

AMIETE – ET/CS/IT (Current & New Scheme)

Time: 3 Hours

DECEMBER 2015

Max. Marks: 80

PLEASE WRITE YOUR ROLL NO. AT THE SPACE PROVIDED ON EACH PAGE IMMEDIATELY AFTER RECEIVING THE QUESTION PAPER.

NOTE: There are 9 Questions in all.

- Question 1 is compulsory and carries 20 marks. Answer to Q.1 must be written in the space provided for it in the answer book supplied and nowhere else.
- The answer sheet for the Q.1 will be collected by the invigilator after 45 minutes of the commencement of the examination.
- Out of the remaining EIGHT Questions answer any FIVE Questions. Each question carries 12 marks.
- Any required data not explicitly given, may be suitably assumed and stated.

Q.1 Choose the appropriate alternative from among the following: (2 × 10)

- a. Communication is a _____ process.
- (A) complex (B) simple
(C) only one-way (D) vague
- b. An example of written media is _____.
- (A) book (B) radio
(C) face to face conversation (D) telephone
- c. Analytical writing makes _____.
- (A) Critical analysis of the materials and problems
(B) Investigation of scientific and technical writing
(C) Fictional writing
(D) Quick write up on day to day problems
- d. Syllables are successive units of _____.
- (A) sound (B) movement
(C) sleep (D) sight
- e. A group of words without a finite verbs, especially one that forms a sentence is called _____.
- (A) Idioms (B) Verb
(C) One word substitution (D) Phrase
- f. Body language does not include _____.
- (A) gestures (B) postures
(C) eye contact (D) objects
- g. Which is not a characteristic of a good report _____.
- (A) persuasive (B) decisive
(C) action oriented (D) irrational
- h. An _____ tells in concentrated form what the report is about.
- (A) summary (B) precis
(C) illustration (D) abstract

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- i. In narrative writing, a situation is presented with an element of _____.
 (A) drama (B) professionalism
 (C) science (D) analysis
- j. A bibliography includes _____.
 (A) preface (B) conclusions
 (C) list of published works (D) appendices

Answer any FIVE questions out of the following EIGHT questions.
Each question carries 12 marks.

- Q.2** a. Explain the different types of formal communication. (6)
 b. Explain the different stages of listening. (6)
- Q.3** a. (i) Give synonyms for the following: (6)
cure, knowledge, certainly, polite, vanish, necessary
 (ii) Give antonyms for the following: (6)
external, employ, shorten, regularly, danger, accept
- b. Correct the following sentences: (6)
 (i) I shall come unless you ask me.
 (ii) Here is the book that you asked.
 (iii) The bag is to heavy to be lifted.
 (iv) Silver, as well as cotton, have fallen in price.
 (v) He is one of the most intelligent boy in the class.
 (vi) The committee have issued the report.
- Q.4** a. Do as directed: (6×1)
 (i) How beautiful is night! (Change to Assertive sentence)
 (ii) I am not so great as he. (Change to Affirmative sentence)
 (iii) He must work very hard and make up for the lost time. (Change to simple sentence)
 (iv) Ram said that he was very busy then. (Change to direct narration)
 (v) He said, "The horse died in the night". (Change to indirect narration)
 (vi) Brutus stabbed Caesar. (Change to passive voice)
- b. Give two examples each of the following Verb Patterns: (2×3)
 (i) Subject Verb Object
 (ii) Subject Verb (to) Infinitive
 (iii) Subject Verb Object Adjective
- Q.5** a. Read the passage given below carefully and answer the questions that follow:
- In 1996, the International Commission on Education for the Twenty-first Century led by Jacques Delors presented UNESCO with its landmark report *Learning: The Treasure Within*. The Delors report, written at the dawn of a new century, called for a critical rethink of the aims and the means of education. As the report claimed, education should be based on four fundamental pillars: learning to know, learning to do, learning to live together and learning to be.

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Nearly two decades later, the Delors report and its four pillars of learning have shaped policy debate and practice across numerous countries of the Asia-Pacific region and beyond, and continue to influence the education policies and practices of national governments and the work of international development partners including UNESCO, the World Bank and other international organizations.

Of all the four pillars, the Delors Commission placed particular significance on Learning to Live Together (LTLT) which according to its authors, rests at the heart of learning and which may be viewed as the crucial foundation of education. "Learning to live together, by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and common analysis of these risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way".

The significance of the four pillars of learning, and in particular, LTLT, has certainly not decreased in recent years. Indeed, given the multivariate tensions and threats to peace and security in the 21st Century both at local and global levels, questions around the ultimate aims and means of education has led many to reflect on the tremendous need for empathy, respect for diversity and tolerance in our increasingly interconnected world. This is reflected in the importance placed on Global Citizenship Education (GCE), including via the UN Secretary-General's Education First Initiative, which considers the fostering of Global Citizenship a global priority.

Despite the significance of LTLT in the 21st Century, and despite numerous international initiatives to nurture LTLT competencies, there exists little

information on how this supposition is effectively translated into national policies and curricula, and eventually into the reality of schools, including teaching and learning practices.

LTLT occurs through the two complementary processes: the 'discovery of others' and the 'experience of shared purposes' which lead to the development of key illustrative competencies including empathy, cultural sensitivity, acceptance, communication skills, teamwork and leadership.

Currently, this method of education is promoted in countries like Thailand, Sri Lanka, Australia to name a few. With regard to the four areas of education systems examined, there have been various report findings to illustrate how LTLT, through these complementary processes, is promoted in national education systems.

Source: www.unesco.org

Questions:

Answer the following:

- (i) What is the importance of Delors Report?
- (ii) What are the four pillars of Delors commission?
- (iii) What are two complementary processes by which LTLT occurs? (2×3)

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- b. Explain reading tactics. (6)
- Q.6** a. Prepare an application with bio-data for the post of a Customer Supporting Engineer in WIPRO Ltd. (4+4)
- b. Explain the elements of effective writing. (4)
- Q.7** a. What do you understand about soft skills? What is their importance in the age of intense global competition? (3+3)
- b. Explain barriers to communication. (6)
- Q.8** a. Name the types of reports. What are judicial reports? (6)
- b. Give the general tips for writing reports. (6)
- Q.9** a. Give the importance of body language in an interview. (6)
- b. Explain the skills of effective speaking. (6)