

COMMUNICATIVE ENGLISH
(BASIC READING AND WRITING)

Time : Three hours

Maximum : 100 marks

1. Give phonetic transcription for the following words : (20 × ½ = 10)

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|-----------------|--------------|
| (a) Park | (k) Play |
| (b) Ship | (l) Love |
| (c) Tough | (m) Song |
| (d) Examination | (n) Water |
| (e) Measure | (o) Magazine |
| (f) Brave | (p) Kite |
| (g) Night | (q) Nun |
| (h) Judge | (r) Tusk |
| (i) Church | (s) Jam |
| (j) Teach | (t) Cat. |

2. Read the following passage and answer the questions given below : (10 × 2 = 20)

Before we answer the question posed in the title of the essay it will be worthwhile to state what education is. For what a thing does or can do very largely depends upon what it is. In its broadest sense education means the training of the mind and the spirit. But the question arises: training for what? The human mind is the chief instrument of knowledge and wisdom. The human spirit on the other hand is essentially an instrument of adventure, aesthetic, cultural and moral. Between the two of them they take care of the totality of human life which encompasses the societal as much as the individual needs. This point will be dealt with later in the essay. The only point that we would like to add here is that all training (and therefore by implication education) presupposes a capacity for 'growth and development Education, therefore, is in one sense the drawing out and developing the best that there is in a human being.

True education begins in the cradle-one might even add in the mother's womb itself. For it is here that the motor and sensory responses of the child's organism get their first exposure to external stimuli. Even an eight-month old infant has an inchoate sense of cleanliness and creature comforts. Its reactions, though largely instinctive, have a 'mind' behind them. Recognition of a smile and for that matter of a frown on the parent's face

is indicative of the presence of rudimentary awareness. And where there is awareness there is scope for education.

Habits formed in early childhood are not only enduring, they are also hard to undo. It is for this reason that parents and others who come in direct contact with a child in the family have to be extremely careful in what they say and do to the child. This brings in the interesting paradox: no one can educate others, 'not even a child, unless he is himself truly educated.

It is obvious from the foregoing that formal schooling as a means of education is a much later happening. When it does begin, however, it has to be treated as a serious undertaking. It is impossible to over expend human energy and effort on early schooling of the child. The early school is truly a nursery where given the right climate and inputs the child can blossom into a: intelligent, imaginative and highly disciplined young person. It is here that the first lessons in team spirit, Co-operation, fellow-feeling, tolerance, service and sacrifice are imbibed. But these are not enough. Now is also the time when the child should be schooled in the art of aesthetic appreciation including love of nature. For all these purposes maximum stress should be laid on outdoor activities, games, excursion, poetry and music. One last factor, often ignored by educationists and in genteel writing is the child's initiation into an uninhibited awareness of the

naturalness of sex differences. Any attempt at euphemism mystification or wilful suppression of this vital fact of life will 'spell disaster and result in all kinds of aberrations and perversities in later life.

The next critical stage, perhaps the most critical of all, where education, both formal and informal, has a crucial role to play is when the young boy attains adolescence and the young girl puberty. It is a critical period needing delicate handling and wise counsel. Facts of life have an inexorable logic of their own. They cannot be wished away. The best policy, therefore, is to face them squarely and to intelligently train them into constructive channels. Good education can do much to keep the personality of the young man or woman on an even keel and to prevent it from going astray. This is also the time when the young mind has to be prepared to get out of its narrow shell, and to prepare to belong to the world at large. The spirit of the U.N.O. is best instilled at an early age when idealism has not yet gone frigid and when the reaches of human sympathy and imagination know no limits.

From here it will be a smooth transition to college or university. These are places where the frontiers of knowledge are explored and pushed forward, where pursuit of truth (both science and moral philosophy) is carried on and its application for social welfare and the betterment of man is made possible. Such is the nature of education that the

