

निबन्ध, सारलेखन और अर्थग्रहण

ESSAY, PRÉCIS WRITING AND COMPREHENSION

निर्धारित समय : दो घंटे

Time Allowed : Two Hours

अधिकतम अंक : 100

Maximum Marks : 100

प्रश्न-पत्र सम्बन्धी विशेष अनुदेश

प्रश्नों के उत्तर देने से पहले निम्नलिखित प्रत्येक अनुदेश को कृपया ध्यानपूर्वक पढ़ें।

सभी प्रश्न अनिवार्य हैं।

प्रश्न संख्या 1 अंग्रेजी और हिन्दी दोनों भाषाओं में छपा है।

प्रश्न संख्या 1 का उत्तर उस प्राधिकृत माध्यम (अंग्रेजी या हिन्दी) में लिखा जाना चाहिए, जिसका उल्लेख प्रवेश-पत्र में किया गया है और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर किया जाना चाहिए। प्राधिकृत माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्न संख्या 2, 3 एवं 4 अंग्रेजी भाषा में छपे हैं।

प्रश्न संख्या 2, 3 एवं 4 के उत्तर अंग्रेजी में लिखे जाने चाहिए।

किसी भी प्रश्न के सभी भागों/उपभागों के उत्तर साथ-साथ लिखना आवश्यक है।

प्रत्येक प्रश्न/भाग के अधिकतम अंक उसके सामने दिखाए गए हैं।

जहाँ भी प्रश्नों में शब्द-सीमा विनिर्दिष्ट है, उसका पालन करना आवश्यक है।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए पृष्ठ या पृष्ठ के भागों को सफाई से काट देना चाहिए।

आप किसी भी उत्तर में अपना परिचय प्रकट न कीजिए।

Question Paper Specific Instructions

Please read each of the following instructions carefully before attempting questions.

All questions are compulsory.

Question No. 1 is printed both in English and in Hindi.

Answer to Question No. 1 should be written in the medium (English or Hindi) as authorized in the Admission Certificate and this medium must be stated clearly on the cover of the QCA Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Questions No. 2, 3 and 4 are printed in English only.

Answer to Questions No. 2, 3 and 4 must be written in English only.

All parts / sub-parts of a question shall be written together.

The number of marks carried by a question / part is indicated against it.

Word limit in questions, wherever specified, should be adhered to.

Any page or portion of the page left blank in the QCA Booklet must be clearly struck off.

You must not disclose your identity in any of your answers.

Q1. निम्नलिखित विषयों में से किसी एक पर लगभग 500 शब्दों में निबंध लिखिए :

Write an essay in about 500 words on any one of the following topics :

(40)

(a) अतिशय शहरीकरण हानिकारक है

Excessive urbanization is a menace

(b) व्यवहारिक कौशल का वृत्तिक विकास में महत्त्व

Significance of soft skills in career development

(c) क्या सशस्त्र बलों में युवाओं के लिए निश्चित अवधि की सेवा अनिवार्य होनी चाहिए ?

Should service in the armed forces be made compulsory for the youth for a specific period ?

(d) कोविड-19 के पश्चात् समाज में उपभोक्तावाद की बदलती गतिकी

Changing dynamics of consumerism in the post COVID-19 society

(e) कथनी करनी से ताकतवर है

Actions speak louder than words

Q2. Write a précis of the following passage by reducing it to one-third of its length. Failure to adhere to the word limit may result in deduction of marks. Do not suggest any title. The précis must be written only in the space provided for it :

(20)

The home should be the happiest place we can ever know on earth, and a place that is a constant source of strength and inspiration. In it we have the closest and dearest relationships, which sustain us all our lives. But to create and preserve the happiness of the home requires certain qualities and attitudes.

The family is an institution of love, care, compassion and kindness. It brings progress, prosperity, peace and tranquillity in the society. It nurtures values and makes human beings civilized. A family comes into existence by the coming together of a man and a woman in marriage and their union creates a new family and a new generation. This family produces the tie of kinship and community, which develops into a large society. The family is the institution through which one generation prepares another for the service of human civilization. Members of this institution desire that those who replace them should be better than themselves. Parents want to see their children happier, healthier, more educated, and better human beings than their own selves. All religions place great emphasis on the family and family values.

As societies have shifted economically from agriculture to industry, extended families have largely given way to nuclear families. Family values, also, do not remain fixed and rigid; they change in response to economic, political and cultural developments. They vary from country to country, and even among different households.

Before the twentieth century, for example, in most places and at most times, the idea of a married woman seeking status and recognition independent of her husband would have constituted a breach of family values. Many societies expected women to focus exclusively on household duties. Indeed the family is a sort of societal laboratory. Both research and experiments are carried out here.

While family values remain a rather vague concept, sociologists usually understand the term to include a combination of at least four principles : (1) support for marriage as a lasting bond between one man and one woman; (2) family organization that has the husband as the head of the household and the wife primarily as homemaker; (3) parental responsibility for and control over children's education and discipline; (4) responsibility of aged parents and interaction with other relatives. While in a typical Indian family none of the four principles is violated outright, the compliance is no more natural and voluntary. There is a lot of underlying stress.

The crux of the institution of family is the blossoming of oneness in diversity. If there are ten members in a family, they will have their ten different modes of thinking and varying styles of working. Their emotions and emotional intensities may also be of various types. A family is all about living amicably in such a diverse environment and coexisting peacefully. We are happy with who we are. We respect others by accepting their race, religion, culture, opinions, hobbies or other interests as valuable to them. As we develop and express our various talents, we enrich each other's lives. Variety brings connectivity to the family.

An important principle of identity or oneness is love. It may be illustrated by a tree having many fruits. One of the fruits of the tree of love is humility and another is gratitude. These two fruits are the reverential gifts of the younger members of the family to the elders. Another fruit of the tree is affection. This is a gift that the elders in the family give to the younger ones. It is only in a family where the younger members have a deep feeling of humility and gratitude towards the older members that the aged get honour and respect. In such an environment of mutual humility, gratitude and affection, a person lives a life of joy. On the other hand, life becomes a burden in a family bereft of these values, and ultimately the sweetness of life evaporates. *(651 words)*

Q3. Read the following passage and write clear and precise answers to the questions that follow, in your own words : (4×5=20)

Culture by definition is elusive, intangible, implicit and taken for granted. But any society develops a set of assumptions, understanding and implicit rules that govern day-to-day behaviour in the society. It is the social glue that helps and holds the community together by providing appropriate standards for what people should say and do. It enhances social system stability, increases behavioural consistency, conveys a sense of identity for members in a community, facilitates the generation of commitment to something larger, serves as a sense-making and control mechanism that guides and shapes the attitudes and the behaviour of people in the society, and becomes the primary basis for reward and upward mobility. Above all, culture symbolises the level of the people and community.

Education is a process of creation, perpetuation, transmission and enrichment of cultural values. According to G.S. Puree, “Adult education teaches people the culture of their society and enables them to live according to its ways. It is a process of “directed” learning — directed primarily towards the development of the individual’s personality in consonance with the ways of his society. It aims at bringing about more effective participation in the desirable values. In this way, adult education is a great socialising agency.”

Adult education can be considered as an effective tool for transformation of ideas, ideals, behavioural patterns, cognitive values, conventions, convictions and more specially, is an agent of change. Therefore, if the adult education programme is to be run on sound lines with good spirit, the curriculum components are to be changed, mindset of the adult learners is to be changed on progressive side. Then only can the sustainable development through adult education programme be partly achieved as desired by the government.

Adult education should enable everyone to acquire various skills so that they should be in a position to function in a better and more effective way in their life as also in their work situation. They should be enabled to upgrade their professional skills in the field in which they are interested to work so that they should be able to boost up their economic conditions and thereby have a high standard of living. People must learn ways of earning for their health, living on money economy, dealings with strangers and discharging their civic responsibilities. As a whole, a new set of attitudes and relationships with institutions can also be built.

Functional efficacy refers to the process of skills formation and articulation of such skills for practical problem solving in their respective occupations. As is known, imparting occupational skills to the people not only enlightens about the skills needed but also gives them scope for development of new occupations and assignments. Therefore, programmes for the upgradation of functional skills form an essential part of the adult education programme.

Answer the following questions in your own words :

- (a) What does culture symbolise ?
- (b) How is adult education a socialising agency ?
- (c) How can sustainable development be achieved through adult education ?
- (d) What skills can be developed through adult education ?
- (e) What is functional efficacy ?

Q4. Read the following passage and write clear and precise answers to the questions that follow, in your own words : (4×5=20)

There are many elements that set humans apart from all other animal species on the planet. One of the more impressive differences is our more highly developed brain and our ability to think and reason. It is what allows us to accomplish so much of what is not even in the realm of possibility for all the other so-called lower animals. Ironically, it also is what gets us into trouble as regards our health and well-being, trouble that the lower animals don't have to contend with, trouble that is associated with diet, nutrition, and health. For example, do you realize that we humans are the only species on earth to cook our foods before we eat them ? We are also, not coincidentally, the only species to suffer from the diseases of affluence, which are heart disease, cancer, diabetes, osteoporosis and obesity. Food keeps us alive; that is a simple, self-evident fact. Stop eating and you die. But way back in history, we started cooking the life out of our foods before eating them and we have been paying the price with ill health and premature death ever since.

Animals in nature do not ever eat cooked food and they do not suffer from the diseases of affluence. There are, of course, exceptions to this, but those exceptions come into play only as other animal species come into close contact with humans. And the closer the contact, the more diseases occur. For example, animals in zoos or animals that we take as pets, or animals that are in some way forced to interact with humans, suffer from the same diseases of affluence that afflict humans. Because we feed them our cooked food ! Could anything on earth be more obvious ?

Dr. Francis Pottenger carried out a meticulous, thorough, ten-year experiment using 900 cats placed on controlled diets. Only two items of food were used and they were given either in their raw or cooked state. The results were so overwhelmingly conclusive and convincing that there can be no doubt whatsoever of living, uncooked food's superiority over cooked food. The cats fed only the living, raw food produced healthy kittens year after year. There was no ill health, no disease, and no premature death. Death came to those cats only as the natural consequence of old age. However, the cats fed on the same food, cooked, developed every one of humanity's modern ailments — heart disease, cancer, kidney and thyroid disease, pneumonia, paralysis, loss of teeth, arthritis, difficulty in labour, diminished sexual interest, diarrhoea, irritability so intense that the cats were dangerous to handle, liver impairment, and osteoporosis. The excrement from these cats was so toxic that weeds refused to grow in the soil fertilized with it, whereas weeds proliferated in the stools from the cats fed the living, uncooked food. Here is the clincher: the first generation of kittens born to the group of cats who were fed only cooked food were sick and abnormal. The second generation were often born diseased or dead. By the third generation the mothers were sterile. Dr. Pottenger conducted similar tests on white mice and the results coincided exactly with those of the tests run on cats.

Answer the following questions in your own words :

- (a) How are humans different from other lower animals ?
- (b) What is unique about the food habits of humans and how does it affect them ?
- (c) How does the contact with humans harm the animals ?
- (d) What is the finding of Dr. Francis Pottenger's experiment ?
- (e) Make sentences with the following words used in the passage to bring out their meaning :
 - (i) impressive
 - (ii) meticulous
 - (iii) impairment
 - (iv) proliferated