

Avoid cutting. Improve your handwriting.

Precise

The modern expert has created a different ^{problem} in human intellectual life. However, ^{humans} do not handle their problem. ^{experts of} ~~humans~~ go to different fields ~~experts~~ for their life suggestions and better life. ~~Experts see everything through~~ it does not one field expert does not make person wise as ~~whole~~ ^{Specialist} ~~life~~. ^{sees} ~~Experts see everything~~ through his eye. However, ^{man} ~~human~~ goes to economist to get maximum benefit at low cost, while a Psychologist learned patterns of behaviour, these experts have important thing, but human has got into bad habits of treating half truths. This fragmented knowledge has enabled to tackle ~~problems~~ ^{Do not include examples in precis. Just write their essence.} ~~problems~~ ^{problem} for all domains of life but institutions force human to tackle it in fragments with Scientists, economists, politicians, they ~~talk~~ ^{looks} ~~language~~ ^{looks} ~~which~~ ^{looks} ~~other~~ ^{looks} ~~can not~~ ^{looks} ~~understand~~ ^{looks} ~~The medieval thinkers~~ ^{looks} ~~said~~ ^{looks} ~~all ignorance~~ ^{looks} ~~has~~ ^{looks} ~~been~~ ^{looks} ~~lost~~ ^{looks} ~~collective~~ ^{looks} ~~picture~~ ^{looks} ~~of~~ ^{looks} ~~knowledge~~ ^{looks} ~~Today~~ ^{looks} ~~intellectual~~ ^{looks} ~~era~~ ^{looks} ~~looks~~ ^{looks} ~~a~~ ^{looks} ~~broken~~ ^{looks} ~~mirror~~ ^{looks} ~~each~~ ^{looks} ~~piece~~ ^{looks} ~~destroys~~ ^{looks} ~~the~~ ^{looks} ~~truth~~ ^{looks} ~~no~~ ^{looks} ~~way~~ ^{looks} ~~to~~ ^{looks} ~~put~~ ^{looks} ~~the~~ ^{looks} ~~pieces~~ ^{looks} ~~into~~ ^{looks} ~~a~~ ^{looks}

Poor grammar. Spelling error found.

clear image. However, human
give authority to experts have
weakened human trust in human
judgment. Human become depen-
-dent on experts. This dependence
turning human from active citizens.
Thus, it does not reject expertise
but putting knowledge in broader
place. Human need people
who bring together ideas on
difficult question, need institutions
that teach students to
think broader to make
connections over subjects
rather than narrow specialty.
Necessarily, human need to
regain faith in the power
of intelligence to make
good decision.

Poor titles.

- Every Man Needs Intellectual Life
- Need Expertise Skills To Tackle The
Life Problems
- Intellectual Thoughts Can Understand
Human Value.
- Intelligence Power Makes Good
Decisions.
- Collective Knowledge Built
Complete Picture.

Total Paragraphs words. 622
Precise words 245



National Officers Academy
Final Mock Exams CSS-2026
January 2026

ENGLISH (PRECIS AND COMPOSITION)

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

NOTE:

- i. **Part-II** is to be attempted on the separate **Answer Book**.
- ii. Attempt **ALL** questions from **PART-II**.
- iii. All the parts (if any) of each Question must be attempted at one place instead of at different places.
- iv. Write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper.

PART-II

(15+5=20)

Q. 2 Make a précis of the following passage and suggest a suitable title.

The modern worship of expertise has created a strange contradiction in our intellectual life. As knowledge becomes more and more specialized, we find ourselves less and less able to deal with the basic problems that face humanity. We turn to economists when we want to know about human welfare, to scientists when we seek answers about meaning and purpose, to technologists when we need to organize our societies, forgetting all the while that being an expert in one field does not make a person wise about life as a whole. The specialist, because of the very nature of his work, cannot help but develop a narrow vision of reality. He sees the world through the particular lens of his own discipline. To an economist, human beings are simply rational creatures trying to get the maximum benefit at the minimum cost. A biologist looks at the same people and sees them merely as carriers of genes trying to reproduce. A psychologist views them as collections of unconscious impulses and learned patterns of behavior. Each of these ways of looking at human life reveals something true, but each also hides something important, and yet we have got into the bad habit of treating these partial truths as if they were the whole story. This breaking up of knowledge into fragments has left us unable to handle problems that do not fit neatly into one category or another. Consider climate change, for example; it is at the same time a scientific problem, an economic problem, a political problem, a moral problem, and a cultural problem, but our institutions force us to tackle it piece by piece, with scientists, economists, and politicians all talking in languages that the others cannot understand. The medieval thinker, for all his ignorance, had something we have lost: a unified view of the world in which all the different kinds of knowledge fitted together into one coherent picture. Our intellectual world today looks like a broken mirror, with each piece showing a distorted reflection of part of the truth, and no way to put the pieces back together into a clear image.

What is more, the great authority we give to experts has weakened our trust in common sense and ordinary human judgment. We ask experts to tell us how to bring up our children, how to manage our relationships, how to be happy, as if these basic human activities needed technical training rather than the wisdom that comes from actually living life. This dependence makes us childish, turning us from active citizens who can think for ourselves into passive consumers who simply accept whatever expert opinion we are given. Getting back to wholeness in our thinking does not mean rejecting specialized knowledge, that would be foolish, but it does mean putting such knowledge in its proper place beneath a broader understanding of human life and values. We need people who can move freely between different fields of knowledge, bringing together ideas from various areas into sensible views on complicated questions. We need schools and universities that teach students to think broadly as well as deeply, to make connections across subjects rather than just digging deeper into one narrow specialty. Most importantly, we need to regain faith in the power of ordinary intelligence, shaped by culture and sharpened by thought, to make good decisions about the things that matter to everyone. Until we manage to put knowledge back together again, we shall go on being a civilization of experts who know more and more about less and less, brilliant at the details but blind to the larger picture.

Q. 3 Read the following passage carefully and answer the questions that follow.