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OPSC OAS

**Previous Year Paper
Mains 2019
(Compulsory English)
Paper-I**



CSM – 2/19

Compulsory Paper – II

English

Time : 3 hours

Full Marks : 300

The figures in the right-hand margin indicate marks.

*Answer **all** questions.*

1. Write an essay in about 1,000 words on any one of the following : 100
 - (a) Growing Urbanization and 'Clean India'
 - (b) Disaster Management
 - (c) Indian Culture at Crossroads
 - (d) Solar Energy : A Viable Alternative to Fossil Fuels
2. Read the passage given below and answer the questions that follow :

The tensions of war have imposed certain responsibilities on us, and all those who talk in terms of the rights and duties of a citizen should realize that the nation imposes a task on us all to

perform. The need for compulsory military training has been felt in view of the fact that it is not quite possible for us to have a huge Standing Army of about 2.5 lakh. For a country having several economic burdens, the maintenance of 8.5 lakhs of Standing Army, as we are already having, is no less a strain on the national resources. Perhaps, it is in the fitness of things to raise the national militia of youth who may be called upon to take up arms to defend the country, should an eventuality arise. The nation has full rights on the youth of the country, and it is one of the responsibilities of the educational system to train the youth for meeting different needs of the day, as may arise from time to time. If during the conditions of peace we needed scholars, technicians and experts, during an emergency we badly need strong soldiers. Otherwise, all our economic planning goes out of gear.

Some people may argue that the introduction of military training may give the present democratic government the colouring of a Nazi

regime, since democratic institutions can flourish only in an atmosphere of freedom. But this is a mistaken view. Democracy does not mean that it should bestow liberties and opportunities upon the people, and not call upon them to come forward to meet their primary responsibilities. Moreover, it is a wrong impression to believe that creation of a military outlook in the youth would prove to be dangerous in the long run. The nation which loses the marrow of youth, loses its vision and must perish. If even after receiving kicks time and again, we do not wake up, we shall never be able to save the country from the grip of slavery which we have shaken off after a long struggle.

Questions :

$6 \times 5 = 30$

- (a) What economic justification does the author offer for the compulsory military training ?
- (b) What does the author expect from the youth of the country ?
- (c) Why do we need strong soldiers ?
- (d) How do some people argue against the introduction of compulsory military training ?

- (e) How does the author defend his point of view ?
3. Make a precis of the following in about 350 words : 40

Literacy among women opens the possibility of unlimited exposure to new information and more importantly to new ways of thinking and new perspectives on existing information. Also literate women are able to constructively express their talents and give direction to their aptitudes. This enables them to lead a life which is more fulfilling and satisfying.

Literacy among women leads to better hygiene, improved nutrition practices and greater effectiveness in caring for family health and seeking timely medical intervention. This not only leads to better health status for the woman herself but improved maternal competence that lowers infant mortality. Better health status of the woman makes her a more productive worker both at home and outside, leading the way to her equality and empowerment.

Female education also leads to later age of marriage and smaller desired family size by enabling women to take decisions to control their fertility. Further education can enhance their knowledge about contraception, thus giving them choice in spacing the number of children and release them from continuous child-rearing and child-bearing. Women thus have more control over how their time is spent and are able to participate more freely in productive work outside the home. Studies have shown that an extra year of schooling for girls reduces fertility rates by about 5-10 percent. A study on Gender and Poverty in India 1989, has found that the fertility of illiterate women in different age groups is between 30 to 50 percent higher than that of literate women.

Infant mortality is less among children of educated women and their surviving children are healthier and better educated. The infant mortality rate of Indian children whose mothers are illiterate is high. Thus education of women emancipates them from wasteful child-bearing giving them more time to participate in market activities.

Educated women also make better use of their time. A study in urban south India found that higher education among women led to a reduction in the time they spend in non-market household activities which often go unrecognised. Thus education of women moves them from the non-monetized to the monetized sector, invisible to the visible and unpaid to paid activites, thus allowing them to participate directly in household economy. This in turn enhances their status and decision making power within the family which is a major step towards their equality and empowerment.

Illiterate women and women with minimal education continue to be concentrated in low-paying low-end occupations mostly in the informal sector which not only offers little security but also makes them vulnerable to exploitation by being denied, for e. g., minimum wages ; equal pay for equal work ; leave benefits, etc. Also for most such women there is almost no occupational mobility due to restricted choices in the type of work they can get. A majority of these women are found to

be concentrated in domestic or personal service. According to the Census of India, the urban female work participation rate was abysmally low – a mere 7.29 percent in 1981 which rose marginally and became 8.07 in 1991 census. This clearly indicates that women have not been able to increase their participation rate in formal, 'visible' or monetized sector of work. Conversely, women are participating in the work force in the informal, invisible or non-monetized sector and hence are not getting due recognition. Literacy is critical in enhancing women's economic choices by way of improved access to paid employment and higher earnings. Also literacy among women will help in drawing them away from the exploitative informal sector and give them more recognition for their work both at the household and national levels.

Literacy levels of high school and above among women supported by vocational training can go a long way in helping women get out of low-skilled jobs which are extensions of domestic work and equip them to take up jobs requiring specific skills which would be better paying and

less exploitative. A study of developing countries including India reveals that an additional year of schooling can increase a woman's future earnings by about 15 percent compared with 11 percent for a man. Further, low levels of literacy among women leads to their unequal situation in the labour market **vis-a-vis** men by way of reduced earnings and unequal pay for equal work ; lack of access to credit which is a barrier to attaining independence and widening choices ; and in absence of economic independence, lack of status and power in the family. Literacy of women would lead to more and better economic opportunities and hence better income levels which in turn would lead to equality and empowerment of women.

If women are in labour force, then even a small amount of education greatly increases their earnings. In India studies have shown that even literacy without completed primary schooling results in higher earnings and that middle school qualifications double women's returns from labour. Education also helps women move out of

agricultural labour into non-household manufacturing and service occupations in the modern sector. Just as literacy increases economic opportunities, school attendance familiarises girls with non-family social-settings and increases their skills and confidence to engage in productive work outside the home more competitively. They are better equipped to link into non-traditional work situations and compete with men in the fast paced labour market.

4. Expand the idea in about 200 words of any **one** of the following : 20
- (a) Lending a hand is better than giving a dole
 - (b) Sweet are the uses of adversity
 - (c) Virtue has its own reward
5. Correct the following sentences : $1 \times 10 = 10$
- (a) They could not come to a final conclusion.
 - (b) When I got up, it was raining for more than one hour.

- (c) He revenged himself on his father's murderer.
- (d) Give me a little quantity of sugar.
- (e) He made clear that he did not need any help.
- (f) Nobody has called while I have been out, has he ?
- (g) The Germans are brave peoples.
- (h) One should not boast of his own success.
- (i) The intelligence guessed that there would be a terrorist attack.
- (j) The teacher as well as the students were at fault.

6. Write the synonyms of the following : $1 \times 5 = 5$

- (a) Novice
- (b) Diligent
- (c) Peril
- (d) Thwart
- (e) Prejudice

7. Write the antonyms of the following : $1 \times 5 = 5$

- (a) Benign
- (b) Redeemable

(c) Philanthropy

(d) Zenith

(e) Thrifty

8. Write a single-word substitutes for the following :

$1 \times 5 = 5$

(a) The science of launching projectiles into space

(b) A shop where sweets, cakes and candies are sold

(c) Scholarly writing on one subject

(d) One who eats human flesh

(e) A building in which plants are kept from cold

9. Use the following words in your own sentences without any change : $1 \times 10 = 10$

(a) Down as verb

(b) Invite as noun

(c) Produce as noun

(d) Figure as verb

(e) Merit as verb

(f) Display as noun

- (g) Beam as verb
- (h) Attire as verb
- (i) Date as verb
- (j) Blaze as noun

10. Use the following pairs of words in your own sentences : $2 \times 5 = 10$

- (a) Rein ; Reign
- (b) Fatal ; Fateful
- (c) Corporal ; Corporeal
- (d) Human ; Humane
- (e) Appraise ; Apprise

11. Use the following idioms and phrasal verbs in your own sentences : $1 \times 10 = 10$

- (a) To carry coal to Newcastle
- (b) The lion's share
- (c) Yeoman's service
- (d) Tooth and claw
- (e) At sixes and sevens
- (f) Pay off
- (g) Give in
- (h) Bring round

- (i) Look in
- (j) Set off

12. Fill in the blanks with appropriate prepositions :

$1 \times 5 = 5$

- (a) The letter has to be attested by an officer not _____ the rank of a Tehsildar.
- (b) His activities are _____ surveillance.
- (c) The students lodged a complaint _____ the Principal.
- (d) I don't believe _____ what he professes.
- (e) Both the political parties are _____ loggerheads.

13. Join the pair of sentences with suitable linking words. $1 \times 5 = 5$

- (a) The age limit to apply for this post is 30 years. There is a relaxation of five years for the SC/ST candidates.
- (b) I wanted to be posted in Delhi. My boss sent me to Chennai.
- (c) He got scholarship and aids from different institutions. He managed to complete his studies.

- (d) You meet him this evening. You may never get a chance.
- (e) He is very liberal in his attitude. He is very particular about adhering to rules and regulations.
14. Fill in the blanks with suitable modals : $1 \times 5 = 5$
- (a) You _____ hurry up, I don't want you to be late.
 - (b) I _____ confront my father.
 - (c) Why _____ women be paid less wages than men for the same work ?
 - (d) _____ you tell me the time please ?
 - (e) I wish you _____ not speak so loud.

15. Rewrite the sentences as per the directions given in brackets : $1 \times 10 = 10$

- (a) I regret _____ my teacher.
(Use the correct form of 'insult' in the blank)
- (b) The twins are fairly/rather alike.
(Choose the correct alternative)
- (c) I seldom visit movies.
(Begin the sentence with 'seldom')

- (d) She doesn't like people looking at her.
 (Change the voice)
- (e) Let's go there in the evening.
 (Add a suitable question tag)
- (f) The plane flies faster than birds.
 (Change to positive degree)
- (g) His native place is an undeveloped area.
 (Change into a complex sentence)
- (h) The stranger said to me, "Have you ever seen a flying saucer ?"
 (Change into indirect speech)
- (i) Were his faith alive today, he (not face) this situation.
 (Supply the correct tense form of the verb in brackets)
- (j) There is/are my wife and family to consider.
 (Choose the correct alternative)

15. Translate the following passage into English :

30

ବିଦିଶା ବିଶ୍ୱାସ କରି ପାରୁନଥିଲା । ଏମିତି ଗୋଟାଏ ଅପ୍ରତ୍ୟାଶିତ ପରିବର୍ତ୍ତନ ଯେ ତା' ଜୀବନରେ ସମ୍ବନ୍ଧ ହୋଇପାରିବ, ସଂପୂର୍ଣ୍ଣ କଜନା ବହିର୍ଭୂତ ଥିଲା ତା'ର । ଗତାନ୍ତର ଭାବରେ ଫର୍ମଟିକୁ ପୁରଣ କରି ରେଜିଷ୍ଟ୍ରେସନ୍ ଭାକରେ ପଠାଇଦେବାପରେ ସେ ଭୁଲିଯାଇଥିଲା ।

AK - 2/9

(15)

(Turn over)

કિએ જાણિથુલા આજુલાએ સુખ અપ્રદયાણિત ભાવરે અજાણિ હોઇપદ્ધિબ તા' પણ તકાનિરે । એયાબર ઘણી યાલથુબા ઘણણા એબુકુ ભુલાલદેબ ક્ષણિક પાલું । દુઃખ એબુ આખિરુ લુહ હોઇ ફરિગલાબેલે બોજ આશ્વાસના દેઉથુલા એબુબેલે । કહુથુલા, “મા’ રે મણિષ જીબનરે દુઃખ સુખ આએ ઠિક રાત્રિ દિન ભલી । દિને ના દિને રાત્રિ પાહી સૂર્યોદય હેબ । તુ બઢુ હોઇ નિજ ગોડરે નિજે ઠિથા હેતુ । આમન્નુ આજ અત્તિ દયનીય ભાવરે પર આગરે હાત પઢાલબાકુ પદ્ધિબ નાહીં । મું માનુછી ; પ્રકૃતિર નિયમ અનુસારે દિન આજ રાત્રિ ભિતરે બ્યબધાનકુ એહજરે માપિ હેઉથુલે મધ્ય મણિષ જીબનરે કેબે દુઃખ આએ ; પુણી કેબે આએ સુખ, એહજરે અનુમાન કરી હૂએ નાહીં ।”

કેતે અબા પાઠ પદ્ધિથુલા બોજ ! એપુમ શ્રેણી પાસ્ક કરિબા પરે તા’ પાઠ પજારે તોરા બન્ધા હોઇથુલા । કોછરૂ શિખિલા એ, એમિચી કથા કહિબાર ભજા । કેતે એહજરે નિજ ચિત્તાધારાકુ અન્ય નિકટરે સૂર્યોલોકપરિ દ્વષ્ટ કરિદેબાર પારદર્શિતા । તથાપિ તાકુ અસમ્બવ દુઃખરે અબિચલિત રહિથુબાર દેખી એ આશ્વર્ય્ય હોઇછી । આખિરુ લુહ નપોહુણુ ૩૦ ફાંજરે અકૃત્રિમ હસ ટિકિએ પૂઢાલબાર કલા એ કોછરૂ હાસલ કરિથુલા કેજાણી ।

