

Max. Marks: 60  
Duration: 2h

1. Read the text in each of the following parts, and discuss the relevance of the text in today's context, quoting specific reference to related discussions in the class. (150 words each) (5x5)
  - a) Organization of machinery for the purpose of concentrating wealth and power in the hands of a few and for the exploitation of many I hold to be altogether wrong. Much of the organization of machinery of the present age is of that type. The movement of the spinning wheel is an organized attempt to displace machinery from that state of exclusiveness and exploitation and to place it in its proper state. Under my scheme, therefore, men in charge of machinery will think not of themselves or even of the nation to which they belong but of the whole human race. Thus Lancashire men will cease to use their machinery for exploiting India and other countries but on the contrary they will devise means of enabling India to convert in her own villages her cotton into cloth. Nor will Americans under my scheme seek to enrich themselves by exploiting the other races of the earth through their inventive skill. (Mahatma Gandhi, 1925)
  - b) We are in the middle of a race between human skill as to means and human folly as to ends - Unless men increase in wisdom as much as in knowledge, increase in knowledge will be increase of sorrow. (Bertrand Russell, 1954)
  - c) Once when I was in Varanasi, I was passing through a place where there was a large tank of water on one side and a high wall on the other. It was in the grounds where there were many monkeys. The monkeys of Varanasi are huge brutes and are sometimes surly. They now took it into their heads not to allow me to pass through their street, so they howled and shrieked and clutched at my feet as I passed. As they pressed closer, I began to run, but the faster I ran, the faster came the monkeys and they began to bite at me. It seemed impossible to escape, but just then I met a stranger who called out to me, "Face the brutes." I turned and faced the monkeys, and they fell back and finally fled. That is a lesson for all life - face the terrible, face it boldly. Like the monkeys, the hardships of life fall back when we cease to flee before them. If we are ever to gain freedom, it must be by conquering nature, never by running away. Cowards never win victories. We have to fight fear and troubles and ignorance if we expect them to flee before us. (Swami Vivekananda, 1863-1902)
  - d) Do a good deed in return for a bad deed and then you will find that your enemy has become your dearest friend. (Quran, 41:34)
  - e) When I do good, I feel good, when I do bad, I feel bad, and that's my religion. (Abraham Lincoln 1809-1865)
2. Answer this question in about 200+100+100 words. (7+2+2)
  - a) Recall **at least two scenes** from the videos shown in the class, viz. *His Goodwill*; *Meals Ready*: (two, from both videos put together) that portray contrasting response of different human beings to the same situations. Discuss the reasons for such contrast, from your understanding of the concept of inner development.
  - b) Discuss the scenes in the video *Doing Time*, *Doing Vipassana* that made the strongest impact on you.
  - c) You were asked to write a diary as a means to introspect. Write in about 100 words your experience with this exercise and the effect it had on you.
3. We had two invited talks in the course, one by Mr. Jaya Prakash Dabral of the Himalayan Chipko Foundation and another by Mrs. Preeti and Mr. Kabir Vajpeyi, architects, *Vinyas*. Mention **at least two points** (from both talks put together) that you would consider as main learnings to take away from this course. Quote specific things they showed / said to make your points. (200 words) (7)
4. Four paths of inner development emerged from the classroom discussions on how people known to you handled difficult situations in life or overcame weaknesses that were difficult to overcome.
  - a) List the four paths. (1)
  - b) Discuss in detail **any one** path, covering the following aspects: (200 words in all) (7)
    - i. what one should do in walking the path;
    - ii. how it works to make the practitioner a better person in terms of self-development;
    - iii. what metrics the person can use to evaluate whether or not (s)he is making progress;
    - iv. what the pitfalls are that (s)he needs to watch out for.
5. Discussions in class pointed to the experience that selflessly helping others results in lasting happiness. It is also common experience to see friends in distress owing to poor academic performance, low attendance and low motivation, and distinctly, are in need of a helping hand. It is not uncommon that such friends seek help from you to mark their proxy in classes they are unable to attend, ask to borrow your assignments / tutorials / homeworks that are not to be shared for copying, or seek your help during an examination to solve a question (s)he is unable to attempt. Helping them, risking your own punishment, is certainly a selfless act.
  - a) What is the dilemma you encounter in such a situation?
  - b) Discussions in the class also gave pointers to distinguish rights from wrongs: Discuss the possible responses to this situation from your side, based on your understanding of these pointers, and identify **the correct response**.
  - c) Compare the above correct response with the default response you would have done, and discuss the reasons for differences, if any. (300 words in all)