

Roll No. ....

Total No. of Pages : 7

**1(CCE.M)3**

**General English**

**(97)**

Time : Three Hours]

[Maximum Marks : 300

**INSTRUCTIONS**

- (i) Answers must be written in English.
- (ii) The number of marks carried by each question is indicated at the end of the question.
- (iii) The answer to each question or part thereof should begin on a fresh page.
- (iv) Your answer should be precise and coherent.
- (v) The part/parts of the same question must be answered together and should not be interposed between answers to other questions.
- (vi) Candidates should attempt **all** questions. The paper will be of qualifying nature only. The marks obtained will not be counted for ranking.
- (vii) If you encounter any typographical error, please read it as it appears in the text-book.
- (viii) Candidates are in their own interest advised to go through the General Instructions on the back side of the title page of the Answer Script for strict adherence.
- (ix) No continuation sheets shall be provided to any candidate under any circumstances.

of the enemy is not by itself an objective but rather the removal of an obstruction. If that objective is not attained, then that victory over the enemy brings only negative relief and indeed is not real victory. We have seen, however, that the aim in wars is almost entirely to defeat the enemy and the other and real objective is often forgotten. The result has been that the victory attained by defeating the enemy has only been a very partial one and has not solved the real problem or it has solved the immediate problem, it has at the same time given rise to many other and sometimes worse problems. Therefore, it becomes necessary to have the real objectives clear in our minds at all times, whether in war or in peace, and always to aim at achieving that objective. 80

4. Use the pair of words into sentences of your own to differentiate their meanings (any **five**) :
- (a) Sweet, sweat
  - (b) Week, weak
  - (c) Meet, meat
  - (d) Stationery, stationary
  - (e) Principal, principle
  - (f) Weight, Wait 20

Will they have the health, the education, the skills, the socio-cultural attitudes essential for the responsibilities of development ?

For far too many of them the answer is no. The reason is basic. A child's most critical years, with regard to physical, intellectual, social and emotional development, are those before he reaches five years of age. During those critical formative years he is cared for almost exclusively by his mother and in many parts of the world the mother may not have the capacity to raise a superior child. She is incapable of doing so by reason of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic parity of independence.

One essential factor has been overlooked or ignored. The forgotten factor is the role of women. Development will be handicapped as long as women remain second-class citizens, uneducated, without any voice in family or community decisions without legal or economic status, married when they are still practically children, and henceforth producing one baby after another often only to see half of them die before they reach the school going age.

We can enhance development by improving 'Woman Power', by giving women the opportunity to develop themselves. Statistics show that the average family size increases in inverse ratio to the mother's years of education – is lowest among college graduates, highest among those with only primary school training, or no education. Malnutrition is most frequent in large families, and increases in frequency with each additional sibling.

The Principle seems established that this an educated mother has healthier and more intelligent children, and that this is related to the fact that she has fewer children. The tendency of educated, upper-class mothers to have fewer children operates even without access to contraceptive services.

The educational level of women is significant also because it has a direct influence upon their chances of employment ; and the number of employed women in a country's total labour force has a direct bearing on both the Gross National Product and the disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family. The fact that this additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

**Questions :**

- (a) Explain the importance of human labour.
  - (b) Emphasise the role of mother in child development.
  - (c) Give two reasons for improving women power.
  - (d) Highlight the importance of development of educational level among women.
  - (e) Find words in the passage which convey meanings similar to the words given below :
    - (i) Human Resources (Para-1)
    - (ii) Grown up (Para-2)
    - (iii) Women Power (Para-5)
    - (iv) Birth control measures (Para-6) 75
3. Read the passage given below carefully and make a precis of it. (Use your own words as far as possible) :-

Politicians have to deal with day-to-day problems and they seek immediate remedies. Philosophers think of ultimate objectives and are apt to lose touch with the day-to-day world and its problems.

Neither approach appears to be adequate by itself. Is it possible to combine these approaches and functions after the manner of Plato's Philosopher-Kings ?

In this world of incessant and feverish activity, men have little time to think, much less to consider ideals and objectives. Yet, how are we to act even in the present unless we know which way we are going and what our objectives are ? It is only in the peaceful atmosphere of a University that these basic problems can be adequately considered. It is only when the young men and women who are in the University to-day and on whom the burden of life's problems will fall tomorrow, learn to have clear objectives and standards of values that there is hope for the next generation.

The past generation produced some great men but as a generation it led the world repeatedly to disaster. Two World Wars are the price that has been paid for the lack of wisdom on man's part in this generation. It is a terrible price and the tragedy of it that, even after that price was paid, we failed to purchase real peace, or a cessation of conflict, and an even deeper tragedy is that mankind does not profit by its experience and continues to go the same way which led previously to disaster.

We have had wars and we have had victory and we have celebrated that victory, yet, what is victory and how do we measure it ? A war is fought presumably to gain certain objectives. The defeat

- (x) Candidates shall put a cross (x) on blank pages of Answer Script.
- (xi) No blank page be left in between answer to various questions.
- (xii) No programmable Calculator is allowed.
- (xiii) No stencil (with different markings) is allowed.

1. Write an essay of about 400 words on any **one** of the following topics :-

- (a) Religion and Politics
- (b) Education and empowerment
- (c) Global economic crisis
- (d) National River Policy
- (e) Formation of new States. 100

2. Read the passage given below and answer the questions that follow :

Among the natural resources which can be called upon in national plans for development, possibly, the most important is human labour. Since the English language suffers from a certain weakness in its ability to describe groups composed of both male and female members, this is usually described as 'manpower'.

Without a productive labour force, including effective leadership and intelligent middle management, no amount of foreign assistance or natural wealth can ensure successful development and modernisation.

The manpower for development during the next quarter-century will come from the world's present population of infants, children and adolescents. But we are not sure that they will be equal to the task.

5. Fill in the blanks with correct forms of verb :

- (a) Bread and butter \_\_\_\_\_ wholesome food.
- (b) One of my professors \_\_\_\_\_ on leave today.
- (c) The Chief Minister alongwith his Council of Ministers \_\_\_\_\_ come to our town.
- (d) None of them \_\_\_\_\_ completed the assignment.

(e) Either Ravi or Rashid \_\_\_\_\_ coming today. 10

6. Fill in the blanks with appropriate modals :

(may, need, must, will, can)

- (a) \_\_\_\_\_ you live hundred years !
- (b) He \_\_\_\_\_ talk in Sanskrit.
- (c) They \_\_\_\_\_ not worry ; they have plenty of money.
- (d) There is no way he \_\_\_\_\_ pass this exam, to survive.
- (e) I \_\_\_\_\_ do this project within a year. 15