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PUBLIC SERVICE COMMISSION
PAPER-ENGLISH**

For the post of Assistant Professor (B-18)

Date: 19-01-2015

Time Allowed: 3 Hrs
Marks: 100

Q.1 Write an essay on any one of the following (350-400 words): (30)

- i. Democracy and the human dignity.
- ii. The influence of religion on civilization.
- iii. My view of life.

Q.2 Read the following passage and answer any two questions given in the end: (20)

Another intellectual effect of almost all teaching, except the highest grade of university tuition, is that it encourages docility and the belief that definite answers are known on questions which are legitimate matters of debate. I remember an occasion when a number of us were discussing which was the best Shakespeare's plays. Most of us were concerned in advancing arguments for unconventional opinions but a clever young man, who, from elementary schools, had lately risen to the university, informed us, as a fact of which we were unaccountably ignorant, that Hamlet is the best of Shakespeare's plays. After this, the subject was closed. Every clergyman in America knows why Rome fell: it was owing to the corruption of morals depicted by Juvenal and Petronius. The fact that morals became exemplary about two centuries before the fall of Western Empire is unknown or ignored. English children are taught one view of the French revolution, French children are taught another, neither is true, but in each case it would be highly imprudent to disagree with the teacher, and few feel any inclination to do so. Teachers ought to encourage intelligent disagreement on the part of their pupils, even urging them to read books having opinions opposed to those of the instructor. But this is seldom done, with the result that much education consists in the instilling of unfounded dogmas in place of spirit of inquiry. This results, not necessarily from any fault in the teacher, but from a curriculum which demands too much apparent knowledge, with a consequent need of haste and definiteness.

- a) What is the main defect of teaching? Describe in your own words.
- b) What are the causes of the instilling of unfounded dogmas in the mind of students?
- c) Briefly describe the main points presented by the author of this passage?

Q.3 Summarize the following passage, tracing the main arguments and reducing it about one third of its present length. Also suggest a suitable title. (20)

As institutions influence behavior and incentives in real life, they forge the success or failure of nations. Individual talent matters at every level of society, but even that needs an institutional framework to transform it into a positive force. Bill Gates, like other legendary figures in the information technology industry (such as Paul Allen, Steve Ballmer, Steve Jobs, Larry Page, Sergey Brin, and Jeff Bezos), had immense talent and ambition. But he ultimately responded to incentives. The schooling system in the United States enabled Gates and others like him to acquire a unique set of skills to complement their talents. The economic institutions in the United States enabled these men to start companies with ease, without facing insurmountable barriers. The U.S. labor markets enabled them to hire qualified personnel, and the relatively competitive market environment enabled them to expand their companies and market their products. These entrepreneurs were confident from the beginning that their dream projects could be implemented: they

(P.T.O)

(2)

trusted the institutions and the rule of law that these generated and they did not worry about the security of their property rights. Finally, the political institutions ensured stability and continuity. For one thing, they made sure that there was no risk of a dictator taking power and changing the rules of the game, expropriating their wealth, imprisoning them, or threatening their lives and livelihoods. They also made sure that no particular interest in society could warp the government in an economically disastrous direction, because political power was both limited and distributed sufficiently broadly that a set of economic institutions that created the incentives for prosperity could emerge. While economic institutions are critical for determining whether a country is poor or prosperous, it is politics and political institutions that determine what economic institutions a country has. Ultimately the good economic institutions of the United States resulted from the political institutions that gradually emerged after 1619. World inequality shows how political and economic institutions interact in causing poverty or prosperity, and how different parts of the world ended up with such different sets of institutions. Brief review of the history of the Americas begins to give a sense of the forces that shape political and economic institutions. Different patterns of institutions today are deeply rooted in the past because once society gets organized in a particular way, this tends to persist. This fact comes from the way that political and economic institutions interact. This persistence and the forces that create it also explain why it is so difficult to remove world inequality and to make poor countries prosperous.

Q.4 Use any five of the following pairs of words in your own sentences, so as to bring out their meaning. (15)

- i. Casual, Causal.
- ii. Contiguous, Contagious.
- iii. Allusion, Illusion.
- iv. Exceptional, Exceptionable.
- v. Premier, Premiere.
- vi. Ardour, Odour.
- vii. Uninterested, Disinterested.
- viii. Fane, Feign

Q.5 Make sentences and bring out the meanings of any five of the following. (15)

- i. By dint of.
- ii. Hard done by.
- iii. Rule of thumb.
- iv. Make do with.
- v. Put in for.
- vi. Tell of.
- vii. In good part.
- viii. To bear the brunt of.
