

MIZORAM PUBLIC SERVICE COMMISSION

TECHNICAL COMPETITIVE EXAMINATIONS FOR RECRUITMENT TO JUNIOR GRADE OF MIZORAM ENGINEERING SERVICE UNDER PUBLIC HEALTH ENGINEER AND POWER & ELECTRICITY DEPARTMENT, NOVEMBER, 2015

GENERAL ENGLISH

Time Allowed : 3 hours

Full Marks : 100

Attempt all questions.

1. Write an essay on any one of the following topics: (20)
 - (a) Same sex marriage
 - (b) Religious revivals in Mizoram
 - (c) The strength of India lies in its diversity

2. Make a précis, in your own words, of the following passage in about one-third of its length. (20)

No amount of improvement and reconstruction in education will bear much fruit if our schools and colleges are undermined by indiscipline. An impartial examination makes it clear that students and teachers alike need more of the spirit of discipline. If proper education is to be given, acts of indiscipline prevalent in our educational institutions have to be checked.

Indiscipline may take the shape of group indiscipline or individual indiscipline. Group indiscipline is the worse of the two. While as individual many of our students are as good as students elsewhere, the tendency to group indiscipline has increased in recent years. Many causes have led to this group indiscipline. For various reasons under a foreign regime, acts of indiscipline became frequent, often necessitated by political activities, which were launched against a foreign Government. While there may have been justification for such indiscipline under different political circumstances, we feel that there is no justification for such acts of indiscipline after the attainment of independence. The democratic constitution which the country has adopted permits the redressing of grievances through democratic machinery. It would be against all principles of democracy if such acts of indiscipline were to continue.

The real purpose of education is to train youth to discharge the duties of citizenship properly. All other objectives are incidental. Discipline, therefore, should be the responsibility of parents, teachers, the general public and the authorities concerned. There are some positive factors promoting discipline. The Indian student's natural tendency is to be disciplined. It is only when forces act strongly on him that he may sometimes be led astray. He appreciates rules and is normally inclined to abide by them. Much can be done to encourage this trend in school and college life. Personal contact between teacher and pupil is essential. Emphasis is also laid on the role of the class teacher or tutorial guide in promoting general discipline and the welfare of the pupils. Further, a greater responsibility should develop upon the students themselves in the maintenance of discipline. Nothing is more calculated to develop a proper sense of self-discipline and proper behaviour than their enforcement, not by any outside authority with any symbol of punishment but by the students themselves. They should choose their own representatives to see that proper codes of conduct are observed.

Another important method of bringing home to pupils the value of discipline is through group games. It is on the playing fields that the virtue of playing the game for its own sake and the team spirit can be cultivated. Such extracurricular activities as Boy Scouts, Girl Guides, the National Cadet Corps, Junior Red Cross and Social Service activities will promote a proper spirit of discipline. The

building up of a truly harmonious and united form of community life should be the endeavour of all progressive educational institutions.

Lastly, discipline among students can only be promoted if there is discipline among the staff. The teacher and the educational administrator should realize that their activities are all being watched by their pupils. To that extent, therefore, both in their personal conduct and in their general attitude to all problems concerning the country, they have to realize that there are limitations within which they must act for the best interest of education. Ultimately, it is the school or college atmosphere and the quality of the teachers there that ensure proper codes of conduct and discipline among our students.

3. Read the passage and answer the questions given below:

I am always amazed when I hear people say that sport creates goodwill between the nations, and that if only the common people of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. Anyone who has played even in a school football match knows this. At the international level sports is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe – at any rate for short periods – that running, jumping and kicking a ball are tests of national virtue.

As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words, it is war minus the shooting.

Instead of blahblabing about the clean, healthy rivalry of the football field and the great part played by the Olympic Games in bringing the nations together, it is more useful to inquire how and why the modern cult of sport arose. Most of the games we now play are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. The games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism – that is, with the lunatic modern habits of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organised games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses.

- (a) In what sense is international level sport mimic warfare? (3)
- (b) Why has serious sport nothing to do with fair play? (3)
- (c) Why do organised games flourish in urban communities? (3)
- (d) How is the spread of organised sport bound up with the rise of nationalism? (3)
- (e) What are the merits and demerits of international level sport? (3)
- (f) How far do you agree with the views of the author? (3)

- (g) Explain the meaning of the following phrases: (2)
- (i) savage passions
 - (ii) a confined life
4. Put in the correct form of each verb to complete the sentences. Use the past continuous or simple past. (10×1=10)
- (a) I _____ (lie) in the bath when the phone _____ (ring).
 - (b) It _____ (be) cold when we _____ (leave) the house that day, and a light snow _____ (fall).
 - (c) Your friend who _____ (come) here the other day _____ (seem) very nice. I _____ (enjoy) meeting her.
 - (d) When I _____ (see) the man, he _____ (stand) outside the bank.
5. Identify the part of speech of the underlined words : (10×1=10)
- (a) Shall we walk into town?
 - (b) Laura wanted a talk with Rita.
 - (c) The windows aren't very clean.
 - (d) We went to a fabulous show in Mumbai.
 - (e) Laura wanted to show Rita her photos.
 - (f) She refused to accept the gift I sent her.
 - (g) He remained inside the house.
 - (h) He helps the poor.
 - (i) A burnt child dreads the fire.
 - (j) My friend deals in cloth.
6. Insert appropriate prepositions: (10×1=10)
- (a) I am not inclined to dispose _____ my books.
 - (b) My father advised me to work _____ these lines.
 - (c) It is best to stay indoors _____ such a hot day.
 - (d) A hundred soldiers rushed headlong _____ the mouth of death.
 - (e) As I entered his office, I saw the general working _____ his table.
 - (f) Bihar is rich _____ iron.
 - (g) He is not true _____ his word.
 - (h) She opened her book _____ page fifty.
 - (i) I turned _____ the tap.
 - (j) She took leave _____ him.
7. Rewrite the following sentences inserting the words given in brackets: (10×1=10)
- (a) He is a man of _____ birth. (decent/descent)
 - (b) Perfect health depends on the _____ of a few simple rules of health. (observation/observance)
 - (c) We sat down _____ the stream. (beside/besides)
 - (d) Aesop has written an _____ conversation between a wolf and a lamb. (imaginary/imaginative)
 - (e) He has built an extremely _____ house for himself. (luxurious/luxuriant)
 - (f) She is a _____ person by nature. (quite/quiet)
 - (g) He is full of youthful _____ even at the age of sixty. (ardour/order)
 - (h) He is a man of _____ character. (loose/lose)
 - (i) I bought five _____ of cotton. (bales/bails)
 - (j) She has _____ many difficulties in her life. (born/borne)