

# Question Paper

Exam Date & Time: 30-Dec-2018 (08:30 AM - 11:30 AM)



**MANIPAL INSTITUTE OF TECHNOLOGY**  
**MANIPAL**  
*(A constituent unit of MAHE, Manipal)*

FIRST SEMESTER B.TECH MAKE-UP EXAMINATIONS, DECEMBER 2018

**Communication skills in English [HUM 1051 - 2018 -PHY]**

**Marks: 50**

**Duration: 180 mins.**

**A**

**Answer all the questions.**

Section Duration: 180 mins

Instructions to Candidates:

Write the correct answer to all the questions

- 1) **Fill in the blanks with the correct option to complete the sentence:** (1)
- A)

Several amendments were added to the club rules over the summer, but unfortunately they ..... inclusiveness.

- a. did not promote
- b. does not promote
- c. have not promoted
- d. did not promoted

- B) It was a glorious victory to the Indian team, ..... (1)

- a. isn't it?
- b. wasn't it?
- c. didn't it?
- d. was it?

- C) A lot of people .....to abstain from casting their votes last year. (1)

- a. decided
- b. have decided
- c. had decided
- d. have been decided

- D) The Prime Minister along with his council of minsters, ..... leading the way. (1)

- a. were
- b. is
- c. have been

d. are

- E) The police informed the general public that there ..... a (1)  
few changes in the traffic route.

a. may be  
b. might be  
c. will be  
d, are

- 2) **Identify the grammatically correct sentence in each of the following:** (1)

A)

a. They decided that the interview must be held between 7.00 to 9.00 in the evening.  
b. They decided that the interview must be held between 7.00 and 9.00 in the evening.  
c. They decided that the interview must be held from 7.00 in the evening.

- B) a. The mass influx of refugees and other migrants to Europe poses a existential threat to its structure. (1)

b. The mass influx of refugees and other migrants to Europe pose an existential threat to their structure.  
c. The mass influx of refugees and other migrants to Europe poses an existential threat to its structure.

- C) a. The leaders made it very clear to their supporters that strict actions would be taken against anyone who violated the rule. (1)

b. The leaders made it very clear to his supporters that strict actions will be taken against anyone who violates the rule.  
c. The leaders made it very clear to their supporters that strict actions will be taken against anyone who violate the rule.

- D) a. Both Sandy and Ravi has not completed his assignment. (1)

b. Both Sandy as well as Ravi have not completed their assignment.  
c. Both Sandy and Ravi have not completed their assignment.

- E) a. After the sumptuous meal at the five star hotel he realized that he forgot his wallet. (1)

- b. After the sumptuous meal at the five star hotel he had realized that he forgot his wallet.
- c. After the sumptuous meal at the five star hotel he realized that he had forgotten his wallet.

3) **Choose the right word to fill in the blanks. Write only the word.** (1)

A)

Although he is belligerent in his public life, at home he is quite ..... (timid / aggressive/avuncular )

B) Malaria is widely prevalent, and in some years, after a wet spring, assumes a ..... character.. (petulant/ malignant/ indigent) (1)

C) The middle class .....for material comforts is given a boost by the neo liberal approach of the government (avarice/ lethargy/ refusal) (1)

D) The entire world of journalism .....the demise of the writer Gouri Lankesh. ( appraised/ lamented/glamourized) (1)

E) Dr. Karunanidhi hailed from .....small town in Tamilnadu before he made a huge mark in the national politics. (obscure/ petulant/pompous) (1)

4) **Read the following passage and answer the questions given at the end:** (1)

A)

Are all our development projects are truly about development? If they are, who are the people that reap the benefit of these developments? It is in this backdrop that we need to understand the heightened sensitivities and **palpable** anger over forcible land acquisition in India in the name of developmental projects. Given that 90 per cent of our coal, more than 50 per cent of most minerals, and prospective dam sites are mainly in Adivasi regions, there has been, and is likely to be, continuing tension over issues of land acquisition.

Through these tensions, not only has a question mark been placed over our development strategy, the delicate **fabric of Indian democracy has become terribly frayed at**

**the edges.** In the remote Adivasi heartlands of India, people feel such a deep and abiding sense of hurt, **alienation** and **cynicism** that they have allowed themselves to be helplessly drawn into a terrible vortex of violence and counter-violence, even when they know in their heart of hearts that it will lead to their own destruction. The 2013 land law tried to reach out to these people, by undoing a draconian colonial Act more suited to a 19th century empire than to a 21st century vibrant democracy. At the heart of the 2013 law was the provision of seeking the consent of those whose lands were to be acquired and of caring for those whose livelihoods would be destroyed in the process. Undoing these provisions is a virtual resurrection of **undiluted powers of "eminent domain"**, which the 1894 law conferred on the state.

Certainly, there can be many situations where land is needed for a development project that could actually benefit those whose lands are being acquired. What could be the possible harm in seeking the prior, informed consent of these people, after making the effort of explaining to them how they would stand to benefit? There are those who argue that farmers would be better off giving up farming. Indeed, they say farmers do not want to farm any more. Why would these farmers conceivably say no if we were to propose more attractive and tangible alternative options to them in return for their land? Is it not for farmers to assess whether the project will actually be of benefit to them and whether the recompense offered to them is a fair bargain? And allow them to be parties in working out what could be regarded as a fair deal for all? But all this will happen only if we are willing to talk to farmers and listen to them.

This is the essence of Social Impact Assessment (SIA), which was again at the heart of the 2013 law. SIA is an instrument meant to assess the positive and negative impacts of the project and also to assess whether the objectives of the proposed project could not be achieved in some other manner, especially by acquiring significantly less fertile, multi-cropped land, a crucial requirement of national food security. When we look back at the history of land acquisition in India, we find it riddled with instances of

far too much land being acquired and not being put to use. Just one look at the huge amounts of unused land in possession of many of our universities today would make you see the point. And as a recent study by the Comptroller and Auditor General (CAG) reveals, of the over 60,000 hectares of land acquired for Special Economic Zones (SEZs), from 2006 to 2013, around 53 per cent has not been put to any use. Just because it was possible to bully uninformed village people, we continued to do so. SIA is an attempt to check these kinds of malpractices. It is also a way of making sure that land acquisition is not an easy way for the real estate mafia to make a quick buck in the name of development. The CAG study found many instances of land acquired at rates much below the market value being diverted to private builders in urban areas for commercial exploitation after denotification. The 2013 Act provided for the return of unused land to the original owner in cases where the land has not been used for the purposes for which it was acquired within five years. This is a key provision that should be retained.

SIA is an attempt to restore the declining faith in the democratic process, by reaching out to those who believe all decisions affecting their lives are made in distant, uncaring corridors of power, leaving them without any say. Incidentally, SIA is also best practice in development projects across the world. Doing away with SIA would destroy a very powerful means of what is globally termed "conflict prevention", a variety of activities aimed at anticipating and **averting** the outbreak of conflict.

Source : The Hindu, Delhi Edition, 25th April 2015.

### **Question:**

#### **A. What is the intention of the author in this passage?**

- a. To create awareness about aspects of land acquisition policy and challenges
- b. To protest against the government for misusing Land Acquisition Bill.
- c. To support the farmers in their protest against land

acquisition

d. To highlight the falsehood of all development projects in India

B) **The phrase 'fabric of Indian democracy has become terribly frayed at the edges' refers to** (1)

- a. The unjust treatment of adivasis
- b. Failure of the development projects
- c. Misuse of land acquisition scheme
- d. Unrest among the adivasis against the authority

C) **Which of the following is true according to the passage?** (1)

- a. About 65 percent of the land acquired from farmers has not been put to any use
- b. SIA found certain land acquired in urban areas was given to private builders for commercial exploitation
- c. The Adivasi region is not affected by the Land Acquisition bill
- d. The 2013 land law tried to address the concerns of the people who are affected by land acquisition process

D) **What is the meaning of the phrase "undiluted powers of eminent domain"?** (1)

- a. Taking the land from poor and delivering it to the rich
- b. Giving the power to the poor in decision making
- c. Strengthening the power of the high class
- d. Weakening the powers of the high class

E) **Which of the following is termed as a malpractice in the process of land acquisition?** (1)

- a. Acquiring less fertile, multi-cropped land for development projects
- b. Proposing attractive and tangible alternative options to farmers
- c. retaining unused land in the possession of Universities
- d. Returning of unused land to the original owner

5) **Fill in the blanks with the correct option:** (1)

A) A. The meaning of the word '**palpable**' in the above

passage (line 1) is -----.

- a. obvious
- b. terrible
- c. erroneous
- d. ambiguous

- B) "... In the remote Adivasi heartlands of India, people feel such a deep and abiding sense of hurt, **alienation** and cynicism that they have allowed themselves to be helplessly drawn into a terrible vortex of violence and counter-violence." (1)

The meaning of the word '**alienation**' in the above line of the passage is -----.

- a. isolation
- b. hostility
- c. recognition
- d. arrogance

- C) "In the remote Adivasi heartlands of India, people feel such a deep and abiding sense of hurt, alienation and **cynicism** that they have allowed themselves to be helplessly drawn into a terrible vortex of violence and counter-violence." (1)

The word '**cynicism**' in the above lines suggests -----.

- a. criticism
- b. compliment
- c. pessimism
- d. optimism

- D) "Why would these farmers **conceivably** say no if we were to propose more attractive and tangible alternative options to them in return for their land? (1)

The word '**conceivably**' in the above line means -----

- a. plausibly
- b. happily
- c. confidently

d. elatedly

- E) "...a variety of activities aimed at anticipating and **averting** the outbreak of conflict." (1)

The word '**averting**' in the passage means:

- a. ignoring
- b. supporting
- c. preventing
- d. restoring

- 6) **Write your views in about 250- 300 words on the following topic.** (5)

**Are all our development projects truly about development?**

- 7) **Read the following transcript of the speech by Rita Pierson titled 'Every Kid Needs a Champion' at TED 2013. Write your response to the speech in about 250-300 words.** (5)

I have spent my entire life either at the schoolhouse, on the way to the schoolhouse, or talking about what happens in the schoolhouse. Both my parents were educators, my maternal grandparents were educators, and for the past 40 years I've done the same thing. And so, needless to say, over those years I've had a chance to look at education reform from a lot of perspectives. Some of those reforms have been good. Some of them have been not so good. And we know why kids drop out. We know why kids don't learn. It's either poverty, low attendance, negative peer influences. We know why. But one of the things that we never discuss or we rarely discuss is the value and importance of human connection, relationships. James Comer says that no significant learning can occur without a significant relationship. George Washington Carver says all learning is understanding relationships. Everyone in this room has been affected by a teacher or an adult.

For years, I have watched people teach. I have looked at the best and I've look at some of the worst. A colleague said to me one time, "They don't pay me to like the kids. They pay me to teach a lesson. The kids should learn it. I



should teach it. They should learn it. Case closed." Well, I said to her, "You know, kids don't learn from people they don't like." (Laughter) (Applause) She said, "That's just a bunch of hooey." And I said to her, "Well, your year is going to be long and arduous, dear." Needless to say it was. Some people think that you can either have it in you to build a relationship or you don't. I think Stephen Covey had the right idea. He said you ought to just throw in a few simple things, like seeking first to understand as opposed to being understood, simple things like apologizing. You ever thought about that? Tell a kid you're sorry, they're in shock. I taught a lesson once on ratios. I'm not real good with math, but I was working on it. And I got back and looked at that teacher edition. I'd taught the whole lesson wrong. (Laughter) So I came back to class the next day, and I said, "Look, guys, I need to apologize. I taught the whole lesson wrong. I'm so sorry." They said, "That's okay, Ms. Pierson. You were so excited, we just let you go." (Laughter) (Applause) I have had classes that were so low, so academically deficient that I cried. I wondered, how am I going to take this group in nine months from where they are to where they need to be? And it was difficult. It was awfully hard. How do I raise the self-esteem of a child and his academic achievement at the same time?

One year I came up with a bright idea. I told all my students, "You were chosen to be in my class because I am the best teacher and you are the best students, they put us all together so we could show everybody else how to do it." One of the students said, "Really?" (Laughter) I said, "Really. We have to show the other classes how to do it, so when we walk down the hall, people will notice us, so you can't make noise. You just have to strut." And I gave them a saying to say: "I am somebody. I was somebody when I came. I'll be a better somebody when I leave. I am powerful, and I am strong. I deserve the education that I get here. I have things to do, people to impress, and places to go." And they said, "Yeah!" You say it long enough, it starts to be a part of you. And so - (Applause) I gave a quiz, 20 questions. A student missed 18. I put a "+2" on his paper and a big smiley face. He said, "Ms. Pierson, is this an F?" I said, "Yes." He said, "Then why'd you put a smiley face?" I said, "Because you're on a roll. You got two right.

You didn't miss them all." I said, "And when we review this, won't you do better?" He said, "Yes, ma'am, I can do better." You see, "-18" draws all the life out of you. "+2" said, "I ain't all bad." (Laughter) (Applause)

For years I watched my mother take the time at recess to review, go on home visits in the afternoon, buy combs and brushes and peanut butter and crackers to put in her desk drawer for kids that needed to eat, and a washcloth and some soap for the kids who didn't smell so good. See, it's hard to teach kids who stink. And kids can be cruel. And so she kept those things in her desk, and years later, after she retired, I watched some of those same kids come through and say to her, "You know, Ms. Walker, you made a difference in my life. You made it work for me. You made me feel like I was somebody, when I knew, at the bottom, I wasn't. And I want you to just see what I've become." And when my mama died two years ago at 92, there were so many former students at her funeral, it brought tears to my eyes, not because she was gone, but because she left a legacy of relationships that could never disappear. Can we stand to have more relationships? Absolutely. Will you like all your children? Of course not. And you know your toughest kids are never absent. (Laughter) Never. You won't like them all, and the tough ones show up for a reason. It's the connection. It's the relationships. And while you won't like them all, the key is, they can never, ever know it. So teachers become great actors and great actresses, and we come to work when we don't feel like it, and we're listening to policy that doesn't make sense, and we teach anyway. We teach anyway, because that's what we do. Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. Is this job tough? You betcha. Oh God, you betcha. But it is not impossible. We can do this. We're educators. We're born to make a difference. Thank you so much.

8)

**Write a composition in about 250-300 words on any ONE of the following:** (5)

Discuss the role of songs and symbols in the novella *The Pearl*.

OR

Discuss the structure of the narrative in the novella *The Pearl* in terms of progression and development of the plot.

- 9) **Write an essay in about 500-600 words on any ONE** (10)  
**of the following topics:**

Cultural declination and advancement of civilization.

OR

Violence against women

OR

Artificial Intelligence in professional fields

-----End-----