

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
INDIAN INSTITUTE OF TECHNOLOGY (INDIAN SCHOOL OF MINES), DHANBAD

End Semester Examination (Monsoon Semester) 2022-23

CLASS: JRF

SUBJECT: Research and Technical Communication (HSI500)

TIME: 3 Hours **M. MARKS: 100**

Date of Exam.: 30.11.2022 **Time of Exam.: 3:00 pm – 6:00 pm**

USE SEPARATE ANSWER SCRIPTS FOR EACH PART

PART – I

I. Read the passage and answer the questions based on it. (20 Marks)

Political education has many connotations. It may be defined as the preparation of a citizen to take well informed, responsible and sustained action for participation in the national struggle in order to achieve the socio-economic objectives of the country. The predominant socio-economic objectives in India are the abolition of poverty and the creation of a modern democratic, secular and socialist society in place of the present traditional, feudal, hierarchical and an egalitarian one.

Under the colonial rule, the Congress leaders argued that political education was an important part of education and refused to accept the official view that education and politics should not be mixed with one another. But when they came to power in 1947 they almost adopted the British policy and began to talk of education being defiled by politics. ‘Hands off education’ was the call to political parties. But in spite of it, political infiltration into the educational system has greatly increased in the sense that different political parties vie with each other to capture the mind of teachers and students. The wise academicians want political support, without political interference. What we have actually received is infinite political interference with little genuine political support. This interference with the educational system by political parties for their own ulterior motives is no political education at all and with the all-round growth of elitism, it is hardly a matter for surprise that real political education within the school system (which really means the creation of a commitment to social transformation) has been even weaker than in the pre-independence period.

During that time only, the struggle for freedom came to an end and the major non-formal agency of political education disappeared. The press played a major role by providing some political education. But it did not utilize the opportunity to the full and the strangle hold of vested interests continued to dominate it. The same can be said of political parties as well as of other institutions and agencies outside the school system which can be expected to provide political education. After analysing all these things, it appears that we have made no progress in genuine political education in the post-education period and have even slided back in some respects. For instance, the education system has become even more elite-oriented. Patriotism has become the first casualty. The father of the nation gave us the courage to oppose government when it was wrong, in a disciplined fashion and on basic principles. Today, we have even lost the courage to fight on basic issues in a disciplined manner because agitational and anarchic politics for individual, group or party aggrandizement has become common. In the recent times the education system continues to support domination of the privileged groups and domestication of the under- privileged ones. The situation will not change unless we take vigorous steps to provide genuine political education on an adequate scale. This is one of the major educational reforms we need, and if it is not carried out, mere linear expansion of the existing system of formal education will only support the status quo and hamper radical social transformation.

1. Which word is nearly opposite in meaning as “defile” as used in the passage?

2

- a. Disparage
- b. forgery
- c. degenerate
- d. sanctify

- 2. According to the passage, what should be the main purpose of political education? 2**
- To champion the cause of elitism
 - To bring qualitative change in the entire education system
 - To create an egalitarian society**
 - To prepare the young generation with high intellectual acumen.
- 3. How has politics been related to educational institutions after independence? 2**
- Although they got political support but there was no interference of politics.
 - It is clear that they got almost no political support as well as political interference.
 - They got political support at the cost of political interference.
 - There was substantial interference without political support.**
- 4. Based on the passage, which is the major drawback of the present education system? 2**
- The education system mainly represents the oppressed sections of the society.
 - The present education system promotes the domination of the privileged few.**
 - It is based on the British model of education.
 - It is highly hierarchical and egalitarian in nature.
- 5. Which is the most opposite in meaning to the word ‘hamper’ as used in the passage? 2**
- Accelerate
 - envision
 - foster**
 - initiate
- 6. Provide evidence from the paragraph for the statement “We have not received political education at all.” 2**

The wise academicians want political support, without political interference. What we have actually received is infinite political interference with little genuine political support. This interference with the educational system by political parties for their own ulterior motives is no political education at all and with the all-round growth of elitism, it is hardly a matter for surprise that real political education within the school system (which really means the creation of a commitment to social transformation) has been even weaker than in the pre-independence period.

- 7. What is one of the major educational reforms we need? 2**

Genuine political education

- 8. Why have we lost the courage to fight on basic issues in a disciplined manner? 2**

Because agitational and anarchic politics for individual, group or party aggrandizement has become common.

- 9. Write an appropriate topic sentence for the paragraph. 2**

Open Ended

- 10. Write an appropriate title for the passage. 2**

Necessity of/Importance of/Need for Political Education, etc. (Open Ended)

- II. Rearrange the following group of sentences to form a paragraph. Make a note of the order in which they should be placed (a, d, c, b...). (5 Marks)**

- I had to hurry breakfast, for the train started a little before eight.
- Towards morning I slept and was wakened by the knocking at my door.

- c. I did not sleep well, though my bed was comfortable enough for I had all sorts of queer dreams.
- d. It may have been the paprika also, for I had to drink up all the water in my carafe, and was still thirsty.
- e. There was a dog howling all night under my window, which may have had something to do with it.

Rearranged Order: c,e,d,b,a

III. Develop a coherent argumentative paragraph on one of the given topics. Make sure to include a minimum of two arguments in favour of the topic and two against. (15 Marks)

1. Veganism
2. Colonization of Mars
3. Free Health-Care
4. Indoor Plants
5. Self-Driving Cars

IV. Change the sentences according to the instructions: (10 Marks)

1. They forced him to steal the money out of his dad's room. (**Change the Voice**) 2

Ans: He was forced to steal the money out of his dad's room.

2. The traveller may pass for days together through open plains, covered by a poor and scanty vegetation. (**Declutter**) 2

Ans. The traveller may pass for days through open plains with scanty vegetation.

3. Our English teacher is giving us too much tasks. (**Correct the error**) 2

Ans. Our English teacher is giving us too many tasks.

4. The meeting is due tomorrow. It must be postponed. (**Join the sentences**) 2

Ans. Our English teacher is giving us too many tasks.

5. Millis friends skipped school on December 12 2021 so she did too (**Punctuate**) 2

Ans. The meeting, due tomorrow, must be postponed (Other options are also possible, and = .5)

PART – II

1. The following extract is from an Introduction. It is one long paragraph and contains three very long sentences, averaging over 80 words each. Divide the paragraph into three shorter paragraphs, and break up each sentence into shorter more manageable sentences. (10 Marks)

The aim of this paper is to confirm that how we speak and write generally reflects the way we think and that this is true not only at a personal but also at a national level, and to this end two European languages were analysed, English and French, to verify whether the structure of the language is reflected in the lifestyle of the respective nations. English is now the world's international language and is studied by more than a billion people in various parts of the world thus giving rise to an industry of English language textbooks and teachers,

which explains why in so many schools and universities in countries where English is not the mother tongue, it is taught as the first foreign language in preference to, for example, Spanish or Chinese, which are two languages that have more native speakers than English. As a preliminary study, in an attempt to establish a relationship between document length and level of bureaucracy, we analysed the length of 50 European Union documents, written in seven of the official languages

of the EU, to confirm whether documents, such as reports regarding legislative and administrative issues, vary substantially in length from one language to another, and whether this could be related, in some way, to the length of time typically needed to carry out daily administrative tasks in those countries (e.g. withdrawing money from a bank account, setting up bill payments with utility providers, understanding the clauses of an insurance contract). The results showed that...

Suggested Answer

The aim of this paper is to confirm that how we speak and write generally reflects the way we think, and that this is true not only at a personal but also at a national level.

Alternatively

The two aims of this paper are firstly to confirm that how we speak and write generally reflects the way we think. And secondly, that this is true not only at a personal but also at a national level.

Two European languages were analysed, English and French, to verify whether the structure of the language is reflected in the lifestyle of the respective nations.

New paragraph

English is now the world's international language and is studied by more than a billion people in various parts of the world. This has given rise to an industry of English language textbooks and teachers. In fact, in many schools and universities in countries where English is not the mother tongue, it is taught as the first foreign language. This choice is in preference to, for example, Spanish or Chinese, which are two languages that have more native speakers than English.

New paragraph

As a preliminary study, we tried to establish a relationship between document length and level of bureaucracy. We analysed the length of 50 European Union documents, written in seven of the official languages of the EU. This was done to confirm whether documents, such as reports regarding legislative and administrative issues, vary substantially in length from one language to another. We also wanted to know whether length of documents could be related, in some way, to the length of time typically needed to carry out daily administrative tasks in those countries. These tasks included withdrawing money from a bank account, setting up bill payments with utility providers, understanding the clauses of an insurance contract. The results showed that ...

2. This abstract is nearly 300 words long. Imagine that you only have space for 100 words. Delete anything that you think is not essential information. (10 Marks)

How we speak and write generally reflects the way we think and act. This paper aims to prove that this thesis is true not only at a personal but at a national level too. To this end we analysed two languages, English and Portuguese, to verify whether the structure of the language is reflected in the lifestyle of the respective nations – in the case of English we analysed Great Britain and Australia, and for Portuguese, we analysed both Portugal and Brazil. First, we developed a methodology for establishing a Verbosity Index in the two languages. This index is based on the level of redundancy, complexity and difficulty of understanding in scientific writing. The verbosity rate for Portuguese was found to be considerably higher than for English, and was then compared to

the Organisational Capacity Rate in the two countries. The latter rate is based on the difficulties due to disorganisation in typical daily bureaucratic activities (form filling, opening a bank account etc.). Our findings support the hypothesis that the simpler and more concise style and structure of the English language is evidence of an easier yet more structured society, whereas the verbose and complicated structure of Portuguese is indicative of the difficulties and disorganisation of life in both Portugal and Brazil. We also call into question the classical approach to analysing the two languages, which concludes that English is inherently more simple than other European languages. We contend that this apparent simplicity is a result of a concerted effort to make what was originally an equally complex language more readable and accessible. The results of our work should stimulate the writers of government documents around the world to express themselves more concisely and clearly. The outcome should be a considerable reduction in costs.

Suggested Answer

This paper outlines a methodology for establishing the amount of verbosity in a nation's language. The resulting Verbosity Index was then compared with the degree of disorganisation in that nation's society. Scientific writing in English and Portuguese were taken as examples, and our findings show that the simplicity of English over Portuguese, is indicative of the more organised lifestyle in Anglo countries. The assumption in the literature that English is by nature a simpler language than Portuguese, is called into question. Our results should stimulate the writers of government documents around the world to express themselves more concisely and clearly. The outcome should be a considerable reduction in costs.

**3. Sum up the most important points of the passage in a paragraph of around 100 words.
(15 Marks)**

Hypnosis

There are many methods of producing hypnosis; indeed, almost every experienced hypnotist employs variations differing slightly from those of others. Perhaps the most common method is something along these lines. The hypnotist tries to obtain his subject's co-operation by pointing out to him the advantages to be secured by the hypnosis, such as, for instance, the help in curing a nervous illness to be derived from the patient's remembering in the trance certain events which otherwise are inaccessible to his memory. The patient is reassured about any possible dangers he might suspect to be present in hypnosis, and he may also be told (quite truthfully) that it is not a sign of instability or weakness to be capable of being put in a hypnotic trance, but that, quite on the contrary, a certain amount of intelligence and concentration on the part of the subject is absolutely essential.

Next, the subject is asked to lie down on a couch, or sit in an easy-chair. External stimulation is reduced to a minimum by drawing the curtains and excluding, as far as possible, all disruptive noises. It is sometimes helpful to concentrate the subject's attention on some small bright object dangled just above eye-level, thus forcing him to look slightly upwards. This leads quickly to a fatigue of the eye-muscles, and thus facilitates his acceptance of the suggestion that he is feeling tired and that his eyes are closing. The hypnotist now begins to talk to the subject in a soft tone of voice, repeating endlessly suggestions to the effect that the subject is feeling drowsy, getting tired, that his eyes are closing, that he is falling into a deep sleep, that he cannot hear anything except the hypnotist's voice, and so on and so forth. In a susceptible subject, a light trance is thus induced after a few minutes, and the hypnotist now begins to deepen this trance and to test the reactions of the subject by giving suggestions which are more and more difficult of execution. Thus, he will ask the subject to clasp his hands together, and tell him that it is impossible for him to separate his hands again. The subject, try as he may, finds, to his astonishment, that he cannot in actual fact pull his hands apart. Successful suggestions of this kind are instrumental in deepening the hypnotic trance until, finally, in particularly good subjects, all the phenomena which will be discussed presently can be elicited.

Having induced a reasonably deep hypnotic trance in our subject, what types of phenomena can be elicited? The first and most obvious one, which, indeed, may be responsible in large measure for all the others, is a tremendous increase in the subject's suggestibility. He will take up any suggestion the hypnotist puts forward and act on it to the best of his ability. Suggest to him that he is a dog, and he will go down on all fours and rush around the room barking and yelping. Suggest to him that he is Hitler, and he will throw his arms about and produce an impassioned harangue in an imitation of the raucous tones of the Führer! This tremendous

increase in suggestibility is often exploited on the stage to induce people to do foolish and ridiculous acts. Such practices are not to be encouraged because they go counter to the ideal of human dignity and are not the kind of way in which hypnosis ought to be used; nevertheless, they must be mentioned because it is probably phenomena such as these which are most familiar to people from vaudeville acts, from reading the papers, and so forth.

It would not be true to say, however, that all suggestions are accepted, even in the very deepest trance. This is particularly true when a suggestion is made which is contrary to the ethical and moral conceptions held by the subject. A well-known story may be quoted to illustrate this. Charcot, the great French neurologist, whose classes at one time were attended by Freud, was lecturing on hypnosis and was demonstrating the phenomena of the hypnotic trance on a young girl of eighteen. When she had been hypnotized deeply he was called away, and handed over the demonstration to one of his assistants. This young man, lacking the seriousness of purpose so desirable in students of medicine, even French ones, suggested to the young lady that she should remove her clothes. She immediately awakened from her trance, slapped his face, and flounced out of the room, very much to his discomfiture.

(Abridged from *Sense and Nonsense in Psychology* by H. J. Eysenck)

Suggested answer.

There are various ways of hypnotising people. In the commonest, the patients are told that hypnosis will help them, is safe, and is not a sign of weakness of character. They are then asked to concentrate on a bright object, and the hypnotist suggests they are going to sleep. The patients goes into a trance, and can be made to remember things they have forgotten, or to do various surprising things. Hypnosis is sometimes used for public entertainment, but this is undesirable. People cannot be hypnotised into doing things they think are wrong.

4. Read the following passage and paraphrase it by putting it into your own words. (15 Marks)

It is natural, and in so rapid and superficial review as this inevitable, to consider the criticism of Wordsworth and Coleridge together. But we must keep in mind how very different were not only the men themselves, but the circumstances and motives of the composition of their principal critical statements. Wordsworth's *Preface to Lyrical Ballads* was written while he was still in his youth, and while his poetic genius still had much to do; Coleridge wrote the *Biographia Litteraria* much later in life, when poetry, except for that one brief and touching lament for lost youth, had deserted him, and when the disastrous effects of long dissipation and stupefaction of his powers in transcendental metaphysics were bringing him to a state of lethargy. From T. S. Eliot, *The Use of Poetry and the Use of Criticism: Studies in the Relation of Criticism to Poetry in England*. Cambridge: Harvard University Press, 1961. Wordsworth and Coleridge 58-77.

Possible Paraphrase

There is not a single correct answer, but you could paraphrase the above passage by writing something like this:

The criticism of Wordsworth and Coleridge are usually examined together. However, it is important to remember that these two men were very different. Moreover, their works were written for different reasons and during different periods of their lives. Wordsworth wrote Preface to Lyrical Ballads when he was young and his life lay before him. Coleridge, on the other hand, wrote Biographia Litteraria near the end of his life.