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## ENGLISH

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**Direction (1 – 5) :** In the following questions, groups of four words are given. In each group one word is wrongly spelt. Find the wrongly spelt word and mark your answer in the Answer Sheet.

Q.1)

- |                  |                 |
|------------------|-----------------|
| (1) Preposterous | (2) Disasterous |
| (3) Murderous    | (4) Onerous     |

Q.2)

- |               |                 |
|---------------|-----------------|
| (1) Severity  | (2) Cruelity    |
| (3) Sincerity | (4) Superiority |

Q.3)

- |              |             |
|--------------|-------------|
| (1) Begining | (2) Winning |
| (3) Mining   | (4) Running |

Q.4)

- |                |                 |
|----------------|-----------------|
| (1) Complement | (2) Compliment  |
| (3) Supplement | (4) Requirement |

Q.5)

- |               |            |
|---------------|------------|
| (1) Amelirate | (2) Zealot |
| (3) Penetrate | (4) Stain  |

**Direction (6 – 15) :** In the following questions, a part of the sentence is printed in bold. Below are given alternatives to the bold part as 1, 2 and 3 which may improve the sentence. Choose the correct alternative. In case no improvement is needed, you answer is '4'. Blacken the appropriate rectangle in the answer sheet.

Q.6) She teaches us grammar, **isn't it**?

- |                 |                    |
|-----------------|--------------------|
| (1) isn't she?  | (2) doesn't she?   |
| (3) doesn't it? | (4) no improvement |

Q.7) The struggle for independent is gaining **movement** every day.

- |              |                    |
|--------------|--------------------|
| (1) motion   | (2) movement       |
| (3) momentum | (4) no improvement |

Q.8) She is quite without **affection** and has no false pride.

- |                 |                    |
|-----------------|--------------------|
| (1) admiration  | (2) affliction     |
| (3) affectation | (4) no improvement |

Q.9) I complimented Raju **for** his promotion.

- |           |                    |
|-----------|--------------------|
| (1) with  | (2) on             |
| (3) about | (4) no improvement |

Q.10) The food tastes **deliciously**.

- |              |                    |
|--------------|--------------------|
| (1) delicacy | (2) delicious      |
| (3) badly    | (4) no improvement |

Q.11) I have seen **much** of the plays of Shakespeare acted.

- |           |                    |
|-----------|--------------------|
| (1) a few | (2) many           |
| (3) most  | (4) no improvement |

Q.12) **I have bought** this house in 1970 for Rs. Two lakhs.

- |                |            |
|----------------|------------|
| (1) had bought | (2) bought |
|----------------|------------|

(3) have been bought      (4) no improvement

Q.13) To child died **from** jaundice.  
(1) with                      (2) of  
(3) by                         (4) no improvement

Q.14) I will phone you **after I shall arrive**.  
(1) after I shall have arrived  
(2) after I arrive  
(3) after I arrived  
(4) no improvement

Q.15) It's high time you **come** to a decision.  
(1) came                      (2) had come  
(3) have come                (4) no improvement

**Direction (16 – 20) :** In the following questions, a sentence has been given in Active/Passive Voice. Out of the four alternatives suggested below, select the one which best expresses the same sentence in Passive / Active Voice.

Q.16) You surprise me.  
(1) I am to be surprised      (2) You are surprised  
(3) I am surprised              (4) Me is surprised

Q.17) The boys killed the snake with a stick.  
(1) The snake was killed by the boys with a stick.  
(2) A stick was killed by the boys with a snake.  
(3) A snake with a stick was killed by the boys.  
(4) A snake is killed by the boys with a stick.

Q.18) Let me do this.  
(1) Let us do this.              (2) This be done by me.  
(3) Let this be done by me.    (4) Let do this.

Q.19) The tiger caught a fox.  
(1) A fox has been caught by the tiger.  
(2) A fox was caught by the tiger.  
(3) A fox is caught by the tiger.  
(4) A fox had been caught by the tiger.

Q.20) Someone has lit the fire.  
(1) The fire was lit by someone.  
(2) You are requested to light the fire by someone.  
(3) The fire has been lit by someone.  
(4) The fire had been lit by someone.

**Direction (21 – 25) :** In the following passage, the first and the last parts of the sentence are numbered 1 and 6. The rest of the sentence is split into four parts and named, P, Q, R and S. These four parts are not given in their proper order. Read the parts and find out which of the four combinations is correct. Then find the correct answer and blacken the appropriate rectangle in the Answer Sheet.

Q.21) 1. Once a week Deesa led Moti Guj, the elephant, down to the river.  
P. After inspection the two would stand up.  
Q. Then Deesa looked at his feet and examined his whole body for sores.  
R. The animal knew it was time to return.  
S. The elephant lay down on his side, while Deesa rubbed him with a coir scrubber.

6. Both the elephant and the trainer would return home.

- (1) SQPR                      (2) QSRP  
(3) QPRS                      (4) RQSP

Q.22) 1. Anna had longed to see her son.  
P. "He will arrive at the station at 10 O'clock, she said to herself.  
Q. She prepared herself for it.  
R. She looked at the clock.  
S. There were only five minutes left.  
6. She rushed out of her house and hailed a taxi to reach the station in time.

- (1) QPRS                      (2) SPRQ  
(3) PRQS                      (4) QSRP

Q.23) 1. Mr. Ramaswamy is a very strict man.  
P. He earns nearly three thousand rupees a month.  
Q. He also believes that it is foolish to waste one's time or money.  
R. He is not a poor man.  
S. He believes that life means work only.  
6. But he wants his children to lead a simple life.

- (1) PSQR                      (2) SQRP  
(3) RQPS                      (4) SRQP

Q.24) 1. It will be better.  
P. to a few than enrol.  
Q. to provide quality education.  
R. them out as graduates.  
S. en masse and churn.  
6. after perfunctory teaching.

- (1) QRSP                      (2) RSPQ  
(3) QPSR                      (4) SRQP

Q.25) 1. 'I was born here in the old city' the girl told us.  
P. her answer suggested that her family has roots.  
Q. when we inquired.  
R. as opposed to the modern towns that consist mostly of hotels.  
S. and belongs to the traditional part where the temple are.  
6. Some day people here are more ethnically pure.

- (1) QPSR                      (2) SRPQ  
(3) PSRQ                      (4) SRQP

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**ANSWERS**

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- |    |     |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | (2) | 6.  | (2) | 11. | (2) | 16. | (3) | 21. | (1) |
| 2. | (2) | 7.  | (3) | 12. | (2) | 17. | (1) | 22. | (1) |
| 3. | (1) | 8.  | (3) | 13. | (2) | 18. | (3) | 23. | (2) |
| 4. | (4) | 9.  | (2) | 14. | (2) | 19. | (2) | 24. | (3) |
| 5. | (1) | 10. | (4) | 15. | (1) | 20. | (3) | 25. | (1) |

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**ENGLISH**

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**Direction (1 – 5) :** In the following passage, the first and the last parts of the sentence are numbered 1 and 6. The rest of the sentence is split into four parts and named, P, Q, R and S. These four parts are not given in their proper order. Read the parts and find out which of the four combinations is correct. Then find the correct answer and blacken the appropriate rectangle in the Answer Sheet.

- Q.1) 1. Making ourselves  
P. our language  
Q. part of growing into  
R. masters of  
S. is an important  
6. full manhood or womanhood
- (1) PSRQ                      (2) SQPR  
(3) RPSQ                      (4) PRSQ
- Q.2) 1. The very first battle they fought  
P. and they had to fall back  
Q. cross the border  
R. was lost  
S. letting the enemy  
6. an enter the country
- (1) RQSP                      (2) RPSQ  
(3) QRPS                      (4) QPRS
- Q.3) 1. A nation  
P. the material assets it possesses  
Q. is not made by  
R. and collective determination  
S. but by the will  
6. of the people
- (1) PQRS                      (2) QPSR  
(3) RSPQ                      (4) SRPQ
- Q.4) 1. When the Governor  
P. the bell had rung  
Q. justice should be immediately  
R. he ordered that  
S. found out why  
6. done to the horse
- (1) RSPQ                      (2) PQSR  
(3) SPRQ                      (4) SQRP
- Q.5) 1. When you ponder over  
P. that the only hope  
Q. you will realize  
R. of world peace lies  
S. the question deeply  
6. in the United Nations

- (1) QRSP                      (2) SPQR  
(3) SQPR                      (4) RSPQ

**Direction (6 – 15) :** In the following passage, some of the words have been left out. First read the passage over and try to understand what it is about. Then fill in the blanks with the help of the alternatives given. Mark your answer in the Answer Sheet.

The language problem is not solved by deciding the medium of instruction in the education institutions. The problem is 81.

between State Governments still 82. At present, each State Government is 83 the process of 84 the 85 language as the medium for 86 purposes. Then the need for a stable language for 87 communication 88. Moreover, the Central Government shall 89 adopt a particular language for 90 own official work.

Q.6)

- (1) communication              (2) information  
(3) intimation                  (4) decision

Q.7)

- (1) stays                          (2) remains  
(3) resides                        (4) rests

Q.8)

- (1) into                          (2) through  
(3) with                          (4) in

Q.9)

- (1) adapting                      (2) imposing  
(3) thrusting                      (4) adopting

Q.10)

- (1) local                          (2) mother  
(3) regional                        (4) foreign

Q.11)

- (1) governmental                (2) officious  
(3) administrative                (4) religious

Q.12)

- (1) inter-state                      (2) regional  
(3) international                    (4) intra-state

Q.13)

- (1) come up                        (2) rises  
(3) crops up                        (4) persists

Q.14)

- (1) having to                        (2) have to  
(3) had been                        (4) have been

Q.15)

- (1) its                                (2) their  
(3) our                                (4) his

**Direction (16 – 25) :** In the following passage, you have two brief passage with 5 questions following each passage. Read the passages carefully and choose the best answer to each question out of the four alternatives and blacken the appropriate rectangles in the Answer-sheet.

**Passage - I**

“The Law is an ass’, declared Mr. Bumble in “Oliver Twist”, and it often seems he was right. For punishment does not always fit the crime and it rarely happens that a prison term reforms a criminal.”

Consider the following two cases. The first one had happened in a village in Madurai District. One Gopal Yadhav, a hard-core criminal undergoing life sentence in the Madurai Prison came out on bail for two days to perform the last rites of his mother. But he was rearrested on the same evening on the charges of murdering his neighbour’s son to settle old scores.

The second case too came to Madurai Court recently. Deserted by her husband a drunkard, his grief-stricken wife mixed rat poison in the food and gave it to her four children aged between 1 ½ and 9 years. Before she could swallow the same food she was unable to bear the pitiable sight of her children writhing in pain. She rushed them to hospital where she disclosed everything. She was able to save the lives of the first three children, but the law of the country awarded her two years imprisonment (later commuted to one year) on the charges of plotting to kill her children. Would you say women like here are a danger to the society? Would you call them criminal? It is high time that we found other ways of registering our disapproval of wrong doing. To imprison the bad is expedient – when they are dangerous. To imprison the mad and the merely sad, as we do, is not only unnecessary, it is uncivilized.

- Q.16) The writer says ‘The Law is an ass’ because
- (1) it is as patient as an ass
  - (2) it does not punish the criminals severely
  - (3) punishments do not help to reform criminals
  - (4) criminals can escape punishment.
- Q.17) Gopal Yadhav came out on bail
- (1) in order to murder his enemy
  - (2) to cremate his mother
  - (3) so that he could be rearrested
  - (4) to see his four children undergoing treatment in the hospital
- Q.18) The mother in the second case cannot be called a criminal because she
- (1) rushed her children to the hospital
  - (2) mixed an ineffective poison in the food
  - (3) was able to save three out of four children
  - (4) was deserted by her husband.
- Q.19) The writer argues that punishments for people like the woman in the second case are not necessary because they
- (1) don’t commit crimes frequently
  - (2) are less dangerous than other criminals
  - (3) represent poor society
  - (4) should not be clubbed with other criminals
- Q.20) The main difference between the two cases is
- (1) the first is about a man and the other is about a woman
  - (2) the woman regrets what she has done, but not the man
  - (3) the man is a lifer but the woman is not
  - (4) the man and the woman belong to different communities

## Passage - II

The United Nations Fourth World Women’s Conference had a colourful start at Beijing on September 4<sup>th</sup>. This is the century’s most crucial conference which aimed at changing the status quo of women’s lives characterized by inequality.

In a preliminary session, Ms. Aung Suu Kyi, the Nobel Peace Prize winner said that expanding women’s power will bring greater peace and tolerance to the world.

“It is not the prerogative of men alone to bring light to this world. Women with their capacity for compassion and self-sacrifice, with their courage and perseverance have done much to dissipate the darkness of intolerance and hate”, said Ms. Suu Kyi.

In the afternoon session Ms. Ayako Yamaguchi, a Japanese delegate, launched a petition against beauty pageants. "What right do men have to evaluate women in a few minutes? All women are beautiful. Beauty is something different for everyone", Ms Ayako Yamaguchi said.

"Beauty contests are used as trade and exploitation. The training is very vigorous but it is the organizers, not the women, who get the full benefit", said Ms Ranjana Bhargava. "After the competition, the women become trapped and the abuse and the bad things begin. The women are tainted no one else will accept them".

- Q.21) The Women's World Conference was very important because
- (1) Ms Aung Suu Kyi has just been awarded the prestigious Nobel Peace Prize
  - (2) Ms Aung Suu Kyi was taking part in the Conference
  - (3) its main purpose was to change inequalities between men and women
  - (4) it was to protest against beauty contests
- Q.22) Which of the following arguments of Ms Aung Suu Kyi is not true?
- (1) Women also can bring greater peace to the world.
  - (2) Men cannot claim they have done more for peace.
  - (3) Women have the capacity for compassion and sacrifice.
  - (4) Men have done nothing to dissipate ignorance.
- Q.23) The main emphasis in Ms. Ayako Yamaguchi's argument is
- (1) men have no right to judge women.
  - (2) men should be given more time to evaluate women.
  - (3) all women are beautiful in a way.
  - (4) beauty contests are not necessary.
- Q.24) "Beauty is something different for everyone".  
This statement means
- (1) beauty is certainly different from ugliness.
  - (2) beautiful women do not mingle with other women.
  - (3) beauty cannot be defined adequately.
  - (4) each woman is beautiful.
- Q.25) "Colourful start" in the first sentence refers to
- (1) participants who were all beautiful
  - (2) a lot of excitement and cheerfulness in the conference hall
  - (3) absence of black coloured girls
  - (4) flags of various colours outside the conference hall

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### ANSWERS

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- |    |     |     |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | (3) | 6.  | (1) | 11. | (3) | 16. | (3) | 21. | (3) |
| 2. | (2) | 7.  | (2) | 12. | (1) | 17. | (2) | 22. | (4) |
| 3. | (2) | 8.  | (4) | 13. | (1) | 18. | (1) | 23. | (1) |
| 4. | (3) | 9.  | (4) | 14. | (2) | 19. | (2) | 24. | (3) |
| 5. | (3) | 10. | (3) | 15. | (1) | 20. | (2) | 25. | (2) |

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## ENGLISH

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**Directions (1-4) :** Read the following passage carefully and answer the question given below it. Certain words/phrases are given in bold to help you locate them while answering some of the questions.

An equally outstanding feature of the ancient Indian educational system is Adhyatma Vichara. Because of this very basic character of an **eternal** spiritual quest, the Indian system of education is sometimes mistaken to be “other – worlly” whatever be the walk of life or the field of specialization, be it science of medicine, or the mechanics of war or the art of music or dance, the performer and the performance are always **dedicated** to the Divine. “Daivarpura mastu” is the attitude of every author of every educator of every householder and of very student. There is no science without **sublimity** and no education without **enlightenment**. A totally materialistic world is like the paper flower. It may last longer but exists without natural **fragrance** and an inner potentiality to multiply its message. Unfortunately, our modern education system is like this paper flower. That is the reason why an increased emphasis is laid these days on non-formal education. A large number of books have emerged even from the west like the Peasant Pedagogy of Paulo Fraire. Another title is Deschooling society. Even in the West, very sensitive and highly intellectual people have got fed up with formal education. The paper degrees and diplomas have formalized the system so much that our whole society is swelling up with the educated unemployed. A **peculiar** situation arises there from; all the uneducated some how seem to be employed all the time, and all the educated seem to be unemployed all the time. That is the reason why an increasing tendency is noticed on the part of employers to prefer performance to mere qualifications.

- Q.1) The author’s attitude towards present Indian education is essentially  
(1) realistic (2) despairing  
(3) distorted (4) uncritical  
(5) hopeful
- Q.2) The writer believes that  
(1) ancient education system was the best  
(2) there are problems in the present educational system  
(3) people should do their work with detachment  
(4) ‘Peasant Pedagogy’ is the best book on education  
(5) None of these
- Q.3) Which of the following is FALSE in the context of the passage?  
(1) Modern educational is artificial  
(2) Indian education should borrow western ideas  
(3) Unemployment is the fruit of present educational system  
(4) Westerners are changing to non-formal education  
(5) Indiscriminate spread of education results into deterioration of its quality
- Q.4) The book titled “Deschooling Society” would have discussed  
(1) how modern societies will function without education  
(2) how pre-historic societies educated themselves without school  
(3) how education can take place outside the schools  
(4) how present education has created problems rather than giving solutions  
(5) none of these

**Directions (5-7) :** Choose the word which is most nearly the SAME in meaning as the word given in bold as used in the passage

- Q.5) **ENLIGHTENMENT**  
(1) Lightness (2) Insight  
(3) Twilight (4) Blinding  
(5) Proficiency



Q.6) **SUBLIMITY**  
(1) Depression (2) Reduction  
(3) Subversion (4) Precipitation  
(5) Proficiency

Q.7) **DEDICATED**  
(1) Devoted (2) Loyal  
(3) Submissive (4) Sincere  
(5) Conscious

**Directions (8-10) :** Choose the word which is most OPPOSITE in meaning as the word given in bold as used in the passage

Q.8) **FRAGRANCE**  
(1) Aroma (2) Perfume  
(3) Smell (4) Flavour  
(5) Stink

Q.9) **PECULIAR**  
(1) Characteristic (2) Special  
(3) Specific (4) Distinct  
(5) Universal

Q.10) **ETERNAL**  
(1) Momentary (2) Continual  
(3) Everlasting (4) Endless  
(5) ceaseless

**Directions (11-20) :** Read each sentence to find out whether there is any grammatical error in it. The error any will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (5), (Ignore the errors of punctuation, if any)

Q.11) The forest service (1)/ announced that (2)/ the forest fire (3)/ would destroy our town (4)/ No error (5).

Q.12) I respectfully(1)/ request(2)/ your consideration(3)/ of my application(4)/ No error(5).

Q.13) Although the truck(1)/ was without brakes(2)/ the driver skillfully(3)/ guided it down through hill(4)/ No error(5).

Q.14) The famous orator. President Roosevelt(1)/ was in power(2)/ longest than(3)/ anybody else(4)/ No error(5).

Q.15) He is(1)/ interested but(2)/ suspicious of(3)/ the new cashier(4)/ No error(5).

Q.16) Does books for children(1)/ use shorter sentences(2)/ than those(3)/ for adults(4)/ No error(5).

Q.17) A play wright must characterize(1)/ mainly through action and speech(2)/ but a novelist may use(3)/ a great number of technique(4)/ No error(5).

Q.18) The pieces of glass windows(1)/ were spread for miles(2)/ but it apparently(3)/ killed no one(4)/ No error(5).

Q.19) Two drunks(1)/ were singing loud(2)/ near the hospital(3)/ and a policeman was following them(4)/ No error(5).

Q.20) I like Faulkner(1)/ as well as(2)/ even beset(3)/ then I like Steinbeck(4)/ No error(5).

**Directions (21-25) :** In each sentence below, four words which are numbered (1), (2), (3) and (4) have been printed in bold type, one of which may be either inappropriate in the context of the sentence or wrongly spelt. The number of that word is the answer. If all the four words are appropriate and also correctly spelt, mark (5) i.e. 'All Correct' as the answer.

Q.21) There **was**(1)/ **several**(2)/ simple **explanations**(3)/ for the **defeat**(4)/ **All Correct**(5).

Q.22) The **audience**(1)/ **are**(2)/ **applauding**(3)/ **vigorously**(4)/ **All correct**(5).

Q.23) About one-third of the questionnaires **were**(1)/ not **returned**(2)/ ,and one seventh of the **replies**(3)/ were **unusable**(4)/ **All correct**(5).

Q.24) The **period**(1)/ of history that **fascinates**(2)/ me **more**(3)/ is the middle age(4)/ **All correct**(5).

Q.25) **After**(1)/ you have seen the Taj Mahal, no other **arcitectural**(2)/ triumph is likely to **impress**(3)/ **one**(4)/ **All correct**(5).

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**ANSWERS**

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1.	(2)	6.	(5)	11.	(5)	16.	(1)	21.	(1)
2.	(2)	7.	(1)	12.	(1)	17.	(4)	22.	(2)
3.	(2)	8.	(5)	13.	(3)	18.	(2)	23.	(4)
4.	(3)	9.	(5)	14.	(3)	19.	(2)	24.	(3)
5.	(2)	10.	(1)	15.	(2)	20.	(3)	25.	(4)

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## ENGLISH

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**Direction (1 –5) :** Find the word which is of the same meaning (synonym) to the given word:

- Q.1) Lenient  
(1) Harsh (2) Strict  
(3) Mild (4) Unforgiving
- Q.2) Ignore  
(1) Respect (2) Disregard  
(3) Regard (4) Consider
- Q.3) Wander  
(1) Loiter (2) Steady  
(3) Stop (4) Stationary
- Q.4) Revolt  
(1) Obey (2) Loyal  
(3) Rebel (4) Submit
- Q.5) Scanty  
(1) Insufficient (2) Adequate  
(3) Enough (4) Plentiful

**Direction (6 – 10) :** Find the word which is of the opposite meaning (antonym) to the given word:

- Q.6) Generous  
(1) Kind (2) Benevolent  
(3) Mean (4) Lavish
- Q.7) Innocence  
(1) Guilt (2) Ignorance  
(3) Simplicity (4) Harmlessness
- Q.8) Aware  
(1) Ignorant (2) Conscious  
(3) Informed (4) Abreast
- Q.9) Drowsy  
(1) Sleepy (2) Tired  
(3) Lively (4) Sluggish
- Q.10) Counsel  
(1) Advise (2) Oppose  
(3) Publish (4) Rectify

**Direction (11 – 15) :** Each sentence has four parts P, Q, R and S. Find out the correct order of the parts in each question to make a meaningful sentence.

- Q.11) Of the next election (P)/ while a politician (Q)/ always thinks (R)/ a statesman thinks of the next generation (S).  
(1) QRPS (2) PQRS  
(3) RPQS (4) SPQR

- Q.12) has taken a number of steps (P)/ for safe and comfortable journey (Q)/ the ministry of railways (R)/ by the public (S).  
 (1) QSRP (2) PSQR  
 (3) QPSR (4) RPQS
- Q.13) the effect (P)/ is not desirable (Q)/ on children (R)/ of cinema (S).  
 (1) PSRQ (2) SPQR  
 (3) SRPQ (4) RPQS
- Q.14) at his dispensary (P)/ went to him (Q)/ people of all professions (R)/ for medicines and treatment (S).  
 (1) QPRS (2) RPQS  
 (3) RQSP (4) QRPS
- Q.15) he not only (P)/ made others do so (Q)/ but also (R)/ helped the needy himself (S).  
 (1) SPQR (2) PSRQ  
 (3) QPRS (4) PRSQ

**Direction (16 – 20) : Fill up the blank with the most suitable word.**

- Q.16) Gandhiji had ..... unique weapon to protest called the satyagraha.  
 (1) an (2) many  
 (3) a (4) most
- Q.17) I cannot ..... meaning of the sentence.  
 (1) make (2) make up  
 (3) make for (4) make out
- Q.18) He was complaining ..... severe chest pain.  
 (1) against (2) with  
 (3) of (4) from
- Q.19) The proud king turned a deaf ear to the ..... of his ministers.  
 (1) advises (2) advice  
 (3) advisor (4) advices
- Q.20) I had a glass of lemon juice to ..... my thirst.  
 (1) stop (2) prevent  
 (3) quench (4) finish

**Directions (21-25) :** Read the following passage carefully and answer the question given below it. Certain words/phrases are given in bold to help you locate them while answering some of the questions.

An equally outstanding feature of the ancient Indian educational system is Adhyatma Vichara. Because of this very basic character of an **eternal** spiritual quest, the Indian system of education is sometimes mistaken to be “other – worldly” whatever be the walk of life or the field of specialization, be it science of medicine, or the mechanics of war or the art of music or dance, the performer and the performance are always **dedicated** to the Divine. “Daivarpura mastu” is the attitude of every author of every educator of every householder and of every student. There is no science without **sublimity** and no education without **enlightenment**. A totally materialistic world is like the paper flower. It may last longer but exists without natural **fragrance** and an inner potentiality to multiply its message. Unfortunately, our modern education system is like this paper flower. That is the reason why an increased emphasis is laid these days on non-formal education. A large number of books have emerged even from the west like the Peasant Pedagogy of Paulo Freire. Another title is Deschooling society. Even in the West, very sensitive and highly intellectual people have got fed up with formal education. The paper degrees and diplomas have formalized the system so much that our whole society is swelling up with the educated unemployed. A **peculiar** situation arises there from; all the uneducated some how seem to be employed all the time, and all the educated seem to be unemployed all the time. That is the reason why an increasing tendency is noticed on the part of employers to prefer performance to mere qualifications.

- Q.21) Which statement is **true** according to the passage?  
 (1) Today's education is useless for any employed.  
 (2) Modern education should aim only at getting employed.  
 (3) The only cause of present unemployment problems is today's education.  
 (4) President education does not provide people who can give better output.  
 (5) None of these.
- Q.22) Content of EARLIER paragraph most probably revealed  
 (1) foreigner contributions to the Indian Education  
 (2) reasons behind the failures of Indian Education  
 (3) flaws in the modern India Education  
 (4) contribution of ancient Indian to knowledge in different areas  
 (5) None of these
- Q.23) The writer indicates that  
 (1) we must abandon formal education  
 (2) modern education is lifeless  
 (3) we should switch over to non formal education  
 (4) education cannot be without entertainment  
 (5) none of these
- Q.24) Another has used the analogy of paper flows to stress the fact that  
 (1) artificial objects are better than the natural ones  
 (2) Ancient Indian education was better than the present one  
 (3) Indian education is better than that given elsewhere  
 (4) non-formal education is better than the formal one  
 (5) None of these
- Q.25) The title below, that best expresses  
 (1) Modern Indian Education  
 (2) Ancient Indian Education  
 (3) Indian Education : Scenario  
 (4) Best Education  
 (5) None of these

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**ANSWERS**

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|----|-----|-----|-----|-----|-----|-----|-----|------|-----|
| 1. | (3) | 6.  | (3) | 11. | (1) | 16. | (3) | 121. | (1) |
| 2. | (2) | 7.  | (1) | 12. | (4) | 17. | (4) | 122. | (4) |
| 3. | (1) | 8.  | (1) | 13. | (1) | 18. | (3) | 123. | (2) |
| 4. | (3) | 9.  | (3) | 14. | (3) | 19. | (2) | 124. | (2) |
| 5. | (1) | 10. | (2) | 15. | (2) | 20. | (3) | 125. | (4) |