one of the following: **[10 marks]**

- a. A letter to the Chief Editor of a national daily raising concern over the lack of security for women in the public transport of Delhi.
- b. A letter to the Public Welfare Department of your city regarding the poor plight of roads and drainage system which causes chaos on the roads during the rainy season.
- c. A letter to the Chief of Intelligence Bureau regarding the conversation about illegal activities that you had overheard during a cross connection on your mobile phone.

5. Read the following passage and answer the questions that follow. **[2 X 5 = 10 marks]**

Democracy has been adorned throughout the world as the most ideal form of government. It has been functioning most successfully in one form or the other in almost all the countries of Europe and the United States. In the USA, democracy was established after the 1775 revolution that resulted in the formation of the Republic, with George Washington as the first President. The suit was followed by France where democracy took birth in July, 1789, immediately after the revolution against monarchy. Thereafter the spirit spread throughout Europe like wild fire. In some countries power was snatched from the monarchs while in others it was handed over to the people voluntarily by kings. In a few, like England, monarchy was retained together with democracy – the monarch remaining simply constitutional head of the State.

Thus the welcome shift in the democratic setup is that the common man becomes important. The second aspect that cannot be ignored is that the strength or the will or the control lies not in individuals separately, but as a part of the community. Thus democracy, for the first time established a real pragmatic relationship between the individual and the community. It may lead one to think that it is akin to communism. The difference is very sharp. In communism it is the community that is important while in democracy it is the 'man' who is more important. It is only Democracy in which every man is given importance. J.W.Garner makes it clearer when he emphasizes that "A democratic government is one which is constituted and administered on the principles that every adult citizen...should have a voice"

It is the voice of the citizen that makes it different from other forms of government. In monarchy, the voice lies in dynastic rule of the king. In dictatorship, it is the man who corrodes the powers of the Parliament or any other form of governing body and takes the command in his hands like a shepherd grazing his sheep. In Military Junta, the power lies in the hands of a few military commanders. The two forms are very common in the countries of the third world. Although backward in many aspects, India is an exception to this and is still the biggest democracy not simply in the third world but the whole world.

- a. What, according to the passage, is the true spirit of democracy?
- b. "The monarch remaining simply the constitutional head of the state" – what does the statement indicate regarding the power structure in a democracy?
- c. The individual is the real strength of a successful democracy – which sentence in the passage states this?
- d. What do you understand by a "pragmatic relationship" between the individual and the community?
- e. After reading this passage, what is your personal view regarding the different forms of government? How do you differentiate those?

6. Write a report on any one of the following: **[10 marks]**

- a. You did a survey as the Project Manager of a food conservation company on how traders hoard things and create artificial scarcity. Prepare a report along with a questionnaire to be submitted to the CEO of the company.

- b. Prepare a report on "Internet has transformed our way of living" to be published in the Editorial section of your annual magazine.
  - c. As the Managing Director of a power plant, prepare a technical report on 'Energy Crisis in India', and submit it to the Ministry of Power.
7. Please make a précis of the following passage by writing it in 1/3 rd of the original size and also title it. **[10 marks]**

The art of teaching is an ego-battering exercise. Teaching, by its very nature, exposes the self to myriad forms of criticism and rejection, as well as to emulation, flattery, love, anger and every other human emotion and science, technology, theories and practice, every other human phenomenon. A ticking tenure clock, CD-ROMS, grade inflation, classroom preparation, presentation, use of audio-visual aids, explaining the toughest subjects in literature and technology—these all are only the externalization of the personality and the psyche of the teacher. Knowledge, its utilization, glorification of the personal as well as the academic skills, building the career and life of the pupils as a whole are the different factors that make a teacher's life successful. Also failure, panic, lack of preparation, fraudulence and disorientation are some of the familiar themes of the academic version called teaching--the most challenging job. Richard Elmore, a professor at the Harvard Graduate School of Education writes, "Teaching is a messy, indeterminate, inscrutable, often intimidating and highly uncertain task. Exposing one's knowledge, personality and ego to the regular scrutiny of others in public is not an easy work under the best of circumstances." As confronting a skeptical roomful of students every morning, getting drained out at the end of the day and being a matter of discussion at every dining table of the pupils with their parents, keeping pace between teaching and research—may not always be a glad pursuit, hence teaching is the most challenging, dynamic and the most demanding profession.

Before opting teaching as a profession, one needs to have mastery over the subject and optimism towards life. Throughout the teaching career, the teacher needs to ask certain questions to himself: Is my life associated with my profession? Do I deserve to be doing it? Where am I going? Is teaching my passion? What will happen to me when I can no longer teach? These fundamental questions of identity and purpose are at the heart of literature as well. There are seven anxieties of teaching that are immediate, concrete and professional: lack of pedagogical training, isolation, stage fright, the conflict between teaching and research publications, course coverage, grading and peer evaluation.

Teaching is a demanding occupation, but few of us actually have studied how to do it. Most tenure professors at the beginning of the 21<sup>st</sup> century picked up teaching through painful experience, doing onto others as was done onto us. Tales of initiation have a common narrative structure—how the novices stumble into their first classroom, do the best they can, and gradually find ways to overcome their fears of exposure and inadequacy, and shape a teaching style that seems congenial for their own personalities and environments. Jane Thompkins confessed in her book 'A Life in School: What the Teacher Learned' (1996) that, "teaching was exactly like sex for me---something you were not supposed to talk about or focus on in any way, but that you were supposed to be able to do properly when the time came." Most teachers endlessly worry about what they are saying rather than what the

students are learning. Sometimes the main points would get lost or squeezed into the last few minutes when the students collect their things, anxious about being late for the next class and no longer pay attention. Teaching preparation is a basic requirement for us, every teacher should have a well thumbed pedagogy books which provide an overview of research on learning in higher education, plus theories and techniques of course design, lecturing, leading discussions, giving examinations, grading, dealing with problematic students, counseling and handling cheating or plagiarism. One of the best aspects of the work of teaching is that it doesn't have to be original to be good. We can borrow ideas and methods form our colleagues, predecessors, professors, we can imitate, copy and plunder in the confidence that the students will benefit form every good teaching technique we can put into action in our own classroom. As teachers we are not in competition with each other, teaching is not a zero-sum game, with the success of one subtracting form the failure of some other. Teaching is perhaps the most privatized of all the public professions. Though we teach in front of the students, we almost always teach solo like a dramatic monologue, out of collegial sight--- as contrast with surgeons or lawyers who work in the presence of others who know their craft well. When we walk into our workplace, the classroom, we close the door on our colleagues. However, if classroom teaching is private and isolated, lecturing is a public display of pedagogical techniques or their absence. That is why in many good universities of the word, beginning faculty participate in a term of workshops with other new teachers. The anxieties of isolation seem to be on the decline. Also, it is an opportunity for teachers to renew their own student roles, and to reflect on how they respond to various teaching styles. At the same time these teachers should have compelling enthusiasm and intellectual involvement. As audiences, they should not waste these occasions, letting the mind wander, applauding with polite imitation, and asking phony or competitive questions and finding ways to steer the conversation around to their own specialties and interests. (876 words)