

Reading Comprehension

INTRODUCTION

If one wants to find a success mantra in today's highly competitive world with ever expanding boundaries of knowledge, then it has to be – “know the right thing at the right time, make right use of it in just the right words” – we all have our own bank of knowledge, some have more than others, but what is the point of knowing if you don't know how to use your knowledge well. It is just like owning a guitar without knowing how to play it. But the good thing is you can easily learn to play it if you are committed and have the right guidance.

It is also true about reading comprehension which is all about knowing the right thing, making the right use of it, in the right words. It is the magical guitar on which you can play your success tune. But to learn to play this guitar you need constant effort and a right direction. So, why not begin now?

Why do you think reading comprehension questions are asked from the primary level in school examinations to a level as high as competitive examinations for management or administrative work? Very simply put, in the present era which has a plethora of information, facts, knowledge, it is important for any officer, most of all, for a manager to be able to extract out relevant information from the given draft in minimum possible time and use it for the execution of the assigned project in the best possible way. Remember, as a Manager, you will be required to know details of your company, your staff, your client, your projects, your rivals. But it does not stop here for this you can find out and store on your desktop easily, the real managerial task is to use the available information cleverly to achieve maximum profit target. And this is what reading comprehension exercises give you a practice in. Therefore, a student must approach this section not only as a preparation exercise but as skill that he/she will use for the rest of his/her life. Having said how important Reading comprehension is, I would like the students to know that the reading comprehension section checks not your IQ rather your ability to analyse data and produce conclusions most useful and tangible for positive results. Every student should therefore, keep in mind that this section demands Aptitude more than Intelligence. So, with right direction and determined practice even an average student can excel in this area. Remember you can play guitar if you want to, hard enough.

Let's proceed with understanding reading comprehension.

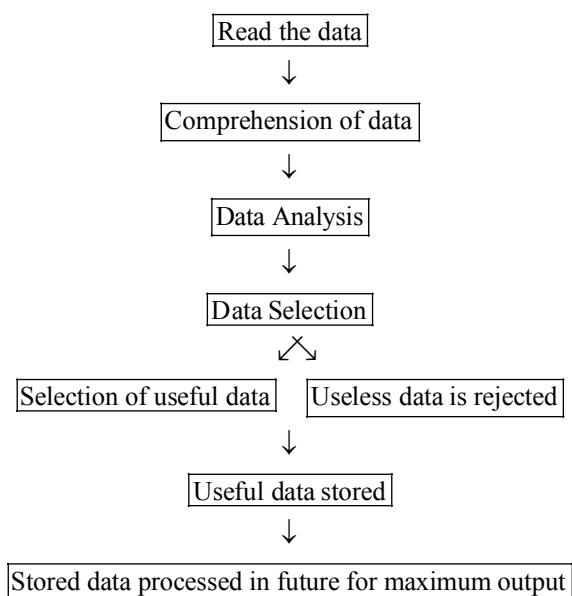
WHAT IS READING COMPREHENSION?

Interestingly, Reading Comprehension is an activity your brain is constantly engaged in. Whatever you do is reading Comprehension for brain. e.g. Reading newspaper, watching billboards on roadside, watching TV, talking with a person, listening to music etc. Reading a newspaper is obviously reading comprehension you would have understood. We read the news

printed on the paper, we understand what it means, we analyse the news for ourselves, by which I mean, sometimes we agree or disagree with the opinion expressed in the newspaper article. If it is a report we select the useful portion of news and store it in our memory to be used later. We like or dislike the subject chosen by the writer, sometimes we are made to think or question our beliefs or mindset by some articles, this is data analysis, then we remember what seems important or useful to us in the newspaper and forget much of the news in the paper everyday.

The same procedure happens even when you are watching hoarding on the roadside. The advertisements are the data for your brain. It is raw information that your brain understands and processes. Remember how many times you say after watching an Ad, “Oh, this is not real”, “Oh! Does it happen this way, I didn't know that”, “This is a good Ad”. All of the above reactions when studied closely are a judgment, fact-collection, opinion formation.

You don't remember everything about every Ad, only the part appealing to you finds a place in your memory. This is Data Selection. Same for watching TV and listening to music, your mind reads information, comprehends it, processes it, selects the useful section and stores it for future, rejects the useless part. So, to make Reading Comprehension easy we can draw a flow chart of the entire process.



The entire process of Reading Comprehension could be divided into 7 simple steps. But here is a need for a reckoner. Though reading comprehension is what our brain practices all the time, yet we do not always perform very well when attempting a reading comprehension question, why?

Because what the brain does is at an ordinary simplistic level and we are unaware of even that. But what is required of an aspiring student is a conscious, skilful, determined effort to master the art of reading comprehension.

Let's illustrate all the seven steps involved in Reading Comprehension describing what we ordinarily do and what are the special concepts a student should keep in mind while attempting the Reading Comprehension section with some useful tips.

STEP 1 : Reading is the obvious important pre-requisite of the RC section. How well you read, in what manner do you read a given passage, would determine the level of your comprehension and consequently the analysis of information. Reading in the right way is very important.

WHAT is the RIGHT way of READING ?

As I have mentioned before that we are constantly engaged in the process of reading information from our surroundings. Only we do not do it skilfully in the right direction. This is what a student has to practice doing to read everything rightly. **HOW?** Even an apparently simple process of reading involves many factors that affect the output of reading. How intelligently can you mould these factors will, in turn, improve the quality of reading. These factors are :

- Subject of data
- Interest areas of the reader
- Concentration span of the reader
- Reading speed
- Retaining capacity
- Reading Aptitude

I. SUBJECT OF DATA

It is proven by research that our brains or brains of different people do not respond to different kinds of data in a similar manner or to a similar extent. Just like we all have our area of expertise, I might know a lot about space science while your knowledge of Automobile may be vast. On the other hand, my idea of latest cars, engines and their power may be meagre and you may find yourself fumbling if questioned about planetary movements, composition of stars etc. This is a reflection of reading habits. Ordinarily, we do selective reading, e.g; while reading a newspaper many students are used to skipping the Business news and jumping straight to sports page while many others simply refuse to look at the editorial page and drool all over the page 3 or entertainment section. Whereas reading has many advantages, it is neither feasible nor advisable for a student to read everything available on all topics under the sun. But it is important, nevertheless, for you to have some basic knowledge about most subjects. This will

- (1) **improve your general awareness,**
- (2) **boost your confidence,**
- (3) **sharpen your analytical skills** because you would be able to use information from different sections and even do a comparative study, if needed, it will also.
- (4) **improve your thinking skills** because as the quantity of facts will increase, you will be pushed to think about all of them. In this manner you will improve many of your skills, not just one. Also, one should not forget

that as a manager one needs to know about not just one field but many. Marketing requires more than just the knowledge of specific sector.

So, to begin with a student should open oneself to reading about varied subjects and not just a selected few. Then it becomes important to decide how much to read and from where to read. The best and age-old golden option is Newspaper. A good student **MUST** develop a habit of reading a newspaper properly everyday. You would say that you do already. In that case, answer the following questions and check yourself?

- * What is the most influential political news of the last week ?
- * What important discovery or research has been made in the field of science, technology or medicine in the gone month?
- * Which book was released by an Indian or American author in the gone week ?
- * Who is the Chief Minister of Gujarat ?
- * When did Einstein die ?
- * What is article 377 of the Indian constitution?
- * What was Rowlatt Act ? Which year was it passed?
- * Who is rated the best Badminton player in the world ?
- * Who is playing Danial Pearl's wife in the Hollywood film being made on the Journalist's life and murder by terrorists ?
- * Which film received the National Award this year?

Check your calibre as a reader now on the basis of the following result card.

Correct Answers	Result
0 – 3	Poor Reader
4 – 7	Average Reader
8 – 10	Good Reader

Now, you know yourself and what are your weaknesses. You would have noticed for yourself while answering the questions.

That despite reading the newspaper everyday you are not updated about the goings-on in every field. This is the first step towards becoming a good reader. You should choose wisely what newspaper or magazines you read. Most advisable would be The Hindu, Indian Express, The Times of India. You can choose from the following magazines India Today, Frontline, Outlook, The Economist. You should also read some books on History, Philosophy and literature as and when you have the time. Though reading must be done selectively so as not to waste time, don't read all articles and reports in the newspaper but intelligently choose after having read all headlines.

TIP

Use this reading habit to improve your vocabulary. Each day list the new words you come across. Classify them under subjects, e.g. Science, Sports, Politics, Literature. Learn their meanings and use them frequently. This will help you understand the jargon of different fields.

Now, let us quickly recall all that we have stated and discussed in this section and list the

MUST DOs FOR A GOOD READER

- * Read about different fields, don't restrict yourself to one.
- * Do intelligent reading, don't waste time reading junk information.
- * Read only from good newspapers and magazines
- * Utilise maximum time, read while travelling, waiting etc.
- * Try to indulge in a discussion everyday about what you read that day
- * Improve your vocabulary alongside reading

II. INTEREST OF READER

This factor is closely connected to the first factor. In fact, it is this factor that chiefly decides the subjects we choose to read about. Just like all fingers in a hand are not of the same size, our interest in every field cannot be of the same level. This is why we choose certain fields and eliminate others. e.g. while walking on the road, if there is a large poster of a bike newly launched in market, it is more likely that a teenage or a young boy would stop by to read the details about the bike rather than a girl who would probably stop by to read information on Jewellery or garments ranges. This is just difference of interests. This is the difference that decides the store of one's knowledge. Ordinarily, it is alright for a person to seek information about one feels drawn to the area of his/her interest. But a student should develop a habit of arousing an interest in different kind of fields equally.

Why is this important ?

Let us suppose that you have interest in fields A, B, D and F but you do not find fields C and E appealing at all. In that case, if you get a passage for Reading Comprehension from areas A, C and E, then you would attempt the first comprehension well because it is an area of your interest, therefore, you will be eager to know more about it, you will, therefore, read it with more concentration and finish reading in less time. Since you have some previous knowledge about the subject, the matter will not be completely new to you and therefore, you will be able to deal with it better. But for the other two passages, because of lack of interest in the topic, your engagement with the data will be half hearted. Owing to this, the comprehension process will slow down and the analysis will not be of the same quality as the first. It is, therefore, clear that the interest of the student in given passage greatly affects his/her performance in attempting the exercise. This is why it becomes important for an aspiring student to develop some interest at least in various fields whether it be science, politics, history, medicine, space, diplomacy, technology, literature, business, economy or world affairs etc.

This is where the first factor also comes into play. If a student reads from different topics, expands his/her reading to various field, he/she will automatically develop some interest in all the fields and also attain some knowledge about each sector. Combining the two, the efficiency of a student in attempting the RC section will be greatly improved.

TIP

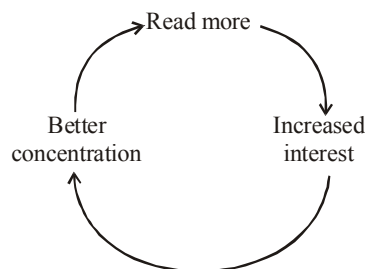
For maximum utility of time, you can depend on News Channels. You can select certain talk shows aired on some good English news channels like NDTV, CNN IBN or TIMES NOW and watch them regularly. This will improve your general awareness, give you an analytical perspective, keep you updated with news from different sectors, and also improve your English.

An Inquisitive mind is a gift for student. Always maintain a desire to know more, keep yourself curious about every subject. Do not hesitate in discussing your opinions, asking questions, expressing your views with friends, teachers or experts. This kind of interaction and communication will greatly increase your interest and knowledge and you will be drawn towards reading automatically. Always keep in mind that developing these habits will help you reap long term benefits.

III. CONCENTRATION SPAN OF READER

Not only in reading but any task to be executed requires concentration. But reading requires it more. So, most students from primary to senior level are heard complaining about lack of concentration as the reason for their poor performance. It has become a popular belief that concentration is naturally endowed on people and so some students have great concentration while others remain restless and cannot concentrate properly. Contrary to the popular belief, the truth is that even concentration can be achieved through effort.

Scientifically a human brain is not tuned to keep itself associated with a particular object for long time and that is why many of us face concentration problems. But these problems are easy to handle also. From usual experience you would know that while reading data of your interest, your mind exhibits more concentration. Why can you sit through a movie with complete concentration but not your maths book or even a newspaper for that matter? Because, things that you find entertaining stimulate your brain in a manner which is positive and, hence, you achieve higher level of concentration. Here again we see the first two factors affecting the third. If you develop interest in many subjects, your concentration will automatically increase. But there is a hitch, you can improve concentration by increasing interest and you can increase interest by reading more. But if you have poor concentration then you cannot read more. It is, therefore, a vicious circle.



It, therefore, becomes important to improve your concentration first, to be able to then work on other factors. There are certain tricks that a student may follow to improve his/her concentration.

TIP 1

Always start with shorter, simpler pieces with subject of your interest and gradually move to heavier, more difficult passage. Through this you will first strengthen your confidence, build up your momentum and will be more prepared to deal with longer passages.

TIP 2

Always supervise your reading. Mark every time you get distraction or lose concentration. In this manner you will find out how many times you lost concentration in an hour, with every passing hour make a stronger effort to be more concentrated. You will find out that with each hour number of the marks will decrease.

IV. READING SPEED

From a competitive point of view, 'Time is money,' the faster you read, the more time you will have for comprehension and analysis. If you have followed the first three factors carefully then you will realise that your reading speed will improve greatly itself. But you must keep in mind certain points while trying to read fast. Often what students do is, in their attempt to read fast, they increase the speed of reading words without trying to either understand or retain the information. Remember-

Reading Comprehension = Reading + Comprehension. You must read at a fast speed but not at the cost of comprehension because in that case you'll have to read the passage again and, therefore, the time you saved by reading fast will be consumed in re-reading.

TIP 1

Your Reading speed is the number of words you can read and understand per minute. Remember if you don't understand because you're reading very fast, it is of no use.

TIP 2

Calculate your reading speed. In this manner you will be able to supervise your improvement.

V. RETAINING CAPACITY

This is the most important part of Reading. If a student is able to read well, read with concentration, read fast and if not able to retain useful information of the data then all is lost. A good reader need not come back to the passage again and again to look for answers. The first reading of this passage should, therefore, be done with much care and attention so that the reader retains most of the matter.

You can follow some simple steps to improve your retaining capability. Every time you read a passage, make a mental note of the following :

- (a) title of the passage
- (b) basic theme of the passage
- (c) the positions that the passage takes or the points that the passage makes
- (d) conclusion of the passage.

VI. READING APTITUDE

Reading Aptitude is different from reading skills. The points and factors discussed up till now, constitute reading skill and are regarding the manner you read. Reading Aptitude is what gives an upper edge to a student in the RC section or even otherwise if developed properly.

What is Reading Aptitude?

By reading aptitude, we mean the approach that you take while reading a passage or reading anything. The mindset with which you read it and what is your motive or expectation from the passage. Simply put, Reading aptitude is what you want from reading. If your approach is a reading piece only for the purpose of reading to collect facts to add to your existing store of knowledge or only as a practice to improve your reading speed or merely as an examination exercise you would not receive the same results as you will if you read the passage with a different attitude.

Consider every piece of written information as a prospective useful draft.

Begin with the rule of WIIFM - what's in it for me. Once you have used your wisdom to decide if the passage is worth reading. Approach the passage as a mystery novel. There are hidden clues you must look for. From the beginning stay a careful, clever reader. Remember the first reading itself should give you all you may need to have from a passage.

If there are facts in the passage, quickly decide, as you read, which of these are important enough to be memorized and memorize them.

If there is an argument in the passage, keep trail of how the argument proceeds and what are the different evidences offered.

In such a passage, as you read, involve your mind with the passage and form an opinion about the argument.

If a passage is about philosophy offering a philosophical perspective as you read, form a short summary of the philosophical theory in simple words.

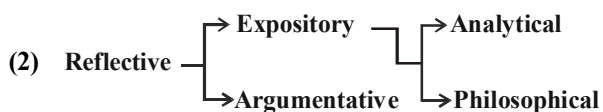
If the essay describes a process or an event, then as you read on, form a chain of events in your mind.

Keeping these points in mind, will improve your reading and retaining efficiency greatly. What we have to target and achieve is not GOOD READING rather what we must try and attain is EFFECTIVE READING. A good reader may or may not be just as good at comprehension and analysis but an Effective Reader would definitely perform in comprehension and Analysis of data just as well. So, try and be an EFFECTIVE READER.

STEP 2 : Comprehension follows reading and simply put means understanding the passage. But there are different categories of compositions and the time of comprehension for each would principally vary. Nevertheless, there are some basic principles one must keep in mind while attempting to comprehend a passage.

- * To make comprehension easy, follow the paragraph division of the passage.
- * As you read each paragraph, mark the important points stated in the paragraph.
- * When you have read the passage once, decide onto the basic theme of the passage.
- * Quickly re-read the marked section of each paragraph and form a basic argument skeleton of the passage in your mind.
- * Do not make reading a one way process rather treat it as a dialogue.
- * Keep your brain actively involved in reading. Treat the passage as if its writer is talking to you. Make it move like a discussion, respond to what is being said in the passage. In this manner your comprehension level will increase greatly.
- * If you do not understand a word, do not panic, you can make out the meaning of the word by fitting it into the larger sense of the sentence, similarly, if you don't understand a phrase, try to fit it into the argument of the paragraph to ascertain its meaning.
- * In case the subject of the paragraph is completely new to you, you must proceed with more care and cleverness. Approach the passage with confidence and an open mind. Do not get taken aback by field-specific jargon, these big and difficult sounding words would not affect your understanding of the composition much. The different types of compositions that one can come across while attempting RC exercise are :

(1) **Narrative.**



(3) **Imaginative.**

Let us now consider each type of passage and how should one deal with it.

1. **Narrative Passage :** A narrative passage usually tells a story which means a sequence of events. Thus, a narrative passage gives an orderly account of a series of related events or the successive particulars of an event. A narrative passage could be of various kinds. (1) biographies (2) History (3) Fiction (4) Execution of a process. The following is a paragraph from a narrative passage.

Recently I spent several hours sitting under a tree in my garden with the social anthropologist William Ury, a Harvard University professor who specializes in the art of **negotiation and wrote the bestselling book, *Getting to Yes***. He captivated me with his theory that tribalism protects people from their fear of rapid change. He explained that the pillars of tribalism that humans rely on for security would always counter any significant cultural or social change. In this way, he said, change is never allowed to happen too fast. Technology, for example, is a pillar of society. Ury believes that every time technology moves in a new or radical direction, another pillar such as religion or nationalism will grow stronger - in effect, the traditional and familiar will assume greater importance to compensate

for the new and untested. In this manner, human tribes avoid rapid change that leaves people insecure and frightened.

In a narrative passage, the questions asked are chiefly about the main ideas discussed in the narrative, some opinions of the narrator or about the general factual information provided through the passage and student must, therefore, concentrate on the main points of the narrative and select them as important. You can follow this simple procedure for attempting the comprehension of a Narrative passage.

If it is a biography, choose the important events of the life of the person, his/her most important works, Principles and ideas that govern the person's life.

If it is a historical narrative, keep in mind the important stages of the event, the cause and the consequences, important people involved in the happenings of the event and their views. Also, it is always important to give weightage to the opinion of the author if expressed in the narrative.

If it is a narrative about a process or an incident then find out the following :-

- * theme of narration
- * basic exposition, i.e. the chief idea being narrated
- * statements that the narrator supports
- * idea or statements author does not agree with
- * certain factual descriptions in the passage
- * train of thought as the narrative moves

2. **Reflective Passage :**

- (a) **Expository Passage :** An expository passage is the most rigid and restricted form of composition. It is also the most common kind of writing. Exposition means to set forth a subject. So, an exposition composition would mean an orderly setting forth of facts and ideas. Its purpose is to explain its language is clear and direct. Its appeal is to the intellect. What you would mostly come across in an exposition essay will be definition, comparisons and contradictions. Exposition is defined in the dictionary as Explanation. Thus a student can expect a straight statement like tone in the passage. These are easier to deal with and can be mastered with practice and relatively less effort.

The following is a paragraph from an expository passage. The painter is now free to paint anything he chooses. There are scarcely any forbidden subjects, and today everybody is prepared to admit that a painting of some fruit can be as important as a painting of a hero dying. The impressionists did as much as anybody to win this previously unheard-of freedom for the artist. Yet, by the next generation, painters began to abandon the subject altogether, and began to paint abstract pictures. Today the majority pictures painted are abstract.

Thus, for a painting to succeed it is essential that the painter and his public agree about what is significant. The subject may have a personal meaning for the painter or individual spectator; but there must also be the possibility of their agreement on its general meaning. It is at this point that the culture of the society and period in question proceeds the artist and his art. Renaissance art would have

meant nothing to the Aztecs—and vice versa. If, to some extent, a few intellectuals can appreciate them both today it is because their culture is an historical one: its inspirations is history and therefore it can include within itself, in principle if not in every particular, all known developments to date.

As you can read yourself an expository essay in itself gives you a serial line of thought. What you have to do, in this case, is understand critically the exposition being made. Pay attention to the following when attempting an exposition essay.

- * main subject of the exposition
- * illustrations made about its different aspects
- * analysis done by the writer on the various definitions & statements
- * Agreements or disagreements made by the writer with some views.

Let's take the following questions as an example-

Which of the following is not necessarily among the attributes needed for a painter to succeed?

- (1) The painter and his public agree on what is significant
- (2) The painter is able to communicate and justify the significance of its subject selection.
- (3) The subject has a personal meaning for the painter
- (4) The painting of subject is inspired by historical developments.

The first option is clearly stated as a reason for the success of a painter and, thus, can be eliminated. The second option, if one thinks intelligently, is linked to the first. If only the painter is able to communicate or justify the significance of its subject selection, can there be any agreement between the painter and the public? This too, thus, gets eliminated. The third and the fourth options offer an ambiguity because both appear in the passage. A close study of the language of the statement and the question is required here. The question asks for a reason which is not necessarily required for the success of a painting, which means it may cause the success of a painting but not necessarily. The third option appears with a 'may' in the passage and can, therefore, be a possible answer. The fourth option is not the answer because the passage states that a painting can earn the appreciation of intellectuals if its inspiration is history and there is no 'may' or chance involved here. Thus, the fourth option can also be eliminated and we have our correct answer as option (3).

- (b) **Argumentative Passage :** An argumentative passage includes an argument and an argument is possible only about a subject that invites argument, conflicting opinions. Such an essay admits difference of opinions and, therefore, the purpose of an argumentative essay is to persuade the readers to adopt a certain idea, attitude or course of action and if possible to resolve the conflict implicit in the subject. The following is an example of a argumentative passage : The detective story, the adult analogue of juvenile adventure tale has at times been described as a glorification of intellectualized conflict. However, a great deal of the interest in the plots of these stories is sustained by withholding the unravelling of a solution to a problem.

The effort of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature whose secrets the scientist supposedly unravels by deduction. If the adversary actively puts obstacles in the detectives' path towards the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains irrational components such as a tactical error on the criminal's part or the detectives' insight into some psychological quirk of the criminal or something of the Art. Conflict conducted in a perfectly rational manner is psychologically no more interesting than western standard e.g. Tie-tac-toe, played perfectly by both players, is completely devoid of psychological interest. Chess may be psychologically interesting but only to the extent that it is played not quite rationally. Played completely rationally, chess would be no different from tic-tac-toe.

Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies stem in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict. While dealing with an argumentative passage the reader should follow the following method to deal any question-

Narrow down the argument to its basis

Track the history of the question/conflict in the passage

Take a stand yourself or be clear as to what is author's stand

Analyse the necessary idea expressed in the passage

Keep track of the evidence or examples offered by the author in support of his/her argument

Make note of the counter argument

Following this method the students should find out the right answer to the above mentioned question from the following option:

- (a) Internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
- (b) Only juveniles or very few adults actually experience external conflict while internal conflict is more widely prevalent in society
- (c) In situations of internal conflict, individuals experience a dilemma in solving their own preferences for different outcomes
- (d) There are no threats to the reader in case of external conflicts

Examples of **Analytical** and **Philosophical passages** are given below. A student should follow the same method as for the expository passage and keep similar factors in mind. Spare a moment to take stock of what's been happening in the past *few* months. Let's start with the oil price, which has rocketed to more than \$65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there *for* business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to \$25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as "you're fired." Finally, take a squint at the United States. Just like Britain a century ago, a period of unquestioned superiority is drawing to a close. China is still a long way from matching America's wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble *for* Africa as Washington and Beijing compete *for* oil stocks.

- (c) **Philosophical passage** : In response *to* logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition. Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, *for* Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism *difference*. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term *to* the other (in the positing of rationality over irrationality, for instance). It is this latter point which is perhaps the key to understanding Derrida's approach to deconstruction.

STEP 3 : Data Analysis is the most important step of Reading Comprehension. It is the stage where you analyse the read and comprehended data to find the answers for questions asked in the exercise to Reading Comprehension.

STEP 4 : By Data Selection we mean choosing the important sections of a given passage. As you read a draft, you realise that not every word of it is just as useful. You have to, therefore, choose and retain only those part of the passage that are useful to you. The fillers (information added to fill the gaps in the themes

– examples, illustrations etc.) can be ignored. A similar process is done while attempting comprehension when the students were advised to mark the important sections of the passage while reading so that the student can revisit the passage without wasting any time.

Also, in future, or while reading anything, you should always select the useful information and store it in your memory so that you can use it later on whenever the need arises.

I. THE MAIN IDEA OR THEME BASED QUESTIONS

In this type of questions the passage will be followed by a question with certain statements which may or may not be the central idea of the given passage, you have to choose the statement that will best qualify as the central idea discussed in the passage.

The question can also ask for the most suitable title for the passage which will also correspond to the central theme in the passage. Another form in which this type of question can be asked is 'which of the following statements is best supported by the passage'. In this question, you may be given statements more than one of which can be inferred from the passage but only one statement will be best supported by the passage, which will be the central theme of the passage.

Following are some example of Theme based questions:

PASSAGE - I

But the realists have something to say too. They say that in the battle called life, what we need is not sportsmanship, but strength, not humility but self confidence, not altruism but resolute intelligence; that not justice or sportsmanship but power is that arbiter of all differences and destinies. This was expressed bluntly by Bismarck, who said, "There was no altruism among nations," and that modern issues are not decided by votes and rhetoric but by blood and iron. If life is a struggle for existence in which the fittest survive then strength is the ultimate virtue and weakness, the only fault. 'Good' is that which survives, which wins and 'bad' is that which gives way and fails. There is no room to the sporting spirit in this world.

1. The passage is mainly concerned with –
 - (a) Bismarck's opinions about nations
 - (b) Definition of 'Good' and 'bad'
 - (c) Musings on how life should be lived
 - (d) What the realists have to say.

PASSAGE - II

There is this ambiguity about force. We are never sure that it can be used for purpose of justice. Voltair said quite rightly "War is the greatest of all crimes; yet there is no aggressor who does not perform his crime with the pretext of justice". It is true that on occasions force may be employed by the oppressed against the aggressors who exploit them. Thus, history records the success of the grid against the Persian invaders or the Italians against the Austrians or the Afghans against the British. But the record of the triumph of Right over Might is meagre. We must not forget that might has won many more victories over right during untold centuries.

1. Which is the most appropriate title for the passage based on its content?
 - (a) The Right or the Might
 - (b) War – the greatest of Crime
 - (c) Force and Justice – An ambiguous relations
 - (d) The battle of British and Afghans.

PASSAGE - III

Too much power given to any organized body is harmful to the government. This is true in the case of press also. It is always desirable that the press of a country should be controlled by its government. It may happen that the press may be captured by any one party and the country plunged into Civil War. A powerful press can create a revolution against the government at any time it likes. The press sometimes embattles international relations. An example of this can be seen in the Italian press. It was published in the Italian press some years ago that the Great Britain was supplying arms and ammunitions to Abyssinia. This rumour spread a great deal of hatred in Italians against Englishmen and a special guard had to be placed upon the British Ambassador at Rome.

1. Which of the following statements is best supported by the given passage?
 - (a) Italians hate Englishmen
 - (b) If the press has too much power, it can become harmful
 - (c) Press is a powerful medium and has a capacity to influence masses to a large extent.
 - (d) Press can cause Civil War in a country

PASSAGE - IV

It is very interesting to study the mind of the advertiser and the motives of the human mind upon which he wants to play. The most advertised goods are women's toilet accessories or things that women use for preserving their youthful looks. Fat women are anxious to grow slim, so, advertisers play upon women's fear of growing fat. "Her joints squeak like new shoes, Swollen with Rheumatism at thirty." So, begins the advertisement of Krusheen salts. Here is the beginning of the advertisement of 'Aldiflue' "Obesity, it's said, is the beginning of the end, an oversize embarrasses and endangers. For it puts blood, heart, liver and muscles out of battle. Starve oneself thin? No use, dissolve adipose tissue? Yes, but the consequence?" The semi-medical form of this advertisement gives it great advantage over others. When we look underneath we find that Aldefluid is a French Preparation. Trust a Frenchman to know a woman's mind. If we take up any newspaper we find scores of advertisements. "I detest a shiny nose that is why I use perfect nose Powder". "Girl be sure of Beauty" soap Jean Harlow, "And use Vame Toilet, the beauty soap of film stars". "Gone and forever, ugly and unwanted hair". "Fascinating curves, that are height of fashion – the essence of feminine appear can be quickly yours through the safe, painters, tasted, Bustophese".

1. Which is the main objective of the passage?
 - (a) To study the mind of an Advertiser
 - (b) To list examples of advertisements common in newspapers

- (c) To understand the consequence of dissolving adipose tissue
- (d) To state that women worry too much about their Beauty.

Key :

- I. (c) II. (c) III. (c) IV. (a)

HOW TO DEAL THE THEME BASED QUESTIONS :

As would be clear from the example the theme based questions test your understanding of the most important idea or conception of the passage. You can call it the essence of the passage.

To facilitate answering theme based questions follow the following steps :

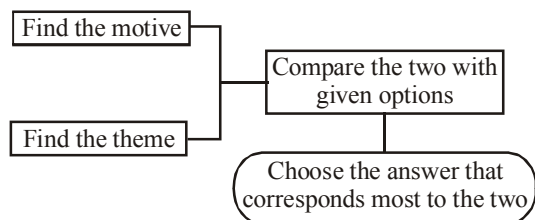
1. When reading a passage always keep in mind the questions – what is the passage trying to do? It is only making a statement? Is it making a criticism? Is it doing an analysis? Is it supporting a particular belief?
In this manner you will be able to find the **MOTIVE** of the passage. This step will help you answer questions like 'what is the primary purpose of the passage 'OR' what is the main objective of the passage. Consider Passage IV as an example. The passage makes a statement in the beginning "It is interesting to study the mind of an advertiser" and throughout the passage tries to study the mind of advertiser by citing several examples of advertisements – what fears of human minds are they targeted at, what do advertisers do to make advantage of these fears. Thus, the objective of the passage remains to study the mind of an advertiser.
2. As you read the passage, select the most important paragraph which generally contains the theme of the passage. You can then keep in mind the central idea of the passage. This will help you attempt questions of the form, 'what is the main concern of the passage? In questions such as these, the options given in the question are sometimes true statements but not the central idea. You can compare the theme with the options and eliminate the wrong options. For example in Passage I.

On reading the passage, we can easily make out that the central idea is "Life and different way it can be lived in"

Now consider the different options :

- (a) Bismarck's opinion about nations — This is an idea in the passage but not our theme.
- (b) Definition of 'good' and 'bad' — This is also an idea in the passage but not the theme.
- (c) Musings on how life should be lived — This corresponds to the theme idea and is therefore the answer.
- (d) What the realists have to say — This is an idea in the passage but not the central idea.

Even for choosing a title as in Passage, one must compare all the given options with the theme and the option that corresponds best with the theme can be chosen as the title. This way we reach the **MT - method** i.e. the motive, theme method.



II. The second type of questions are the **View Of The Author type of questions** regarding the main point discussed in the passage.

In this type of questions, the questions will test your understanding of the author's view and opinion stated in passage about the central and even subordinate issue. The question may be about a specific point that author makes or a general stand that author takes. It can question you about writer's attitude towards the central idea whether or not he agrees with it, the question can also be about more than one opinion of the author. The following are the examples of this type of questions.

PASSAGE - I

The best utopia to me is Plato's Republic', a fascinating mixture of poetry, philosophy and myth.

Plato understands that before we study the states that men make, we must study men first. The human being is made of appetite, emotions and intellect, among which a constant conflict is going on. The best man is he in whom appetite, warmed by emotions, is guided by knowledge. Ruin comes when the trader becomes ruler, or the general establishes a military dictatorship. Only philosopher king is fit to guide a nation. "Until philosophers are kings and kings and princes of this world have the power of philosophy and wisdom and political leadership meet in the same man, cities will never cease from ill nor the human race."

1. According to the Author
 - (a) Human being is made of appetite, emotion and intellect
 - (b) Republic is a mixture of poetry, philosophy and myth
 - (c) Plato was the greatest poet of all times
 - (d) Philosophy is the best virtue.

PASSAGE - II

Very few men have analytical spirit. They cannot reach the bottom of things. They run away with views supplied to them by newspapers not caring to enquire if they are right or wrong. For instance, a man living in Europe or America derives his information about a country like India only through newspapers. It is not possible for him to come here and see things for himself. Not only do people lack analytical spirit they have no time to probe deeply into the real state of affairs. We live in an age of hurry. We have not time to waste : people always have more important thing to do.

1. Which of the following statements is the author least likely to agree with ?
 - (a) Very few men have analytical spirit
 - (b) We live in a busy world
 - (c) The views supplied to men by newspaper are always wrong
 - (d) People hardly ever try to get to the bottom of any news.

PASSAGE - III

There is no true sportsmanship without a new world order. We must reconstruct the world so as to eliminate competition from it. The individual cries out. I must be happy at all costs for there is no time to be lost. The nation cries out. I must be prosperous at all costs or I shall go under. So, civilization has entered into an era of callous competition. No peace treaty can end this. The world must be reorganised as a federal and essentially as one. Until that is done the noble shall always be at the merry of the ignoble and there will be neither peace nor sportsmanship in the world.

1. The author makes at least two of the following claims in the given passage which are these
 1. True sportsmanship cannot happen in the present world.
 2. There can be peace in the world only if it becomes one federal.
 3. Individuals and nations are happy and prosperous.
 (a) 1 and 2 (b) 1 and 3
 (c) 2 and 3 (d) none of these

PASSAGE - IV

The law of the land needs a very important factor to be effective land. That's why various wings of the Indian government have cut a sorry figure when they have tried to regulate the intangible world of the internet. The latest in the battle between the old world and the new world of the web unfolded when the Aurangabad bench of Bombay High Court asked the Maharashtra government to issue notice to Google in response to a PIL filed against the company's popular social networking site – Orkut.com.

1. According to the author, the government has not been able to regulate the internet world because:
 - (a) It is very popular among the people
 - (b) Google owns Orkut.com
 - (c) There is no land in internet
 - (d) Internet is an abstract, intangible world with no explicit figureheads

Key :

- I. (b) II. (c) III. (a) IV. (d)

HOW TO ANSWER QUESTIONS ABOUT AUTHOR'S VIEWS

To answer questions about Author's opinions, one should follow the inference technique.

By inference one means understanding the passage and deriving a logical conclusion from it. The questions can be about opinions of author mentioned directly in the passage or views that are indirectly expressed in the passage.

For the views directly mentioned in the passage the reader should locate the relevant part of the passage and choose the right answer.

For example in the passage

- (a) a quote said by Plato and not by the author
 - (b) what is said by the author in the very first sentence
 - (c) what is not meant by in the passage at all
 - (d) what is not suggested by the passage directly or clearly.
- Therefore, one can locate the sentence directly mentioned by the author and choose the right answer.

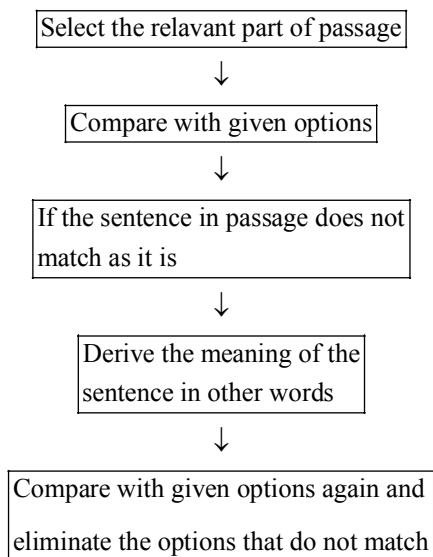
On the other hand in some questions the opinion of the author may not be directly displayed in the passage and will have to be inferred from some sentences in the passage.

Consider **passage III**

The author says "There is no true sportsmanship without a new world order" which means in the present world order true sportsmanship cannot exist. Further he says "the world must be reorganised as a federal and essentially as one. Unless that is done, there can be no peace or sportsmanship in the world." By this we can understand that there can be peace only if the world is one federal.

Thus the right answer is (a) because 1 and 2 can be inferred as the opinion or claim of the author.

Inference Method



III. CHOOSING THE CORRECT OR WRONG STATEMENT ON THE BASIS OF THE GIVEN PASSAGE

This type of question requires the students to derive conclusions and inferences from the given passage. This type of question will have four statements and of the four options you are asked to choose the correct or the incorrect statement in the context of the passage.

Following is the example of this type of questions.

PASSAGE

The Highest point on the earth's surface is Mt. Everest, 5 miles in height and the lowest near Philippine Island, seven miles in depth. The stress difference between these two points is equal to the weight of ten miles of normal rock. In other words, between these points the earth's surface is burdened with such a great weight that the outer crust of the earth is unable to support all this terrible weight and adjustments occur which we call earthquakes. As a result of the above theory, the earthquakes should have occurred only once in a recorded time and then everything should have been normal but we know this is not so and there must be a reason.

The reason is not far to seek. It is rainfall. A rainfall of thirty inches a year amounts to one mile in 2,000 yrs. During the whole of the age of the earth 1,000,000 miles of rain must have fallen. Rain falls and makes tips way again to the ocean. But it does not go alone. It carries vast quantity of earth along with it with the result some parts of earth are overloaded and some made light. The change in strain during geological time must have been enormous and every change of strain must produce an attempt at an equilibrium and an adjustment. The adjustments are earthquakes.

1. Which of the following is correct in context of the passage?
 - (a) The difference between the highest and the lowest point on earth is equal to 10 miles.
 - (b) Earthquakes occur only once in a recorded time and then every time becomes normal.
 - (c) Rainfall is the reason why earthquakes keep occurring time and again.
 - (d) There is strain on earth's surface which has to be adjusted by rainfall.

DISCUSSION :

- (a) is incorrect because the difference b/w the highest and lowest point on earth is not 10 miles but it is equal to weight of 10 miles of normal rock.
- (b) The passage says that this is how it should have been but it is not so, thus, this is not the answer.
- (c) This is the right answer and can be inferred from the given passage. Earthquakes occur because there is strain b/w the highest and lowest points on earth, the adjustments made to support this are earthquakes, but according to this theory, once the adjustment is made there need not be any more earthquakes but it is not so because rainfall keeps changing the geological realities and, hence, the strain is maintained; which is why earthquakes keep occurring because of rainfall.

IV. SUPPORTING IDEA QUESTION

These types of questions are aimed at measuring a student's capacity to distinguish the main idea from the supporting idea. Also, this type of a question will test your ability to differentiate ideas. That is implicitly stated in a passage from the ideas that are implied by the author.

These types of questions usually focus on a specific paragraph and their meaning as a contribution to the whole passage.

The question may ask you about facts mentioned in the passage or ideas stated or implied in the passage. It may even demand you to draw conclusion from a specific passage.

Key :

- I. (c) II. (c)

Following are the examples of Supportive Idea questions:

PASSAGE - I

The New Mercantilism (as the Multinational corporate system of special alliances and privileges aid and tariff concessions is sometimes called) faces similar problems of external and internal

division. The centre is troubled; excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat presented by the middle classes and the excluded groups of the underdeveloped countries. The national middle classes in the underdeveloped country came to power when the centre weakened but could not through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They, now, face a foreign exchange crisis and an unemployment (or population) crises. The first indicating their inability to work in an international economy and second indicates their alienation from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of spaces created by rivalry between American and non-American oligopolist striving to establish global market positions.

Now Answer the following questions :

1. The underdeveloped countries are facing a foreign exchange crisis because :
 - (a) They rely on alliances with an inefficient class of landlords.
 - (b) Of the Nationalistic rivalry between major capitalist countries.
 - (c) Of their inability to function in an international economy.
 - (d) Problem of internal and external division.
2. Which section benefits most from the rivalry between American and non-American Oligopolists.
 - (a) National middle classes
 - (b) Group excluded by the centre
 - (c) Underdeveloped countries
 - (d) Major capitalist countries

Key :

1. (c) 2. (a)

HOW TO DEAL WITH SUPPORTING IDEA QUESTIONS

Since supporting idea questions mostly focus on a particular paragraph or a specific section of the passage, the first step of the answering should be locating the relevant section in the passage. Following this, the answer could either be supplied by the passage directly or will have to be picked up through inference.

Now consider passage I as example, Question I can be answered by pinning down the relevant sentence in the passage which is "Now they face a foreign exchange crisis and an Unemployment crisis the first indicating their inability to function in an international economy". From this line, it can be inferred that a foreign exchange crisis is being faced by underdeveloped countries because they failed to function in an international economy.

So for Question II, the relevant line of the passage is the last line which states clearly that the national middle classes take advantage of the rivalry between American and non-American Olegopolists.

Lets take another example.

PASSAGE - II

Many National surveys reveal that malnutrition is common in developed countries. This is not the calorie and/or micronutrient deficiency associated with developing nations (Type A Malnutrition); but the multiple micronutrient depletion, usually combined with calorific balance or excess (Type B Malnutrition). The incident and severity of type B malnutrition will be shown to be worst if newer micronutrient groups such as the essential fatty acids, xanthophylls and flavonoids are included in the surveys. Commonly invested levels of these micronutrients seem to be far too low in many developed country.

There is now considerable evidence that type B malnutrition is a major cause of chronic degeneration diseases. If this is the case, then it is logical to treat such diseases not with drugs but with multiple micronutrients repletion, or "pharmace-nutrition" This can take the form of pills and capsules-nutraceuticals, or food formats known as 'functional foods'. This approach has been neglected hitherto because it is relatively unprofitable for drug companies; the products are hard to patent and it is a strategy which does not fit easily with modern medical interventionism. Over the last 100 years, the drug industry has invested huge sums in developing a range of subtle and powerful drugs to treat many diseases we are subjected to. Medical training is couched in pharmaceutical terms and this approach has provided us with an exceptional range of therapeutic tools in the treatment of disease and in acute medical emergencies. However, the pharmaceutical model has also created an unhealthy dependency culture in which relatively few of us accept responsibility to health professionals who know very little about health maintenance or disease prevention.

Now answer the following questions :

1. Type-B malnutrition is a serious concern in developed countries because
 - (a) Developing countries mainly suffer from Type-A malnutrition.
 - (b) It is a major contributor to illness and death.
 - (c) Pharmaceutical companies are not producing drugs to treat this condition.
 - (d) National surveys on malnutrition do not include newer micronutrient groups.
2. The author recommends micronutrients—repletion for large-scale treatment of chronic deteriorative disease because
 - (a) It is relatively easy to manage
 - (b) Micronutrient deficiency is the cause of diseases
 - (c) It can overcome genetic risk factor
 - (d) It can compensate for other life-style factors.

Discussion :

1. Refer to line "The incidents and severity of ... included in the surveys." One can infer from these lines that the surveys do not include the micronutrients but if they did, the results will show that the problem increases two fold because of lack of knowledge about this type of malnutrition in the developed countries.
2. Refer to the first line of the second paragraph. The paragraph clearly states that because Type B malnutrition is the cause of degeneration diseases; that is why it is logical to treat these diseases with micronutrient repletion rather than drugs.

Key :

1. (d) 2. (b)

V. INFERENCE BASED QUESTION

By inference, it is meant reaching a logical conclusion after analysis. In questions such as these, the answer would not be available directly in the passage.

VI. STYLE AND TONE QUESTIONS

These questions are about the language of the passage and mostly aimed at testing your language skills. The different types of style and tone questions are-

A. Synonym and Antonym questions

In these you may be given a word from the passage and asked for a synonym or antonym of the given word.

B. Meanings of words and phrases

In this type of question, you can be given a word or phrase from the passage and asked to replace them with most suitable word.

C. Tone of the passage

This type of question asks about the tone of the passage, i.e. what is the style of writing of the passage. The following can be some examples of different tones and style of writing a passage.

STYLE:

1. Descriptive – When the passage is only describing a situation or process.
2. Illustrative – When the passage gives several examples to explain a particular idea it is describing.
3. Argumentative – When the passage is in form of an argument giving more than one point of view which may differ.
4. Analytical – When the passage, besides giving information or idea, also studies the effects and causes of the idea it is explaining.

TONE:

1. Pleading – When the language of the passage is that of request.
2. Prescribing – If the passage is trying to give an advice to the reader.
3. Dogmatic – When the passage takes a strong stand and preaches to the reader that, it is the right stand.
4. Consoling – When the passage tries to give explanations for, and pacify the result if an event or proceed or idea that has caused some harm or grief.

Consider the following example :

PASSAGE - I

Independence itself came to us as what Gandhi famously called a 'wooden leaf' – a national freedom tainted by the blood of the

thousands who died during partition. For more than half a century now, the hatred and mutual distrust have been exacerbated, tried with and never allowed to heal by politician, led from the front by Mrs Indira Gandhi. Every political party has tilled the marrow of one secular parliamentary democracy mining it for electoral advantage. Like termites excavating a mound, they've made tunnels and underground passages, undermining the meaning of 'secular', until it has just become an empty shell that's about to implode. These telling have weakened the foundations of the structure that connects the constitution, parliament and the courts of law the configuration of checks and balances that forms the backbone of a parliamentary democracy. Under the circumstances, it's futile to go on blaming the politicians and demanding from them a morality they are incapable of. There's something pitiable about a people that constantly bemoans its leaders. If they've let us down, it's only because we've allowed them to. It could be argued that civil society has failed its leaders as much as leaders have failed the civil society. We have to accept that there is a systematic flow in our parliamentary democracy and politicians well exploit it. We have to address this issue and come up with a systematic solution.

Now answer the following :

1. Which of the following words can be used to replace the word excavating in the passage?
(a) Exploding (b) Extracting
(c) Hollowing (d) Preparing
2. What is the tone of the author in this passage?
(a) dogmatic (b) prescribing
(c) critical (d) analytical

Key :

1. (c) 2. (b)

In question 1, excavating means to dig a hole, of the given options the nearest to the meaning of the word will be hollowing.

In question 2, the passage is critical about the current political state of affairs of the country and makes unmask about political scenario and systemic failure.

TIP 2

To make finding answers easy and quick you can first read the question before reading the passage, Retain true false, short, straight and date based questions in mind.

As you read the passage mark the answers for these questions

For the longer questions you can use inference.

EXERCISE

Directions (Qs. 1-238): Read the following passages carefully and answer the questions that follow:

Passage 1

The University Grants Commission's directive to college and university lecturers to spend a minimum of **10** hours a week in direct teaching is the product of budgetary cutbacks rather than pedagogic wisdom. It may seem odd, at first blush, that teachers should protest about teaching a mere **22** hours. However, if one considers the amount of time academics require to prepare lectures of good quality as well as the time they need to spend doing research, it is clear that most conscientious teachers work more than **40** hours a week. In university systems around the world lecturers rarely spend more than **12 to 15** hours in direct teaching activities a week. The average college lecturer in India does not have any office space. If computers are available, internet connectivity is unlikely. Libraries are poorly stocked. Now, the UGC says universities must implement a complete **freeze** on all permanent recruitment, abolish all posts which have been vacant for more than a year, and cut staff strength by **10** per cent. And it is in order to ensure that these cutbacks do not affect the quantum of teaching that existing lecturers are being asked to work longer. Obviously, the quality of teaching and academic work in general will decline. While it is true that some college teachers do not take their classes regularly, the UGC and the institutions concerned must find a proper way to hold them accountable. An absentee teacher will continue to play truant even if the number of hours he is required to teach goes up.

All of us are well aware of the unsound state that the Indian higher education system is in today. Thanks to years of **sustained** financial neglect, most Indian universities and colleges do not carry out only research worth the name. Even as the number of students entering colleges has increased dramatically, public investment in higher education has actually declined in relative terms. Between **1985** and **1997**, when public expenditure on higher education as a percentage of outlays on all levels of education grew by more than **60** per cent in Malaysia and **20** per cent in Thailand, India showed a decline of more than **10** per cent. Throughout the world, the number of teachers in higher education per million population grew by more than **10** per cent in the same period; in India it fell by one per cent. Instead of transferring the burden of government apathy on to the backs of teachers, the UGC should insist that the needs of the country's university system be adequately catered to.

1. Why does the UGC want to increase the direct teaching hours of university teachers?
 - (a) UGC feels that the duration of contact between the teacher and the taught should be more.
 - (b) UGC wants teachers to spend more time in their departments.
 - (c) UGC wants teachers to devote some time to improve university administration.
 - (d) UGC does not have money to appoint additional teachers.
 - (e) None of these
2. Which of the following is the reason for the sorry state of affairs of the Indian Universities as mentioned in the passage?
 - (a) The poor quality of teachers
 - (b) Involvement of teachers in extra-curricular activities
 - (c) Politics within and outside the departments
 - (d) Heavy burden of teaching hours on the teachers
 - (e) Not getting enough financial assistance
3. Which of the following statements is/are **TRUE** in the context of the passage?
 - (A) Most colleges do not carry out research worth the name.
 - (B) UGC wants lecturers to spend minimum 22 hours a week in direct teaching.
 - (C) Indian higher education system is in unsound state.
 - (a) Only A and C (b) All A, B and C
 - (c) Only C (d) Only B
 - (e) Only B and C
4. Besides direct teaching, university teachers spend considerable time in/on
 - (a) administrative activities such as admissions
 - (b) supervising examinations and corrections of answer papers
 - (c) carrying out research in the area of their interest
 - (d) maintaining research equipment and libraries
 - (e) developing liaison with the user organizations.
5. Which of the following statements is **NOT TRUE** in the context of the passage ?
 - (a) UGC wants teachers to spend minimum **40** hours in a week in teaching
 - (b) Some college teachers do not engage their classes regularly.
 - (c) The average college teacher in India does not have any office space.
 - (d) UGC wants universities to abolish all posts which have been vacant for more than a year.
 - (e) All are true
6. Between 1985 and 1997, the number of teachers in higher education per million population, in India
 - (a) increased by 60% (b) increased by 20%
 - (c) decreased by 22% (d) decreased by 10%
 - (e) decreased by 1%
7. Which of the following statements is **NOT TRUE** in the context of the passage?
 - (a) Indian universities are financially neglected.
 - (b) All over the world, the university lecturers hardly spend more than 12 to 15 hours a week in direct teaching
 - (c) Indian universities are being asked to reduce staff strength by 10%.
 - (d) Public investment in higher education has increased in India.
 - (e) Malaysia spends more money on education than Thailand.

8. Choose the word which is **SIMILAR** in meaning to the word '**freeze**' as used in the passage.
- (a) cold (b) halt
(c) decay (d) control
(e) power
9. What is the UGC directive to universities?
- (a) Improve the quality of teaching
(b) Spend time on research activities
(c) Do not appoint any permanent teacher
(d) Provide computer and internet facilities
(e) Do not spend money on counselling services to the students.
10. Choose the word which is **SIMILAR** in meaning to the word '**sustained**' as used in the passage.
- (a) continuous (b) frequent
(c) careless (d) deliberate
(e) sporadic

Passage 2

If man began with speech and civilisation with agriculture, industry began with fire. Man did not invent it; probably nature produced a marvel for him by the friction of leaves or twigs, a stroke of lightning or a chance union of chemicals; man merely had a **saving wit to imitate Nature** and to improve upon her. He put fire to a thousand uses. First, perhaps he made it serve as a torch to conquer his fearsome enemy, darkness; then he used it for warmth and moved about freely from his native tropics to less enervating zones, slowly making the planet human. Then, he applied, it to metals, softening them, **tempering** them and combining them into forms stronger and more **supple** than those in which they had come to his hand. It was fire that created the old and honourable art of cooking, extending the diet of man to a thousand foods that could not be eaten before. So beneficent and strange was it that fire always remained a miracle to primitive man, fit to be worshipped as God. He offered it countless ceremonies of devotion and made it a centre or focus of his life. He carried it carefully with him as he moved from place to place in his wanderings and would not willingly let it die. The Romans even punished with death the careless virgins of the Temple of Vesta who allowed the sacred fire to be extinguished.

11. Why is fire called a wonder?
- (a) Civilisation has given man this fascinating thing.
(b) Industry could utilise it very effectively.
(c) Man did not invent it nor could understand it.
(d) It could be put to several uses.
(e) It has played the role of shaping the destiny of human beings.
12. Which other single word or pair of words in the passage conveys/convey the idea that fire is a wonder?
- (a) imitate (b) marvel
(c) civilisation (d) twig
(e) saving wit
13. Mention the thing which the primitive man feared the most.
- (a) the fury of nature (b) wild animals
(c) dangerous chemicals (d) darkness
(e) insecurity
14. What was the result of the application of fire to metals?
- (a) The metals became soft and tempered.
(b) They became weak and more supple.
(c) They disintegrated into separate elements.
(d) They could be preserved for a longer period.
(e) None of these

15. What is the meaning of "saving wit to imitate Nature"?
- (a) blindly following the dictates of nature
(b) abject surrender to the forces of nature
(c) rational and objective analysis of nature's laws
(d) intelligent use of God's gift
(e) wisdom that carried out of difficult situation
16. What was the duty of the virgins in the Temple of Vesta?
- (a) to light the fire everyday exactly at a designated time
(b) to light several other fires from the fire of the Temple of Vesta
(c) to see to it that the sacred fire in the temple did not go out
(d) to carry the fire from place to place wherever the Roman's went
(e) None of these
17. Choose the word which is **SIMILAR** in meaning to the word '**supple**' as used in the passage.
- (a) flexible (b) hard
(c) powerful (d) weak
(e) useful
18. Choose the word which is **MOST OPPOSITE** in meaning to the word '**tempering**' as used in the passage.
- (a) bending (b) hardening
(c) elongating (d) shortening
(e) softening
19. Which of the following statements is **TRUE** in the context of the passage?
- (a) Man invented fire
(b) Civilization began with fire
(c) Man applied fire first to metals
(d) Man's native place was very cold
(e) Nature produced fire
20. Which of the following statements is **NOT TRUE** in the context of the passage?
- (a) Industry began with fire.
(b) Fire taught man the art of cooking.
(c) Fire always remained a miracle to primitive man.
(d) Man invented fire.
(e) Man worshipped fire as God.

Passage 3

We are tempted to assume that technological progress is the real progress and that material success is the criterion of civilisation. If the eastern people become fascinated by machines and techniques and use them as Western nations do, to build industrial organisations and large military establishments, they will get involved in power politics and drift into the danger of death. Scientific and technological civilisation brings opportunities and great rewards but also great risks and temptations. If machines get into the saddle all our progress will have been in vain. The problem facing us is a universal one. Both east and west are threatened with the same danger and face the same destiny. Science and technology are neither good nor bad. They are not to be tabooed but tamed and assigned their proper place. They become dangers only if they become idols.

21. What is man tempted to assume?
- (a) Western nations are superior to eastern nations.
(b) Science and technology pose no danger to humanity.
(c) Technological progress is the real progress.
(d) As such there is nothing wrong with machines.
(e) None of these

22. When do science and technology become dangerous?
 (a) When they become idols
 (b) When they are used with temptation
 (c) When their advantages are not used judiciously
 (d) When it is assumed that material success is the criterion of civilisation
 (e) None of these
23. What will happen if eastern people use machines?
 (a) It will bring great opportunities and rewards to them.
 (b) It will show the victory of mind over matter.
 (c) They will realise that it is not an end in itself.
 (d) They will get involved in power politics and drift into the danger of death.
 (e) None of these
24. Which of the following statements is/are **true** in the context of the passage?
 (A) Science and technology are neither good nor bad.
 (B) Through machines man can achieve all progress.
 (C) Science and technology bring great risks and temptations.
 (a) A and B (b) A and C
 (c) B and C (d) A, B and C
 (e) None of these
25. Choose the word which is **SIMILAR** in meaning to the word 'tabooed' as used in the passage.
 (a) Confined (b) Accepted
 (c) Damaged (d) Criticised
 (e) Forbidden

Passage 4

Radically changing monsoon patterns, reduction in the winter rice harvest and a quantum increase in respiratory diseases—all part of the environmental doomsday scenario which is reportedly playing out in South Asia. According to a United Nations Environment Programme report, a deadly three-km-deep blanket of pollution comprising a fearsome cocktail of ash, acids, aerosols and other particles has enveloped this region. For India, already struggling to cope with a drought, the implications of this are devastating and further crop failure will amount to a life-and-death question for many Indians. The increase in premature deaths will have adverse social and economic consequences and a rise in **morbidity** will place an unbearable burden on our crumbling health system. And there is no one to blame but ourselves. Both official and corporate India have always been **allergic** to any mention of clean technology. Most mechanical two-wheelers roll off the assembly line without a proper pollution control system. Little effort is made for R&D on simple technologies, which could make a vital difference to people's lives and the environment.

However, while there is no denying that South Asia must clean up its act, sceptics might question the timing of the haze report. The Johannesburg meet on Rio+10 is just two weeks away and the stage is set for the usual battle between the developing world and the West, particularly the US President. Mr Bush has adamantly refused to sign any protocol which would mean a change in American consumption level. UN environment report is likely to find a place in the US arsenal as it points an accusing finger towards countries like India and China. Yet the US can hardly deny its own **dubious** role in the matter of erasing trading

quotas. Richer countries can simply buy up excess credits from poorer countries and continue to pollute. Rather than trying to get the better of developing countries, who undoubtedly have taken up environmental shortcuts in their bid to catch up with the West, the US should take a look at the environmental **profligacy** which is going on within. From opening up virgin territories for oil exploration to relaxing the standards for drinking water, Mr Bush's policies are not exactly beneficial — not even to American interests. We realise that we are all in this together and that pollution anywhere should be a global concern. Otherwise there will only be more tunnels at the end of the tunnel.

26. Both official and corporate India are allergic to
 (a) failure of monsoon
 (b) poverty and inequality
 (c) slowdown in industrial production
 (d) mention of clean technology
 (e) crop failure
27. Which, according to the passage, is a life-and-death question for many Indians?
 (a) Increase in respiratory diseases
 (b) Use of clean technology
 (c) Thick blanket of pollution over the region
 (d) Failure in crops
 (e) Dwindling agricultural yield
28. If the rate of premature deaths increases it will
 (a) exert an added burden on our crumbling economy.
 (b) have adverse social and economic consequences.
 (c) make a positive effect on our efforts to control population.
 (d) have less job aspirants in the society.
 (e) have a healthy effect on our economy.
29. Choose the word which is **similar** in meaning to the word '**profligacy**' as used in the passage.
 (a) wastefulness (b) conservation
 (c) upliftment (d) criticalness
 (e) denouncement
30. According to the passage, India cannot tolerate any further
 (a) crop failure
 (b) deterioration of health care system
 (c) increase in respiratory diseases
 (d) proliferation of nuclear devices
 (e) social and economic consequences
31. According to the passage, the two-wheeler industry is not adequately concerned about
 (a) passenger safety on the roads
 (b) life cover insurance of the vehicle owners
 (c) pollution control system in the vehicles
 (d) rising cost of the two-wheeler
 (e) rising cost of petrol in the country
32. What could be the reason behind the timing of the haze report just before the Johannesburg meet as indicated in the passage?
 (a) The United Nations is working hand in glove with the US.
 (b) Organisers of the forthcoming meet want to teach a lesson to the US.
 (c) Drawing attention of the world towards devastating effects of environmental degradation
 (d) The US wants to use it as a handle against the developing countries in the forthcoming meet
 (e) The meet is a part of political agenda of the UN.

33. Choose the word which is **similar** in meaning to the word 'allergic' as used in the passage.
- (a) Liking (b) Passionate
(c) Possessive (d) Crumbling
(e) Repugnant
34. Which of the following is the indication of environmental degradation in South Asia?
- (a) Social and economic inequality
(b) Crumbling health care system
(c) Inadequate pollution control system
(d) Overemphasis on technology
(e) Radically changing monsoon pattern
35. What must we realise, according to the passage?
- (a) No country should show superiority over other countries.
(b) The UN is putting in hard efforts in the direction of pollution control.
(c) All countries must join hands in fighting pollution.
(d) Nobody should travel through a tunnel to avoid health hazards.
(e) We all must strive hard to increase agricultural production.
36. Which of the following finds place in the United Nations Environment Programme Report?
- (a) Changing monsoon patterns
(b) Substantial increase in respiratory diseases
(c) A serious cover of pollution over the region
(d) Reduction in winter rice harvest
(e) None of these
37. Which of the following statements is **not true** in the context of the passage?
- (a) UN environment report blames countries like India and China.
(b) Developing countries have taken environment short-cuts in their bid to catch up with the west.
(c) US is also to be blamed for environmental degradation and pollution.
(d) Indians cannot afford to have any further crop failure.
(e) US has tightened safety standards for drinking water.
38. According to the passage, Johannesburg meet is going to witness
- (a) calm and dispassionate thinking on the issue of pollution control.
(b) a blame game between developed and developing countries.
(c) refusal of UN to work as the arbitrator.
(d) the US agreeing to look at the issue of lowering its consumption.
(e) countries agreeing for higher monetary allocation to R & D.
39. Choose the word which is **most opposite** in meaning of the word 'dubious' as used in the passage?
- (a) Unquestionable (b) Dissimilar
(c) Illegal (d) Anti-social
(e) Innovative
40. Choose the word which is the **most opposite** in meaning to the word 'morbidity' as used in the passage?
- (a) Powerfulness (b) Healthiness
(c) Softness (d) Acuteness
(e) Purposeful

Passage 5

Child psychology is certainly not a strong point with most Indian schools. Why else would it inflict a double trauma on a student faring badly in the pre-boards by banning her from taking the exams? Often with fatal results as evidenced by reports of student suicides in the run-up to the board. Now, the Central Board of Secondary Education (CBSE) has stepped in and put the brakes on. This is good news for parents and students, many of whom have had to live with the threat of the performance-linked department. While the schools' logic is that in order to attract talented students they need to maintain their performance records at high levels, the assumption that a student faring poorly in the pre-boards will **replicate** this at the boards is faulty. Chances are that the student will be **spurred** to work doubly hard. On the other hand, the threat of the department will almost certainly impact her performance adversely. Of course, linking pre-boards to the boards is only one of the problems with our school system.

41. Choose the word which is **MOST OPPOSITE** in meaning of the word 'spur' as used in the passage.
- (a) depress (b) enlarge
(c) explicate (d) sustain
(e) activate
42. Which is the good news for parents, according to the passage?
- (a) Schools will take the responsibility of preparing students for the board.
(b) Schools will provide study facilities to the poor students.
(c) Schools will enforce discipline to ensure higher attendances of students.
(d) No student can be barred from the boards without prior clearance from the CBSE.
(e) Teachers will be able to handle students well if they know child psychology.
43. What is the ruling of the CBSE?
- (a) Students must pass the pre-board exam before appearing for the board exam.
(b) Schools should follow the practice of performance linked department.
(c) Schools should maintain the performance record of students at high level.
(d) Schools must motivate students to work hard.
(e) Before barring any student for the board schools must take prior permission of the CBSE.
44. What is the faulty assumption of schools, according to the passage?
- (a) Students who do not do well at pre-boards will be motivated to work hard.
(b) Pre-boards are generally easy and therefore students take them lightly.
(c) Students who fare poorly at the pre-board will fail at the boards.
(d) Learning by rote is a better method of learning.
(e) Students perform well in languages than in science subjects.

45. Which of the following, according to the passage, is the problem with our school system?
- Providing study facilities to the students
 - Linking pre-board performance of students to the boards
 - Teachers' lack of knowledge of child psychology
 - Attracting talented students
 - Low percentage of students passing the board exam
46. According to the passage, parents had to live with the threat of
- falling grades of their wards.
 - not getting their wards admitted in quality schools.
 - schools not treating their wards with the attitude of counsellor.
 - linking performance of their wards in pre-boards to the boards.
 - schools creating traumatic situations for their wards.
47. Schools wanted to enforce performance-linked department in order to
- get regular grant-in-aid from the education department.
 - improve their public image as a social institution.
 - attract better quality students.
 - make students aware that they would aspire for their all-round development.
 - provide better study material to the students.
48. Choose the word which is **SIMILAR** in meaning to the word '**replicate**' as used in the passage.
- enhance
 - repeat
 - perform
 - achieve
 - plunder

Passage 6

We find that today the unity and integrity of the nation is threatened by the divisive forces of regionalism, linguism and communal loyalties which are gaining ascendancy in national life and seeking to tear apart and destroy national integrity. We tend to forget that India is one nation and we are all Indians first and Indians last. It is time we remind ourselves what the great visionary and builder of modern India Jawaharlal Nehru said, "Who dies if India lives, who lives if India dies?" We must realise, and this is unfortunately what many in public life tend to overlook, sometimes out of ignorance of the forces of history and sometimes **deliberately** with a view to promoting their self-interest, that national interest must inevitably and forever prevail over any other considerations **proceeding** from regional, linguistic or communal **attachments**. The history of India over the past centuries bears witness to the fact that India was at no time a single political unit. Even during the reign of the Maurya dynasty, though a large part of the country was under the sovereignty of the Mauryan kings, there were **considerable** portions of the territory which were under the rule of independent kingdoms. So also during the Mughal rule which extended over large parts of the territory of India, there were independent rulers who enjoyed political sovereignty over the territories of their respective kingdoms. It is an interesting fact of history that India was forged into a nation, neither on account of a common language nor on account of the continued existence of a single political regime over its territories but on account of a common culture evolved over the centuries. It is cultural unity—something more

fundamental and enduring than any other bond which may unite the people of a country together which has **welded** this country into a nation. But until the advent of the British rule, it was not constituted into a single political unit. There were, throughout the period of history for which we have fairly **authenticated** accounts, various kingdoms and principalities which were occasionally engaged in conflict with one another. During the British rule, India became a compact political unit having one single political regime over its entire territories and this led to the evolution of the concept of a nation. This concept of one nation took firm roots in the minds and hearts of the people during the struggle for independence under the leadership of Mahatma Gandhi. He has rightly been called the Father of the Nation because it was he who **awakened** in the people of this country a sense of national consciousness and instilled in them a high sense of patriotism without which it is not possible to build a country into nationhood. By the time the Constitution of India came to be enacted, insurgent India, breaking a new path of non-violent revolution and fighting to free itself from the shackles of foreign domination, had emerged into nationhood and "the people of India" were inspired by a new enthusiasm, a high and noble spirit of sacrifice and above all, a strong sense of nationalism and in the Constitution which they framed. They set about the task of a strong nation based on certain **cherished** values for which they had fought.

49. The author has quoted Jawaharlal Nehru to emphasise the point that
- national interest must enjoy supreme importance
 - India is going to survive even if the world is under the spell of destruction
 - the world will be destroyed if India is on the threshold of destruction
 - the survival of the world depends only upon the well being of India
 - None of these
50. What, according to the author, is the impact of the divisive forces on our nation?
- They promote a sense of regional pride.
 - They help people to form linguistic groups.
 - They separate groups of people and create enmity among them.
 - They encourage among people the sense of loyalty to their community.
 - They remind us of our national pride.
51. "Communal loyalties" have been considered by the author as
- a good quality to be cherished
 - of no consequence to the nation
 - a very important aspect for nation-building
 - a threat to the solidarity of the nation
 - None of these
52. Which of the following was instrumental in holding the different people of India together?
- A common national language
 - A common cultural heritage
 - The endurance level of the people
 - Fundamentalist bent of mind of the people
 - None of these

53. The passage appears to have been written with the purpose of
 (a) giving a piece of advice to politicians of free India
 (b) assessing the patriotic values and sacrifices made by people for India's freedom
 (c) justifying the teaching of Mahatma Gandhi and its impact on the people
 (d) giving a historical account of how India evolved as a nation
 (e) None of these
54. History shows that India, which was not a political unit earlier, became so
 (a) during the reign of Maurya dynasty
 (b) during the Mughal rule
 (c) after one-national-language policy was adopted
 (d) during the regime of independent rulers
 (e) during the British rule
55. Which of the following statements is/are **definitely true** in the context of the passage?
 (A) The people of India had fought for certain values.
 (B) The fight of the Indian people was for one common culture.
 (C) The Indian people lacked sense of nationalism until they gained freedom.
 (a) Only A (b) Only B
 (c) Only C (d) A and B only
 (e) A and C only
56. Which of the following, according to the passage, was commonly applicable to both: the Maurya dynasty rule and Mughal rule?
 (A) A vast territory under governance
 (B) Various independent sovereign rulers under one major ruler
 (C) Lack of political unity under the common governance
 (a) A and B only (b) B and C only
 (c) A and C Only (d) All the three
 (e) None of these
57. Why do people tend to overlook the paramount importance of national interest?
 A) Because they are unaware of the imperative need of the day
 B) Because they give undue importance to their selfish motives
 C) Because historical events force them to do so
 (a) Only A (b) Only B
 (c) Only C (d) A and B only
 (e) B and C only
58. The "people of India", as highlighted by the author in the last sentence of the passage, refers to
 (a) the people of one unified nation
 (b) the subjects of several independent rulers
 (c) the patriots who sacrificed themselves in the freedom struggle
 (d) the people who were instrumental in writing the Constitution
 (e) None of these
59. India's insurgence was for
 (a) breaking the path of non-violence
 (b) having one common national language
 (c) insisting on a unique cultural identity
 (d) several independent sovereign rulers
 (e) None of these
60. Transformation of our country into nationhood was possible because of
 (A) People spontaneously referring to Mahatma Gandhi as the Father of the Nation
 (B) People's sense of national consciousness
 (C) Generation of a high sense of dedication to the nation among the people
 (a) A and B only (b) A and C only
 (c) B and C only (d) All the three
 (e) None of these
- Directions (Qs. 61-64):** Choose the word/group of words which is most nearly the SAME in meaning as the word given in bold as used in the passage.
61. **awakened**
 (a) moved (b) segregated
 (c) extracted (d) kindled
 (e) supported
62. **cherished**
 (a) maintained carefully
 (b) available abundantly
 (c) managed tactfully
 (d) accepted happily
 (e) protected lovingly
63. **authenticated**
 (a) established (b) documented
 (c) hearsay (d) audited
 (e) maintained
64. **proceeding**
 (a) escaping (b) ranging
 (c) emanating (d) deviating
 (e) freeing
- Directions (Qs. 65-68):** Choose the word which is most **OPPOSITE** in meaning of the word given in bold as used in the passage.
65. **considerable**
 (a) inconsiderate (b) uncountable
 (c) unfathomable (d) irresolute
 (e) negligible
66. **welded**
 (a) disjointed (b) installed
 (c) disembarked (d) dislocated
 (e) thwarted
67. **attachments**
 (a) predicaments (b) hatred
 (c) harmony (d) mistrust
 (e) loyalty
68. **deliberately**
 (a) reluctantly (b) unintentionally
 (c) unauthorisedly (d) wrongly
 (e) notoriously
- Passage 7**
- The **stubborn** persistence of child malnutrition in India is one of the tragedies of our time. Many of us have long agonised over this preventable problem, and we continue to ask: why do half of our children not get enough or the right food or adequate care? Even in sub-Saharan Africa, only 30 per cent of the children are

malnourished, versus 50 per cent in South Asia. And this gap exists despite our much higher levels of per capita income, education and even safer water access. One-third of the babies in India are born with low birth weight compared to one-sixth in sub-Saharan Africa. This is heartbreaking given the **dramatic** improvements in our agriculture, advances in literacy, and great strides in economic growth. For more than 20 years India has even sustained the greatest effort in history to improve nutritional standards, according to UNICEF, through its Integrated Child Development Services (ICDS) Programme. So it is not for lack of effort. Nor is it due to poverty, which has been steadily declining by one per cent a year for two decades. What accounts for this puzzle? In 1996, India's famous physician nutritionist wrote a ground-breaking article on this called 'The Asian Enigma'. After considering different factors, including access to food and income and our vegetarianism, he concluded that the lower status of women might be the reason. The link between women's status and child nutrition seems **plausible**. In many Indian homes, men eat first; women have to make do with leftovers. This is perhaps why 83 per cent of women in India suffer from iron deficiency-anaemia versus 40 per cent in sub-Saharan Africa. A malnourished mother will give birth to a baby with low birth weight. Moreover, domestic work often forces a mother to delegate the chore of feeding solid food to her baby to older siblings. If women had more control over family income and decisions, they would devote them to better pre and post-natal care and to their children.

So far this was the theory. But now a study by the International Food Policy Research Institute and Emory University seems to confirm this hypothesis. It brought together data from 36 developing countries, **spanning** over one hundred thousand children under the age of three and an equal number of women. It measured a woman's position in the home—whether she works for cash, her age at marriage, and the difference in age and education between spouses. The study concludes that the lowly position of women in the family is the single most important reason for the gap in children's nutrition between South Asia and sub-Saharan Africa, followed by sanitation (lack of latrines) and urbanisation (slum living).

I wonder why the position of women in India is worse than that of women in other societies. The report seemed to suggest that South Asian women were not so far behind African women as their inferior status too limited their ability to nurture children. I also wonder whether children's well being is only a woman's issue or a family concern where men play a crucial role. I suspect there are no easy answers. Women everywhere suffer from lower status, but in India it appears to have devastating consequences. The policy implications are clear: if we want to reduce child malnutrition, we must combine our child programmes with efforts to improve the situation of women. To succeed, we need healthy children who'll become tomorrow's innovative adults. If we ignore gender inequality, we will continue to produce stunted children, wasted lives, and untold misery.

69. A hypothesis related to low birth weight has now been confirmed. According to this, the major reason for this state is
- | | |
|-------------------------|---------------------|
| (a) Vegetarianism | (b) Illiteracy |
| (c) Illiteracy of women | (d) Status of women |
| (e) Slum living | |

70. Which type of scheme indicates that there was no lack of efforts in India for the last two decades to improve the situation?
- | | |
|-----------------------|-------------------------|
| (a) Literacy | (b) Rural Development |
| (c) Child Development | |
| (d) Family Planning | (e) Poverty Alleviation |
71. According to the author,
- | |
|---|
| (a) child malnutrition can be reduced with the help of child nutrition schemes. |
| (b) increased family income would result in better pre and post-natal care. |
| (c) men should play more involved role in children's well being. |
| (d) India has not put sustained efforts to improve nutritional standards. |
| (e) 30% of our children still do not get enough food. |
72. Which of the following is the major reason for a large number of women in India suffering from iron deficiency?
- | |
|--|
| (a) Women are not getting sufficient food |
| (b) More women eating only vegetarian food |
| (c) Women not eating balanced food |
| (d) Lack of proper medical check-up |
| (e) None of these |
73. According to the passage, the problem of child malnutrition
- | |
|---|
| (a) cannot be prevented |
| (b) is not so severe now |
| (c) is the same in all the developing nations |
| (d) is linked with poverty |
| (e) None of these |
74. Choose the word that is **SIMILAR** in meaning to the word '**plausible**' as used in the passage.
- | | |
|---------------|-------------|
| (a) deceptive | (b) certain |
| (c) feeble | (d) likely |
| (e) uncertain | |
75. Choose the word that is **SIMILAR** in meaning to the word '**stubborn**' as used in the passage.
- | | |
|---------------|----------------|
| (a) incurable | (b) determined |
| (c) unduly | (d) regular |
| (e) different | |
76. Choose the word that is **SIMILAR** in meaning to the word '**spanning**' as used in the passage.
- | | |
|--------------|---------------|
| (a) covering | (b) pointing |
| (c) bringing | (d) improving |
| (e) duration | |
77. In which of the following areas is South Asia's performance better than that of sub-Saharan Africa?
- | |
|-------------------------------------|
| (a) Safer drinking water |
| (b) Lower infant mortality rate |
| (c) Higher status of women |
| (d) Higher birth weight of children |
| (e) None of these |
78. According to the author, the crux is
- | |
|--|
| (a) women have lower status everywhere as compared to men. |
| (b) improvement of sanitation and slum conditions. |
| (c) that in India, the per capita income and education level of women is very low. |
| (d) low status of women has a horrifying result on child malnutrition. |
| (e) None of these |

79. Which of the following was one of the measures of women's position in the home?
- Number of children
 - Difference in husband's and wife's income.
 - Weights of child at birth
 - Age of marriage
 - None of these
80. What according to the passage is heartbreaking?
- India's performance lower than Africa
 - Failure of ICDS programme
 - Sub-Saharan Africa's every one-sixth child being born with low weight
 - The puzzle of poverty declining only by one per cent a year
 - Higher status of women in Asia
81. Choose the word that is **SIMILAR** in meaning to the word '**dramatic**' as used in the passage.
- Literary
 - Striking
 - Insignificant
 - Exaggerated
 - Doctored

Passage 8

Job performance is affected by a number of factors. Motivation alone does not lead to increase in performance. Ability and technology **moderates** the relationship between motivation and performance. The higher the levels of ability and motivation, the higher the level of performance will be. However, increasing motivation beyond an optimal level tends to produce a dysfunctional result because it is accompanied by an increasing level of anxiety. A high level of anxiety often disrupts performances.

The relationship between satisfaction and performance is not clear. Satisfaction may or may not lead to high performance depending on the perceived availability of valued outcomes and the perceived expectancy that a person's effort and performance will lead to receiving the valued rewards. If the person expects that his performance will lead to increased rewards which he values, the level of his motivational effort will increase, if he anticipates less, his motivational effort will be lower.

The relationship between job dissatisfaction and poor performance seems to be clearer than that between satisfaction and performance. Dissatisfaction leads to poor performance by means of **apathy**, absenteeism, turnover, sabotage, and strike. In addition, high performers are more vulnerable to job dissatisfaction because they tend to expect more from their jobs than low performers.

Job satisfaction is more closely related to the decision to join and remain in an organisation than to the motivation to produce. The motivation to produce largely depends on the availability of valued outcomes (valence), the perceived instrumentality of performance for receiving incentive rewards, and the perceived expectancy that effort leads to performance. The task of satisfying employees is much easier than the task of motivating them because the former can be achieved by rewarding them while the latter requires such additional constraints as establishing performance-reward contingencies and designing motivating work systems.

82. Choose the word that is **SIMILAR** in meaning to the word '**moderate**' as used in the passage.
- produce
 - increase
 - affect
 - reduce
 - explain
83. The individual's decision to remain in the organisation depends on
- relationship between satisfaction and performance
 - the level of anxiety induced by the job
 - his level of motivation
 - the level of job satisfaction
 - None of these
84. Which of the following tasks is easier according to the passage?
- Satisfying employees
 - Motivating the employees
 - Increasing the ability level of employees
 - Reducing the anxiety level of employees
 - None of these
85. Which of the following statement/s is/are **true** in the context of the passage?
- Ability leads to performance.
 - Job satisfaction certainly leads to higher performance.
 - High anxiety adversely affects performance.
- (A) and (B) only
 - (B) and (C) only
 - (A) and (C) only
 - (A) only
 - (B) only
86. Which of the following combination of factors affects job performance?
- Job satisfaction and Motivation
 - Motivation and Ability
 - Job Satisfaction and Ability
 - Job Satisfaction, Motivation and Ability
 - None of these
87. High level of anxiety
- produces higher motivation
 - increases the level of ability
 - strengthens the relationship between motivation and performance
 - decreases job satisfaction
 - None of these
88. The task of motivating employees is difficult due to
- apathy and lack of enthusiasm of employees
 - difficulty in establishing relationship between satisfaction and performance
 - difficulty in monitoring ability level of employees
 - unavailability of attractive rewards in organisations
 - difficulty in designing a motivating work system
89. Choose the word that is **MOST OPPOSITE** in meaning of the word '**apathy**' as used in the passage.
- Satisfaction
 - Health
 - Enthusiasm
 - Discipline
 - Reward

Passage 9

Now, the question arises: what is the secret of the longevity and imperishability of Indian culture? Why is it that such great empires and nations as **Babylon, Assyria, Greece, Rome and Persia** could not **last** more than the footprints of a camel on the shifting sands

of the deserts, while India, which faces the same ups and downs, the same mighty and cruel hand of time, is still alive and with the same halo of glory and splendour? The answer is given by Prof JB Pratt of America. According to him, Hindu religion is “**self-perpetuating and self-renewing**.” Unlike other religions, “not death, but development” has been the fate of Hinduism. Not only Hindu religion but the whole culture of the Hindus has been growing, changing, and developing in accordance with the needs of the times and circumstances without losing its essentially imperishable spirit. The culture of the Vedic ages, of the ages of the Upanishads, the various philosophical systems, the Mahabharata, the Smritis, the Puranas, various scholarly commentators, the medieval saints, and the age of modern reformers is the same in spirit and yet very different in form. Its basic principles are so broad-based that they can be adapted to almost any environment of development.

90. In what respect is India implied to be superior to all other nations and empires?
- Democratic traditions
 - Territorial expansion
 - Cultural development
 - Archaeological reserves
 - Diverse wild life
91. Which of the following combinations of periods of Indian culture is **incorrect** as mentioned in the passage?
- The Puranas, the Mahabharata, the medieval saints
 - The Smritis, the modern reformers, the Vedas
 - The Upanishads, the philosophical system, the Smritis
 - The Puranas, the Ramayana, the Mahabharata
 - The modern reformers, the Vedas, the medieval saints
92. What changes has the spirit of Indian culture undergone during the long period of history right from the Vedic age down to the present time?
- The prevalence of moral values was eclipsed at certain periods of time.
 - The spirit of Indian culture has remained unchanged from the ancient times down to the present.
 - Materialism was the hallmark of Indian culture during certain periods of time
 - There is no such thing as any spirit of Indian culture
 - During certain periods authoritarian values dominated over democratic values.
93. Choose the word which is **SIMILAR** in meaning as the word **perpetuating** as used in the passage.
- Continuing
 - Appreciating
 - Enjoying
 - Languishing
 - Confirming
94. Which of the following statements is **NOT TRUE** in the context of the passage?
- Mighty and cruel hand of time spares none.
 - Assyria was a great empire and nation.
 - The culture of the Vedic ages and the ages of the Upanishads is different in form.
 - Hindu religion is growing and changing.
 - Indian culture is transient and ephemeral.
95. “... could not last more than the footprints of a camel on the shifting sands of the deserts”. What does this expression mean as used in the passage?

- It lost itself in desert.
 - It was transient.
 - It lacked solidity.
 - It was limited only to desert area.
 - It lacked cohesion.
96. What is the characteristic quality of the basic principles of Indian culture?
- They are static.
 - They derive their strength from the genius of people.
 - They believe in the purity of Indian culture.
 - They can be adapted to almost any environment.
 - They project the glimpses of ancient civilization.
97. What, according to the author, has always characterized the Hindu religion?
- Spirituality and reactivity
 - Proactivity and individual dignity
 - Dynamism and growth
 - Morality and stagnation
 - Collective wisdom and democracy
98. Choose the word which is **MOST OPPOSITE** in meaning of the word ‘**last**’ as used in the passage.
- Grow
 - Diminish
 - Force
 - Respond
 - End
99. What, according to JB Pratt, is the secret of the longevity and imperishability of Indian culture?
- It has its origin in the remote past.
 - It stems from the minds and hearts of its sages.
 - It is founded on religion.
 - It is founded on universal moral values.
 - It is self-perpetuating and self-renewing.

Passage 10

Comfort is now one of the causes of its own spread. It has now become a physical habit, a fashion, an ideal to be pursued for its own sake. The more comfort is brought into the world, the more it is likely to be valued. To those who have known comfort, discomfort is a real torture. The fashion which now **decrees** the worship of comfort is quite as imperious as any other fashion. Moreover, enormous material interests are bound up with the supply of the means of comfort. The manufacturers of furniture, of heating apparatus, of plumbing fixtures cannot afford to let the love of comfort die. In modern advertisements they have found a means for compelling it to live and grow. A man of means today, who builds a house, is in general concerned primarily with the comfort of his future residence. He will spend a great deal of money on bathrooms, heating apparatus, padded furnishings, and having spent he will regard his house as perfect. His counterpart in an earlier age would have been primarily concerned with the impressiveness and magnificence of his dwelling with beauty, in a word, rather than comfort. The money our contemporary would spend on baths and central heating would have been spent on marble staircases, frescoes, pictures and statues. I am inclined to think that our present passion for comfort is a little exaggerated. Though I personally enjoy comfort, I have lived most happily in houses **devoid of** everything that Anglo-Saxons deem **indispensable**. Orientals and even South Europeans who know not comfort and live very much as our ancestors did centuries ago seem to go on very well without our elaborate apparatus and padded luxuries. However, comfort for me has a

justification; it facilitates mental life. Discomfort handicaps thought; it is difficult to use the mind when the body is cold and aching.

100. Choose the word that is **SIMILAR** in meaning to the phrase **devoid of** as used in the passage.
- (a) available (b) lacking
(c) empty (d) false
(e) deficient
101. How do people manage to keep the love of comfort alive?
- (a) By pumping in more comfort goods in the market
(b) By sacrificing high profit on comfort goods
(c) By targeting youths in the sales campaign
(d) By appealing to the emotionality of people
(e) None of these
102. What is the author's prediction about comfort?
- (a) The value of comfort will increase.
(b) People will value more spirituality thus reducing the value of comfort.
(c) People will desire simple lifestyle.
(d) The advertisements will play down the comfort aspect of goods.
(e) None of these
103. What was the characteristic of affluent men of an earlier age?
- (a) He used to put higher premium on comfort.
(b) He was relying much on advertisements.
(c) He believed more in simple and cheaper things.
(d) He was more qualitative in his emphasis rather than being quantitative.
(e) His emphasis was on beauty.
104. What change according to the author has taken place in the attitude towards comfort?
- (a) It is taken for granted in the modern way of living.
(b) It has become now an ideal to be pursued for its own sake.
(c) It is now believed that discomfort handicaps thought.
(d) It is thought that comfort helps body and mind to function effectively.
(e) None of these
105. Choose the word which is **SIMILAR** in meaning to the word 'decree' as used in the passage.
- (a) order (b) spread
(c) project (d) attract
(e) exhibit
106. Why does the author value comfort?
- (a) It helps to project one's image.
(b) It helps to protect your values.
(c) It facilitates mental life.
(d) It encourages a blend of materialistic and spiritual thinking.
(e) None of these
107. Why would manufacturers of various devices not permit comfort to die?
- (a) They want to manufacture more and more comfort goods.
(b) Manufacturers are mainly interested in creating new things.
(c) Manufacturers' emphasis is on producing beautiful things.

(d) Their prosperity is closely linked with the people's desire for comfort.

(e) None of these

108. Choose the word which is **MOST OPPOSITE** in meaning of the word '**indispensable**' as used in the passage.

(a) unattractive (b) avoidable

(c) favourable (d) inelegant

(e) comfortable

109. Which of the following statements is **NOT TRUE** in the context of the passage?

(a) Discomfort is not liked by those who live in comfort.

(b) The affluent man of an earlier age was interested more in beauty than in comfort.

(c) Discomfort handicaps thought.

(d) Orientals and South Europeans love comfort immensely.

(e) The author of the passage enjoys comfort.

Passage 11

We tend to be harsh on our bureaucracy, but nowhere do citizens enjoy dealing with their government. They do it because they have to. But that doesn't mean that the experience has to be **dismal**. Now there is a new wind blowing through government departments around the world, which could take some of this pain away. In the next five years it may well transform not only the way public services are delivered but also the fundamental relationship between governments and citizens. Not surprisingly, it is the Internet that is behind it. After e-commerce and e-business, the next revolution may be e-governance.

Examples **abound**. The municipality of Phoenix, Arizona, allows its citizens to renew their car registrations, pay traffic fines, replace lost identity cards, etc, online without having to stand in endless queues in a grubby municipal office. The municipality is happy because it saves \$5 a transaction. It costs only \$1.60 to process an online transaction versus \$ 6.60 to do it across the counter. In Chile, people routinely submit their income tax returns over the Internet, which has increased transparency, and drastically reduced the time taken and the number of errors and litigation with the tax department. Both tax payers and the revenue department are happier.

The furthest ahead, not surprisingly, is the small, rich and entrepreneurial civil service of Singapore, which allows citizens to do more functions online than any other. As in many private companies, the purchasing and buying of Singapore's government departments is now on the Web, and cost benefits come through more competitive bidding, easy access to global suppliers and time saved by online processing of orders. They can **post** their catalogues on their site, bid for contracts, submit invoices and check their payment status over the Net.

The most useful idea for Indian municipalities is GovWorks, a private sector-run site that collects local taxes, fines and utility bills for 3600 municipalities across the United States. It is a citizen's site, which also provides information on government jobs, tenders, etc. The most ambitious is the British government, which has targeted to convert 100 per cent of its transactions with its citizens to the Internet by 2005.

Cynics in India will say, 'Oh e-governance will never work in India. We are so poor and we don't have computers.' But they are wrong! There are many experiments afoot in India as well. Citizens in Andhra Pradesh can download government forms and

submit applications on the Net without having to bribe clerks. In many districts, land records are online and this has created transparency. Similarly, in Dhar district of Madhya Pradesh, villagers have begun to file applications for land transfers and follow their progress on the Net. In seventy villages in the Kolhapur and Sangli districts in Maharashtra, Internet booths have come up where farmers can daily check the market rates of agricultural commodities in Marathi, along with data on agricultural schemes, information on crop technology, when to spray and plant their crops and bus and railway time tables. They also find vocational guidance on jobs, applications for ration cards, kerosene/gas burners and land record extracts with details of land ownership.

Sam Pitroda's WorldTel, Reliance Industries and the Tamil Nadu government are jointly laying 3000 km of optic fibre cables to create a Tamil Network which will offer ration cards, school, college and hospital admission forms, land records, and pension records. If successful, WorldTel will expand the network to Gujarat, Karnataka and West Bengal. In Kerala, all the villages are getting linked online to the district headquarters, allowing citizens to compare the development priorities of their villages with other villages in the State.

Many are still sceptical of the real impact because so few Indians have computers. The answer lies in interactive cable TV and in Internet kiosks. Although India has only five million computers and thirty-eight million telephones, it has thirty-four million homes with cable TV and these are growing eight per cent a year. By 2005 most cable homes will have access to the Internet from many of the 700000 local STD/PCO booths. Internet usage may be low today, but it is bound to grow rapidly in the future, and e-governance in India may not be a dream.

110. According to the passage, which country has the most ambitious plan for e-governance?
(a) USA (b) Chile
(c) Singapore (d) India
(e) UK
111. GovWorks is working in which of the following countries?
(a) India (b) UK
(c) Chile (d) Singapore
(e) None of these
112. Choose the word that is opposite in meaning of the word "dismal" as used in the passage.
(a) grim (b) approve
(c) pleasing (d) better
(e) enrich
113. How can India overcome low penetration of computers for e-governance?
(a) By manufacturing more computers
(b) Through cable TV and Internet Kiosks
(c) By opening more STD/PCO booths
(d) By making the Internet free
(e) By putting more services on the Internet
114. Which of the following has not been one of the effects of submitting income tax returns over the Internet in Chile?
(a) Reduction of legal cases
(b) Reduction in errors
(c) Increase in transparency
(d) Increase in number of returns
(e) Reduction in time taken

115. Choose the word that is the **same** in meaning as the word "abound" as used in the passage.
(a) around (b) proliferate
(c) flourish (d) plentiful
(e) few
116. Choose the word that is the **same** in meaning as the word "post" as used in the passage.
(a) deliver (b) send
(c) put up (d) drop out
(e) later
117. According to the passage, which country is at present the most advanced in e-governance?
(a) Singapore (b) Chile
(c) India (d) USA
(e) UK
118. In which direction is the new wind blowing?
(a) More and more interaction of citizens with government through Internet
(b) Outsourcing the work of infrastructure creation for Internet
(c) Increasing the penetration of computers in rural areas
(d) Integrating e-commerce, e-business and e-governance
(e) Introducing e-governance programmes in schools and colleges
119. According to the passage, what is the annual growth rate of computers in India?
(a) 8% (b) 5%
(c) 0.5% (d) Not mentioned
(e) None of these
120. Compared to across-the-counter, the cost of online transaction is
(a) little less
(b) substantially less
(c) more or less the same
(d) little more
(e) ' 4/- less per transaction
121. According to the author, e-governance in India
(a) is a dream and may not succeed
(b) will not succeed unless more computers are owned by citizens
(c) has witnessed successful attempts and plans
(d) will not work because the model is suited for developed countries
(e) though will bring transparency, will increase corruption

Passage 12

Employment exchanges — one of the surviving bastions of babudom — face the prospect of becoming irrelevant in an era of reform. Even in the heart of the nation's capital, the premises are often dilapidated structures with dirty passages and manned by surly staff. Not surprisingly, job-seekers hardly throng these exchanges. Paradoxically, when jobs are getting scarce due to pressure of liberalisation, job-seekers are **spurning** an institution intended to help them **secure** placements. The reasons are simple enough. Employment exchanges still concentrate on government and public sector placements, which are fast losing ground in the labour market. For most government jobs, the eligibility criterion is still registration with the employment exchanges. But what is the use of going through the formalities of registration when

government jobs themselves are dwindling? The placement effected by all the 939-odd exchanges in the country in 2001 was of the order of 1.69 lakh against annual registration levels of 60 lakh. As there are too few jobs when compared to the number of job-seekers, the accumulated backlog of registrations is close to 4.16 crore. The latter of course doesn't indicate unemployment levels as those registered with the employment exchanges are not necessarily unemployed.

How can the employment exchanges be revamped? The thinking in the Union labour ministry is to transform them into employment promotion and guidance centres. The plan includes modernisation, changing the mindset of the staff and making them into an effective instrument for monitoring and coordinating various employment generation schemes. This objective calls for developing a better database on the fast changing employment situation with a comprehensive coverage of new economic establishments. For instance, the various economic censuses are an important source of information on the changing employment profile of, say, the nation's capital. Far from being a bureaucrat-dominated city, Delhi over the years has become more of an industrial metropolis. According to the fourth economic census, manufacturing accounted for 40 per cent of jobs in the capital. The employment exchanges in the capital thus have their work cut out notably, to shift the focus away from government and public sector jobs more towards placements in the private sector, especially in manufacturing and services, including the **burgeoning** retail trade sector. By doing so, they will better reflect the **imperatives** of economic reform and remain relevant in today's times.

122. Choose the word that is **opposite** in meaning of the word "**spurning**" as used in the passage.
- thronging
 - evaluating
 - criticising
 - following
 - rejecting
123. Which of the following revamped role can be entrusted to employment exchanges?
- Conducting economic surveys
 - To conduct vocational training programme for the unemployed
 - To modernise registration process through the Internet
 - To reduce the number of exchanges
 - None of these
124. What can be inferred about the employment exchanges outside Delhi?
- The registration in them would be much less.
 - Their condition will be worse.
 - Their condition will be better.
 - They focus more on manufacturing sector.
 - None of these
125. Choose the word that is **same** in meaning as "**imperatives**" as used in the passage.
- importance
 - implication
 - urgency
 - indication
 - authority
126. Choose the word that is **same** in meaning as the word "**secure**" as used in the passage.
- fasten
 - safe
 - obtain
 - reassure
 - lock
127. Choose the word that is **opposite** in meaning of the word "**burgeoning**" as used in the passage.
- flourishing
 - loss-making
 - expanding
 - distressing
 - declining
128. In order to remain relevant, which of the following should be the focus of employment exchanges?
- To make efforts to increase their registration
 - To shift attention to jobs in private sector
 - To shift focus on jobs in manufacturing in public sector organisations
 - To reform exchanges by recruiting trained staff
 - To obtain more grants from government
129. Which of the following is not true in the context of the passage?
- Those who register with the employment exchanges inform them if they are able to get the job on their own.
 - The annual placement arranged by employment exchanges is less than 3% of the registration.
 - For government jobs, registration with employment exchanges is required.
 - In Delhi, over the years more industries have started.
 - All the above are true

Passage 13

We have inherited the tradition of secrecy about the budget from Britain where also the system has been strongly attacked by eminent economists and political scientists including Peter Jay. Sir Richard Clarke, who was the originating genius of nearly every **important** development in the British budgeting techniques during the last two decades, has spoken out about the abuse of budget secrecy: "The problems of long-term tax policy should surely be **debated** openly with the facts on the table. In my opinion, all governments should have just the same **duty** to publish their expenditure policy. Indeed, this obligation to publish taxation policy is really essential for the control of public expenditure in order to get realistic taxation implications." Realising that democracy **flourishes** best on the principles of open government, more and more democracies are having an open public debate on budget proposals before introducing the appropriate Bill in the legislature. In the United States the budget is conveyed in a message by the President to the Congress, which comes well in advance of the — date when the Bill is introduced in the Congress. In Finland the Parliament and the people are already discussing in June the tentative budget proposals which are to be introduced in the Finnish Parliament in September. Every budget contains a cartload of figures in black and white - but the dark figures represent the **myriad** lights and shades of India's life, the contrasting tones of poverty and wealth, and of bread so dear and flesh and blood so cheap, the deep tints of adventure and enterprise and man's ageless struggle for a brighter morning. The Union budget should not be an annual **scourge** but a part of presentation of annual accounts of a partnership between the Government and the people. That partnership would work much better when the nonsensical secrecy is replaced by openness and public consultations, resulting in fair laws and the people's acceptance of their moral duty to pay.

130. How do the British economists and political scientists react to budget secrecy? They are
- in favour of having a mix of secrecy and openness.
 - indifferent to the budgeting techniques and taxation policies.
 - very critical about maintenance of budget secrecy.
 - advocating not disclosing in advance the budget contents.
 - None of these
131. The author thinks that openness in budget is essential as it leads to
- prevention of tax implications
 - people's reluctance to accept their moral duties
 - exaggerated revelation of the strengths and weaknesses of economy
 - making our country on par with Finland
 - None of these
132. The author seems to be in favour of
- maintaining secrecy of budget
 - judicious blend of secrecy and openness
 - transparency in budget proposals
 - replacement of public constitution by secrecy
 - None of these
133. The secrecy of the budget is maintained by all of the following countries **except**
- Finland
 - India
 - United States
- Only A
 - Only B
 - Only C
 - A and C
 - B and C
134. Which of the following statements is definitely TRUE in the context of the passage?
- The British Government has been religiously maintaining budget secrecy.
 - Budget secrecy is likely to lead to corrupt practices.
 - Consulting unjustifiable taxes with public helps make them accept those taxes.
 - There should be no control on public expenditure in democratic condition.
 - None of these
135. Sir Richard Clarke seems to deserve the credit for
- transformation in the British budgetary techniques.
 - maintenance of secrecy of the British budget.
 - detection of abuse of transparency in budget.
 - bringing down the tax load on British people.
 - None of these
136. From the contents of the passage, it can be inferred that the author is
- authoritarian in his approach.
 - a democratic person.
 - unaware of India's recent economic developments.
 - a conservative person.
 - None of these
137. Which of the following statement(s) is/are definitely False in the context of the passage?
- Transparency helps unscrupulous elements to resort to corrupt practices.
 - Open approach of Government is a sign of healthy democracy.
 - People's acceptance of their moral duties can best be achieved through openness and public consultations.
- Only A
 - Only B
 - Only C
 - A and B
 - B and C
138. For making the budget realistic, the Government should
- refrain from making public the proposed provisions before finalisation.
 - discuss it secretly within themselves.
 - encourage the public to send in their suggestions.
 - consult the public, defend their own plans and accept public suggestions.
 - None of these
- Directions (Qs. 139-144) :** Choose the word which is most nearly the SAME in meaning to the word printed in bold as used in the passage.
139. **SCOURGE**
- ritual
 - presentation
 - whip
 - compromise
 - remedy
140. **MYRIAD**
- adequate
 - functional
 - incompatible
 - abundant
 - excellent
141. **DUTY**
- obligation
 - imposition
 - tax-liability
 - function
 - job
- Directions (Qs. 142-144) :** Choose the word/phrase which is most **OPPOSITE** in meaning to the word printed in bold as used in the passage.
142. **FLOURISHES**
- disappears
 - degenerates
 - vanishes
 - blooms
 - opens
143. **DEBATED**
- questioned severely
 - opposed strongly
 - accepted unconditionally
 - discussed frankly
 - implemented forcibly
144. **IMPORTANT**
- major
 - uncountable
 - significant
 - unscheduled
 - trivial

Passage 14

The happy man is the man who lives objectively, who has free affections and wide interests, who secures his happiness through these interests and affections and through the fact that they in turn make him an object of interest and affection to many others. To be the recipient of affection is a potent cause of happiness, but the man who demands affection is not the man upon whom it is **bestowed**. The man who receives affection is, speaking broadly, the man who gives it. But it is useless to attempt to give it as a calculation, in the way in which one might lend money at interest, for a calculated affection is not genuine and is not felt to be so by the recipient.

What then can a man do who is unhappy because he is encased in self ? So long as he continues to think about the causes of his unhappiness, he continues to be self-cantered and therefore does not get outside it. It must be by genuine interest, not by simulated interests adopted merely as a medicine. Although this difficulty is real, there is nevertheless much that he can do if he has rightly diagnosed his trouble. If for example, his trouble is due to a sense of sin, conscious or unconscious, he can first persuade his conscious mind that he has no reason to feel sinful, and then proceed, to plant this rational conviction in his unconscious mind, concerning himself meanwhile with some more or less neutral activity. If he succeeds in **dispelling** the sense of sin, it is possible that genuine objective interests will arise spontaneously. If his trouble is self-pity, he can deal with it in the same manner after first persuading himself that there is nothing extraordinarily unfortunate in his circumstances.

If fear is his trouble, let him practise exercises designed to give courage. Courage has been recognized from time immemorial as an important virtue, and a great part of the training of boys and young men has been devoted to producing a type of character capable of fearlessness in battle. But moral courage and intellectual courage have been much less studied. They also, however, have their technique. Admit to yourself every day at least one painful truth, you will find it quite useful. Teach yourself to feel that life would still be worth living even if you were not, as of course you are, immeasurably superior to all your friends in virtue and in intelligence. Exercises of this sort prolonged through several years will at last enable you to admit facts without **flinching** and will, in so doing, free you from the empire of fear over a very large field.

145. According to the passage, calculated affection

- (a) appears to be false and fabricated
- (b) makes other person to love you
- (c) turns into permanent affection over a period of time
- (d) leads to self-pity
- (e) gives a feeling of courage

146. Who according to the passage is the happy man?

- (a) Who is encased in self
- (b) Who has free affection and wide interests
- (c) Who is free from worldly passions
- (d) Who has externally centred passions
- (e) None of these

147. Which of the following statements is **NOT TRUE** in the context of the passage ?

- (a) The happy man has wide interests.
- (b) Courage has been recognised as an important virtue.
- (c) Unhappy man is encased in self.
- (d) A man who suffers from the sense of sin must tell himself that he has no reason to be sinful.
- (e) Issue of intellectual courage has been extensively studied.

148. Which of the following virtues, according to the passage, has been recognised for long as an important virtue?

- (a) Patriotism
- (b) Sacrifice
- (c) Courage
- (d) Self-consciousness
- (e) None of these

149. Which of the following words is **SIMILAR** in meaning of the word '**bestowed**' as used in the passage ?

- (a) Conferred
- (b) Accommodated
- (c) Trusted
- (d) Withdrawn
- (e) Directed

150. Which of the following, according to the passage, has not been studied much ?

- (a) Feeling of guilt and self-pity
- (b) The state of mind of an unhappy man
- (c) How to get absorbed in other interests
- (d) Moral and intellectual courage
- (e) None of these

151. What should a man do who is suffering from the feeling of self-pity ?

- (a) He should control his passions and emotions.
- (b) He should persuade himself that everything is alright in his circumstances.
- (c) He should seek affection from others.
- (d) He should develop a feeling of fearlessness.
- (e) He should consult an expert to diagnose his trouble.

152. What happens to a man who demands affection ?

- (a) His feelings are reciprocated by others.
- (b) He tends to take a calculated risk.
- (c) He becomes a victim of a vicious circle.
- (d) He takes affection for granted from others.
- (e) None of these

153. If a man is suffering from a sense of sin

- (a) he should invite opinion of others
- (b) he should admit his sin at once
- (c) he should consciously realize that he has no reason to feel sinful
- (d) he should develop a fearless character
- (e) he should develop an internal focus of control

154. Which of the following statements is **TRUE** in the context of the passage?

- (a) All passions stem from unhappiness.
- (b) The happy man lives subjectively.
- (c) Any virtue has a dark side also.
- (d) One feels happy if one receives affection.
- (e) Any affection is always genuine.

155. Which of the following statements is **SIMILAR** in meaning to the word '**flinching**' as used in the passage ?

- (a) Wincing
- (b) Convincing
- (c) Explaining
- (d) Providing
- (e) Debating

156. How can one get out of the vicious circle mentioned in the passage?

- (a) By practising skills of concentration
- (b) By inculcating the habit of self-absorption
- (c) Being true to others and one's internal circumstances
- (d) Admitting to oneself that others could be right
- (e) None of these

157. Which of the following words is **OPPOSITE** in meaning of the word '**dispelling**' as used in the passage ?

- (a) Giving
- (b) Accumulating
- (c) Projecting
- (d) Scattering
- (e) Receiving

158. What according to the passage is the real cause of happiness?
- Material rewards and incentives received
 - Critical analysis of the happy state of mind
 - Affection received from others
 - Calculated risk taken
 - None of these
159. What happens when you think about the cause of your unhappiness?
- You try to introspect and look critically at yourself.
 - You realize that life can be lived in different ways.
 - You try to practice exercise designed to give coverage.
 - You remain a self-centred person.
 - None of these

Passage 15

Management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organising, staffing, controlling, and problem solving. Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. This distinction is absolutely crucial for our purposes here: Successful transformation is 70 to 90 per cent leadership and only 10 to 30 per cent management. Yet for historical reasons, many organizations today don't have much leadership. And almost everyone thinks about the problems here as one of managing change.

For most of this century, as we created thousands and thousands of large organizations for the first time in human history, we didn't have enough good managers to keep all those bureaucracies functioning. So many companies and universities developed management programmes, and hundreds and thousands of people were encouraged to learn management on the job. And they did. But, people were taught little about leadership. To some degree, management was emphasized because it's easier to teach than leadership. But even more so, management was the main item on the twentieth-century agenda because that's what was needed. For every entrepreneur or business builder who was a leader, we needed hundreds of managers to run their ever growing enterprises.

Unfortunately for us today, this emphasis on management has often been institutionalized in corporate cultures that discourage employees from learning how to lead. Ironically, past success is usually the key ingredient in producing this outcome. The syndrome, as I have observed it on many occasions, goes like this: success creates some degree of market dominance, which in turn produces much growth. After a while keeping the ever larger organization under control becomes the primary challenge. So attention turns inward, and managerial competencies are **nurtured**. With a strong emphasis on management but not on leadership, bureaucracy and an inward focus take over. But with continued success, the result mostly of market dominance, the problem often goes unaddressed and an unhealthy arrogance begins to evolve. All of these characteristics then make any transformation effort much more difficult.

- Arrogant managers can over-evaluate their current performance and competitive position, listen poorly, and learn slowly. Inwardly focused employees can have difficulty seeing the very forces that present threats and opportunities. Bureaucratic cultures can **smother** those who want to respond to shifting conditions. And the lack of leadership leaves no force inside these organisations to break out of the morales.
160. Why, according to the author, is a distinction between management and leadership crucial?
- Leaders are reactive whereas managers are proactive.
 - Organisations are facing problems of not getting good managers.
 - Organisations are pursuing the strategy of *status quo*.
 - In today's context, organisations need leaders much more than managers in transforming them.
 - None of these
161. Why did companies and universities develop programmes to prepare managers in such a large number?
- Companies and universities wanted to generate funds through these programmes.
 - A large number of organisations were created and they needed managers in good number.
 - Organisations did not want spend their scarce resources in training managers.
 - Organisations wanted to create communication network through trained managers.
 - None of these
162. Which of the following statements is NOT TRUE in the context of the passage?
- Bureaucratic culture can smother those who want to respond to changing conditions.
 - Leadership produces change and has the potential to establish direction.
 - Pressure on managers comes mostly from within.
 - Leadership centres on carrying out important functions such as planning and problem-solving.
 - Managers believe that they are the best and that their idiosyncratic traditions are superior.
163. Which of the following is not the characteristic of bureaucratic culture?
- Managers listen poorly and learn slowly.
 - Managerial competencies are nurtured.
 - Employees clearly see the forces that present threats and opportunities.
 - Prevalence of unhealthy arrogance.
 - Managers tend to stifle initiative and innovation.
164. Which of the following is SIMILAR in meaning to the word SMOTHER as used in the passage?
- Suppress
 - Encourage
 - Instigate
 - Criticise
 - Attack
165. How has the author defined management?
- It is the process of adapting organisations to changing circumstances.
 - It is the system of aligning people with the direction it has taken.
 - It refers to creating a vision to help direct the change effort.
 - Creating better performance through customer orientation.
 - None of these

166. Management education was emphasized in the management programmes because
- establishing direction was the main focus of organisations
 - motivating employees was thought to be done by managers
 - strategies for producing change was the main focus of organisations
 - organisations wanted to create powerful guiding coalition
 - management was the main item of agenda in organisations
167. What is the historical reason for many organisations not having leadership?
- A view that leaders are born, they are not made
 - Leaders lack managerial skills and organisations need managers
 - Leaders are weak in carrying out traditional functions of management
 - Leaders allow too much complacency in organisations
 - None of these
168. In the passage, management is equated with
- organisation
 - leadership
 - organisational vision
 - bureaucracy
 - managerial training
169. Why does the attention of large organisations turn inward?
- Their managers become arrogant
 - They have to keep themselves under control
 - Their success creates market dominance
 - They want to project their predictability
 - None of these
170. Which of the following is SIMILAR in meaning of the word NURTURED as used in the passage?
- Created
 - Developed
 - Thwarted
 - Surfaced
 - Halted
171. What, according to the author, is leadership?
- Process which keeps the system of people and technology running smoothly
 - Planning the future and budgeting resources of the organisation
 - Inspiring people to realise the vision
 - Carrying out the crucial functions of management
 - None of these
172. Which of the following characteristics helps organisations in their transformation efforts?
- Emphasis on leadership but not on management
 - A strong and dogmatic culture
 - Bureaucratic and inward-looking approach
 - Failing to acknowledge the value of customers and shareholders
 - None of these
173. Why were people taught little about leadership in management programmes?
- Teachers were busy in understanding the phenomenon of leadership
 - Enough study material was not available to facilitate teaching of leadership
 - Focus of these programmes was on developing managers
 - Leadership was considered only a political phenomenon
 - None of these
174. Which of the following statements is/are **definitely** true in the context of the passage?
- Bureaucracy fosters strong and arrogant culture.
 - Leadership competencies are nurtured in large-size organisations.
 - Successful transformation in organisations is 70 to 90 per cent leadership.
- Only A and B
 - Only A and C
 - Only B and C
 - Only B
 - Only C

Passage 16

In the second week of August 1998, just a few days after the incidents of bombing the US embassies in Nairobi and Dar-es-Salaam, a high-powered, brain-storming session was held near Washington D.C. to discuss various aspects of terrorism. The meeting was attended by ten of America's leading experts in various fields such as germ and chemical warfare, public health, disease control and also by the doctors and the law-enforcing officers. Being asked to describe the horror of possible bio-attack, one of the experts narrated the following **gloomy** scenario.

A culprit in a crowded business centre or in a busy shopping mall of a town empties a test tube containing some fluid, which in turn creates an unseen cloud of germ of a dreaded disease like anthrax capable of inflicting a horrible death within 5 days on any one who inhales it. At first 500 or so victims feel that they have mild influenza which may recede after a day or two. Then the symptoms return again and their lungs start filling with fluid. They rush to local hospitals for treatment, but the panic-stricken people may find that the medicare services run quickly out of drugs due to excessive demand. But no one would be able to realise that a terrorist attack has occurred. One cannot deny the possibility that the germ involved would be of contagious variety capable of causing an epidemic. The meeting concluded that **such attacks**, apart from causing immediate human tragedy, would have dire long-term effects on the political and social fabric of a country by way of ending people's trust on the competence of the government.

The experts also said that the bombs used in Kenya and Tanzania were of the old-fashioned variety and involved quantities of high explosives, but new terrorism will prove to be more deadly and probably more **elusive** than hijacking an aeroplane or a gelignite of previous decades. According to Bruce Hoffman, an American specialist on political violence, old terrorism generally had a specific manifesto - to overthrow a colonial power or the capitalist system and so on. These terrorists were not shy about planting a bomb or hijacking an aircraft and they set some limit to their brutality. Killing so many innocent people might turn their natural supporters off. Political terrorists want a lot of people watching but not a lot of people dead. "Old terrorism sought to change the world while the new sort is often practised by those who believe that the world has gone beyond redemption", he added.

Hoffman says, "New terrorism has no long-term agenda but is ruthless in its short-term intentions. It is often just a **cacophonous** cry of protest or an outburst of religious **intolerance** or a protest against the West in general and the US in particular. Its **perpetrators** may be religious fanatics or diehard opponents of a government and see no reason to show restraint. They are simply intent on **inflicting** the maximum amount of pain on the victim."

175. In the context of the passage, the culprit's act of emptying a test tube containing some fluid can be classified as
- a terrorist attack
 - an epidemic of a dreaded disease
 - a natural calamity
 - panic created by an imaginary event
 - None of these
176. In what way would the new terrorism be different from that of the earlier years?
- More dangerous and less baffling
 - More hazardous for victims
 - Less complicated for terrorists
- A and C only
 - B and C only
 - A and B only
 - All the three
 - None of these
177. What was the immediate provocation for the meeting held in August 1998?
- The insistence of America's leaders
 - The horrors of possible bio-attacks
 - A culprit's heinous act of spreading germs
 - People's lack of trust in the government
 - None of these
178. What could be the probable consequences of bio-attacks, as mentioned in the passage?
- Several deaths
 - Political turmoil
 - Social unrest
- A only
 - B only
 - C only
 - A and B only
 - All the three
179. The author's purpose of writing the above passage seems to explain
- the methods of containing terrorism
 - the socio-political turmoil in African countries
 - the deadly strategies adopted by modern terrorists
 - reasons for killing innocent people
 - the salient features of terrorism of yester years
180. According to the author of the passage, the root cause of terrorism is
- Religious fanaticism
 - Socio-political changes in countries
 - The enormous population growth
- A only
 - B only
 - C only
 - A and B only
 - All the three
181. The phrase "**such attacks**", as mentioned in the last sentence of the second paragraph, refers to
- the onslaught of an epidemic as a natural calamity
 - bio-attack on political people in the government

- attack aimed at damaging the reputation of the government
 - bio-attack manoeuvred by unscrupulous elements
 - None of these
182. The sole objective of the old terrorism, according to Hoffman, was to
- plant bombs to kill innocent people
 - remove colonial power or capitalist system
 - make people realise the incompetence of the government
 - give a setback to socio-political order
 - None of these
183. Which of the following statements is **true** about new terrorism?
- Its immediate objectives are quite tragic.
 - It has farsighted goals to achieve.
 - It can differentiate between the innocent people and the guilty.
 - It is free from any political ideology.
 - It advocates people in changing the socio-political order.

Directions (Qs. 184-186): Choose the word which is most **OPPOSITE** in meaning of the word printed in bold as used in the passage

184. **gloomy**
- discouraging
 - disgusting
 - bright
 - tragic
 - versatile
185. **cacophonous**
- loud
 - melodious
 - sonorous
 - harsh
 - distant
186. **intolerance**
- forbearance
 - permissiveness
 - adaptability
 - acceptance
 - faithfulness

Directions (Qs. 187-189): Choose the word which is most nearly the **SAME** in meaning of the word printed in bold as used in the passage.

187. **perpetrators**
- opponents
 - followers
 - sympathisers
 - leaders
 - manoeuvres
188. **elusive**
- harmful
 - fatal
 - destructive
 - baffling
 - obstructing
189. **inflicting**
- elevating
 - imposing
 - alleviating
 - reflecting
 - soothing

Passage 17

After "Liberalization", "Globalization" and the consequent change in the new international economic order as well as new information technology order, a new catchphrase is being coined: 'A New Health Order'. Talking about setting it up is the theme of the WHO-sponsored international conference on primary health and medical care, currently being held at Milan in Italy. While

much has been said and written on establishing the “new order”, little has actually been done. Will the conference at Milan too swear by the “new health order”, go home and then forget about it, while the present medical and healthcare set-up in poor countries further **entrenches** itself? This does not have to be the fate of the radical resolutions that will undoubtedly be passed at Milan. Unlike creating a new world economic or information order, establishing a new health set-up is essentially a matter for individual countries to accomplish. No conflict of international interests is involved. But this advantage is, at least until it begins to take concrete shape, only theoretical. The million-dollar question is whether individual third-world governments are able and willing to **muster** the will, the resources, the administrative and other infrastructure to carry out what it is entirely within their power to attain and implement.

The dimensions of the problem are known and the solutions broadly agreed on. The present medical and healthcare system is urban-based, closely geared to drugs, hospitals and expensively trained apathetic doctors. The bulk of the population in poor countries, who live in rural areas, are left untouched by all this and must rely on traditional healers. The answer is to turn out medical health personnel sufficiently, but not expensively, trained to handle routine complaints and to get villagers to pay adequate attention to cleanliness, hygienic sanitation, garbage disposal and other elementary but **crucial** matters. More complicated ailments can be referred to properly equipped centres in district towns, cities and metropolises. Traditional healers, whom villagers trust, can be among these intermediate personnel. Some third-world countries, including India, have **launched** or are preparing elaborate schemes of this nature. But the experience is not quite happy. There is **resistance** from the medical establishment which sees them as little more than licensed quackery but is not prepared either to offer **condensed** medical courses such as the former licentiate course available in this country and now unwisely scrapped. There is the question of how much importance to give to indigenous system of medicine. And there is the difficult matter of striking the right balance between preventive healthcare and curative medical attention. These are complex issues and the Milan conference would perhaps be more fruitful if it were to discuss such specific subjects.

190. The author is doubtful whether.....

- (a) an individual country can set up a new health order.
- (b) the Milan conference would pass radical resolutions.
- (c) under-developed countries have the capacity to organize their resources.
- (d) traditional healers could be trained as intermediate health personnel.
- (e) the problem has been understood at all.

191. The author has reservations about the utility of the Milan Conference because

- (a) it is expected only to discuss but not decide upon anything.
- (b) earlier conferences had failed to reach any decisions.
- (c) the medical profession is opposed to a new health order.
- (d) while “new orders” are talked and written about, not much is actually done.
- (e) None of these

192. The contents of the passage indicate that the author is opposed to

- (a) traditional healers.
- (b) licentiate practitioners.
- (c) allopathic system of medicines.
- (d) hospitals.
- (e) None of these

193. It can be inferred from the contents of the passage that the author’s approach is

- (a) sarcastic
- (b) constructive
- (c) indifferent
- (d) fault-finding
- (e) hostile

194. The author thinks that the solution to the problem of medical/health care lies in

- (a) opening hospitals in rural areas.
- (b) conducting inexpensive medical courses.
- (c) improving the economic condition of the masses.
- (d) expediting the setting up of a new health order.
- (e) making cheap drugs available.

195. To make the conference really useful, the author suggests

- (a) resolving the international conflicts involved.
- (b) that it should address itself to specific issues.
- (c) it should give importance to indigenous system of medicine.
- (d) that it should not pass radical resolutions.
- (e) None of these

196. What does the author suggest for the cure of the cases involving complications?

- (a) Treating such cases at well-equipped hospitals in district places
- (b) Training such victims in preliminary hygiene
- (c) Training semi-skilled doctors to treat such cases
- (d) Issuing licenses to semi-skilled doctors to treat such cases
- (e) None of these

197. The medical establishment seems to be reluctant to trust the

- (a) allopathic medical practitioners.
- (b) traditional healers.
- (c) urban-based medical practitioners.
- (d) expensively trained allopathic doctors.
- (e) None of these

198. For a new health order, the author recommends all of the following EXCEPT

- (a) motivating villagers to pay attention to cleanliness
- (b) setting up well equipped centres in district towns
- (c) discontinuing the present expensive medical courses
- (d) training traditional healers to function as medical health personnel
- (e) striking a balance between preventive healthcare and curative medical attention

Directions (Qs. 199-201): Choose the word which is most nearly the SAME in meaning as the word printed in bold as used in the passage.

199. LAUNCHED

- (a) participated
- (b) accomplished
- (c) elevated
- (d) planned
- (e) started

200. MUSTER
 (a) enlist (b) summon
 (c) manifest (d) extend
 (e) enrich
201. ENTRENCH
 (a) being deteriorating
 (b) surround completely
 (c) establish firmly
 (d) enclose carefully
 (e) finish radically
- Directions (Qs. 202-204):** Choose the word which is most nearly OPPOSITE in meaning of the word printed in bold as used in the passage.
202. CONDENSED
 (a) concentrated (b) invigoured
 (c) expanded (d) lengthened
 (e) inexplicable
203. CRUCIAL
 (a) trivial (b) critical
 (c) significant (d) marvellous
 (e) conspicuous
204. RESISTANCE
 (a) opposition (b) agreement
 (c) repulsion (d) acceptance
 (e) compliance

Passage 18

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and, therefore, indirectly controls power. Therefore, ever since the dawn of civilization persons in power have always tried to supervise or control education. It has been the **hand-maid of the ruling class**. During the Christian era, the ecclesiastics controlled the institution of education and diffused among the people the gospel of the Bible and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the **sweat of his brow**, while the priests and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance, education passed more from the clutches of the priest into the hand of the prince. In other words it became more secular. It was also due to the growth of the nation-state and powerful monarchs who united the country under their rule. Thus, under the control of the monarch, education began to devise and preach the **infallibility** of its masters, the monarch or king. It also invented and supported fantastic theories like the Divine Right Theory and that the king can do no wrong etc. With the advent of the industrial revolution education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class but was thrown open to the new rich merchant class of society. Yet education was still confined to the few elite. The philosophy which was in vogue during this period was that of '**Laissez Faire**' restricting the function of the State to a mere keeping of law and order while, on the other hand, in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest.

205. Who controlled education during the era after the industrial revolution?
 (a) The baron class (b) The priests
 (c) The prince (d) The monarch
 (e) None of these

206. What does the theory of Divine Right of king stipulate?
 (a) That kings are gods.
 (b) They have the right to be worshipped like gods by their subjects.
 (c) That the right of governing is conferred upon kings by god.
 (d) That the rights of kings are divine and therefore sacred.
 (e) None of these
207. What does the expression 'hand-maid of the ruling class' mean?
 (a) Private mistress of the prince
 (b) Something fully under the control of the ruling class
 (c) Private maid-servants of the prince
 (d) The symbol of authority of the prince
 (e) None of these
208. Who controlled education during the Renaissance?
 (a) The common people
 (b) The prince
 (c) The church and the priests
 (d) The secular leaders of the society
 (e) None of these
209. What does the word "infallibility" mean?
 (a) That every man is open to error
 (b) That some divine power is responsible for determining the fate of men
 (c) The virtue of not making any mistake
 (d) Sensitivity
 (e) None of these
210. What did the ruling class in the Christian era think of the poor man?
 (a) That he is the beloved of god
 (b) That he deserves all sympathy of the rich
 (c) That he should be strong
 (d) That he is meant for serving the rich
 (e) None of these
211. Who controlled the institution of education during the Christian era?
 (a) The church and the priests
 (b) The monarchs
 (c) The secular leaders of society
 (d) The common people
 (e) None of these
212. What do you mean by the 'sweat of his brow'?
 (a) Very hard work
 (b) The tiny droplets of sweat on the forehead
 (c) The wrinkles visible on the face
 (d) The sign of innocence
 (e) None of these
213. Why have persons in power always tried to supervise or control education?
 (a) Because they wanted to educate the whole public.
 (b) Because they wanted to deprive the common man of the benefits of education.
 (c) Because it involved a huge expenditure on the state exchequer.
 (d) Because it is an instrument of knowledge and therefore power.
 (e) None of these

214. What does the philosophy of Laissez-Faire stand for?
- Joint control of the means of production by the state and private enterprise
 - Individual freedom in the economic field
 - State control of the means of production
 - Full development of the individual's personality
 - None of these

Passage 19

An independent, able and upright judiciary is the hallmark of a free democratic country. Therefore, the process of judicial appointments is of vital importance. At present, on account of the Supreme Court's last advisory opinion, the role of the executive and its interference in the appointment of judges is minimal, which, **in the light of our previous experience**, is most welcome. However, there is a strong demand for a National Judicial Commission on the ground of wider participation in the appointment process and for greater transparency. The composition, the role and the procedures of the proposed National Judicial Commission, must be clearly spelt out, **lest** it be a case of jumping **from the frying pan into the fire**.

Recently, there has been a lively debate in England on the subject. A judicial commission has been proposed but there are not many takers for that proposal. In the paper issued this month by the Lord Chancellor's Department on judicial appointments, the Lord Chancellor has said, "I want every vacancy on the Bench to be filled by the best person available. Appointments must and will be made on merit, irrespective of ethnic origin, gender, marital status, political affiliation, sexual orientation, religion or disability. These are not mere words. They are firm principles. I will not tolerate any form of discrimination."

At present, there are hardly any persons from the ethnic minorities manning the higher judiciary and so far not a single woman has made it to the House of Lords. The most significant part of the Lord Chancellor's paper is the requirement that "allegations of professional misconduct made in the course of consultations about a candidate for judicial office must be specific and subject to disclosure to the candidate". This should go a long way in ensuring that principles of natural justice and fair play are not **jettisoned** in the appointment process, which is not an uncommon phenomenon.

215. What, according to the passage, should go a long way in judicial appointments?
- Decision that all sections of the society are represented.
 - Candidate's qualifications and seniority are considered.
 - Candidate must know the charge of professional misconduct levelled against him.
 - There should be strong reason for discrimination.
 - None of these
216. According to the passage, there has been a demand for a National Judicial Commission to
- clear the backlog of court cases.
 - make judiciary see eye to eye with executive.
 - wipe out corruption at the highest places.
 - make the appointment process of judges more broad based and clear.
 - safeguard the interest of natural justice and fair play in judicial pronouncement.

217. Which of the following could be in the author's mind when he says 'in the light of our previous experience'?
- Not having enough judges from backward communities.
 - Interference of the executive in the appointment of judges.
 - Professional misconduct of judges.
 - Delay that occurred in the judicial appointments.
 - None of these
218. The role and procedure of the National Commission must be spelt out clearly
- because executive wing will depend on it heavily.
 - because judges will take judicial decisions on the basis of it.
 - it will be represented by a cross-section of the society.
 - it will bring a qualitative change in the interpretation of law.
 - None of these
219. What has been the subject of lively debate in England?
- Role of judiciary in free and democratic nations
 - Appointment of judicial commission
 - Seniority as the basis of appointment of judges
 - Appointment of judicial posts
 - None of these
220. What, according to the author, is the typical characteristic of an independent democratic country?
- Objective process of judicial appointments.
 - Supreme Court's advisory opinion on legal matters.
 - Responsible, free and fair judiciary.
 - Lively and frank debate in the society on the role of judiciary.
 - None of these
221. Which, according to the passage, is not an uncommon phenomenon?
- An independent and upright judiciary
 - Delays taking place in legal pronouncements
 - Justice being denied to poor people
 - Partiality and subjectivity in judicial appointments
 - None of these
222. Which of the following words is SIMILAR in meaning as the word '**jettison**' as used in the passage?
- Sacrifice
 - Accept
 - Modify
 - Destroy
 - Advocate
223. Which of the following forms part of what the Lord Chancellor has said?
- Appointments to judicial posts must take into consideration the aspirations of the weaker sections of the society.
 - Vacancies in the judiciary must not remain unfilled.
 - Merit should be the sole criterion for judicial appointments.
 - Selective discrimination may be preached and also practised.
 - None of these

224. Which of the following according to the author is the most welcome thing?
- The negligible role to be played by the executive in the appointment of judges.
 - Coordinating role played by the executive in the appointment of judges.
 - The appointment of judges from the ethnic minority classes.
 - Appointment of judges purely on the basis of merit.
 - None of these
225. Which of the following groups of words is SIMILAR in meaning as the word 'lest' as used in the passage?
- In spite of
 - For fear that
 - For want of
 - In order to
 - With regard to
226. What does the expression "from the frying pan into the fire" mean?
- Seeing one dream after the other
 - Making plan after plan
 - Crossing one hurdle after the other
 - Jumping from one bad situation to another which is worse
 - None of these

Passage 20

As airlines **battle** for the skies, it is the traveller who can take wing. It is market compulsion that has driven the three major players in Indian civil aviation to slash their fares by almost half under the newly-introduced apex or advance purchase fare scheme, but for arguably the first time since the privatisation of the industry it is the travelling public that stands to gain the most. The potential spin-offs of this are tremendous and go beyond bringing some much needed buoyancy back to a sector that has been performing sluggishly since the effects of 9/11 and the travel advisories issued by various western embassies and high commissions kicked in. The move will certainly change the **traditional** profile of the air passenger, expand business and travel opportunities for those who could not afford to fly earlier and increase, in some measure, connectivity throughout the country.

Such attempts at restructuring fares are, of course, not new. In the West, fierce competition and the unrelenting drive to push up passenger volumes have led to remarkable ticketing innovations. The apex fare scheme, for instance, works for both the consumer and the airline. While it makes travel affordable for one, it helps the other rationalise its operations and ensure that its seats go full. There have been other interesting variations on this theme too, as for instance the idea of the budget airline. It was reported recently that no-frills airlines like Easy Jet and Go-Fly are transforming the aviation industry in the UK by increasing passenger volumes drastically. Well, we have not quite got to that stage as yet, but India—given its size and requirements—would certainly benefit from the expansion of this vital link industry because flying is no longer a luxury, it has become a necessity.

There are questions, of course, of the impact this price war will have on the industry and whether predatory pricing practices could end up clipping the wings of one player or the other. In many ways these are early days yet and it will take some time

before a clearer picture of the efficacy of such measures emerges. For the moment, however, it is celebration time for the consumer. Of course, **as we tighten our seatbelts and take off**, we also hope that such cost-cutting is not at the expense of factors like adequate facilities and, most important, safety.

227. Which of the following will not be the effect of the recent scheme?
- New types of travellers will start flying.
 - It will increase the connectivity in the country.
 - It will have ripple effect on the international airlines to reduce fare.
 - Air travel among business people would increase.
 - Earlier, those who could not afford high fare would now consider flying.
228. Which of the following is one of the reasons for aviation sector performing sluggishly recently?
- Stiff competition among the players
 - Warning against travel issued by some embassies
 - High price of travel
 - Lack of adequate facilities
 - Non-introduction of flexible fare schemes
229. "... as we tighten our seat-belts and take off ..." What does this signify in the context of the passage?
- When we start using aviation services.
 - As we stretch our pockets to avail air services.
 - There would be a decline in the facilities.
 - When we board the plane, we have to tighten seatbelt before take-off.
 - None of these
230. Which of the following is not true in the context of the passage?
- The reduction in price has been triggered by sluggish performance and competition.
 - In the west, competition had led to evolving new and effective schemes of fare.
 - The customer had so far not enjoyed the major benefits of privatisation ever since, it was done in this sector.
 - More modern type of passengers will avail these travel opportunities.
 - It is too early to assess the complete impact of fare reduction scheme.
231. Which of the following can be the major picture of the apex fare as inferred from the passage?
- Air tickets on some sectors where the seats go vacant will be lower.
 - The fare on tickets purchased in advance should have benefits.
 - Those who have not travelled by air prefer travelling at cheaper rates.
 - During the sluggish period travelling by aeroplane is cheaper.
 - None of these
232. Which of the following is most **nearly similar** in meaning as the word 'traditional' in the context of the passage?
- old-fashioned
 - practically
 - existing
 - ritualistic
 - None of these

233. Which of the following may be the result of price-cutting?
- Some players would start operating in this scheme.
 - Airlines will provide better facilities to the customer.
 - Some existing players may have to stop operations.
 - Even if the volumes pick, the profit declines.
 - None of these

Directions (Qs. 234-238): Each of the following questions contains a small paragraph followed by a question on it. Read each paragraph carefully and answer the question given below it.

234. The function of business is to increase the wealth of the country and the value and happiness of life. It does this by supplying the material needs of men and women. When the nation's business is successfully carried on, it renders public service of the highest value.

The paragraph best supports the statement that

- all businesses which render public service are successful.
 - human happiness is enhanced only by the increase of material wants.
 - the value of life is increased only by the increase of wealth.
 - the material needs of men and women are supplied by well-conducted business.
 - business is the only field of activity which increases happiness.
235. Education should not stop when the individual has been prepared to make a livelihood and to live in modern society. Living would be mere existence were there not appreciation and enjoyment of the riches of art, literature and science. The paragraph best supports the statement that true education
- is focused on the routine problems of life.
 - prepares one for a full enjoyment of life.
 - deals chiefly with art, literature and science.
 - is not possible for one who does not enjoy scientific literature.
 - disregards practical ends.
236. Through advertising manufacturers exercise a high degree of control over consumers' desires. However, the manufacturer assumes enormous risks in attempting to predict what consumers will want and in producing goods in quantity and distributing them in advance of final selection by the consumers. The paragraph best supports the statement that manufacturers
- can eliminate the risk of over-production by advertising.
 - completely control buyers' needs and desires.
 - must depend upon the final consumers for the success of their undertakings.
 - distribute goods directly to the consumers.
 - can predict with great accuracy the success of any product they put on the market.

237. It is often the case that our friends share beliefs and attitudes similar to ours. Indeed, this may have been one reason for becoming friends in the first place. For example, non-smokers tend, by and large, to have non-smoking friends and supporters of the same football team may have this common feature as one basis for their liking of each other. The paragraph best supports the statement that

- most of the people live in similar conditions.
- adversity brings the people of differing views together.
- liking others is the inherent characteristic of people.
- people always try to rest on their laurels.
- birds of a feather flock together.

238. Honest people in one nation find it difficult to understand the viewpoints of honest people in another. Foreign ministries and their ministers exist for the purpose of explaining the viewpoints of one nation in terms understood by the ministries of another. Some of their most important work lies in this direction.

The paragraph best supports the statement that

- people of different nations may not consider matters in the same light.
- it is unusual for many people to share similar ideas.
- suspicion prevents understanding between nations.
- the chief work of foreign ministries is to guide relations between nations united by a common cause.
- the people of one nation must sympathise with the viewpoints of the people of other nations.

Directions (Qs. 239-265): Read each paragraph carefully and answer the question(s) given below them. Certain words are given in bold to help you to locate them while answering some questions.

Paragraph-1

Rationalism has been defined as the mental attitude which **unreservedly** accepts the supremacy of reason and aims at establishing a system of philosophy and ethics verifiable by experience and independent of all arbitrary assumptions or authority. This definition of rationalism was framed at the inauguration of the Rationalist Press Association (RPA) in London in the year 1899.

239. This paragraph best supports the statement that
- Ethics do not constitute a part of philosophy.
 - One has to accept certain beliefs to find the final truth.
 - Rationalism is not a set of beliefs which is devoid of verification.
 - Mental attitude is independent of all assumptions.
 - Only RPA can establish philosophy of Rationalism.
240. Which of the following words is most nearly the **SAME** in meaning as the word **unreservedly** as used in the paragraph?
- Conditionally
 - Fully
 - Partially
 - Collectively
 - Unilaterally

Paragraph-2

In today's world where teachers have a busy schedule, it is noticed that only a few teachers have time for the student's learning experiences. One thing which is lacking in almost all classrooms is teachers motivating students to do better. What happens is that teachers would like to give attention to the students who have high intelligence and who are academically good. A larger portion of the student population is neglected. Teachers blame them for not trying to do their best.

241. The author would like the teachers to
- motivate bright students to enhance their academic achievements.
 - improve their own academic standards to motivate students.
 - keep their schedule busy by carrying out various duties.

- (d) encourage and give planned learning experiences to all students.
- (e) encourage good students to help poor students.
242. According to the author, why are teachers not in a position to perform their expected role?
- (a) Majority of the students neglect classroom teaching.
- (b) The students are very busy and have less time to learn.
- (c) Intelligent students are after the teacher, seeking their help in studies.
- (d) They are forced to spend more time in motivating good students.
- (e) None of these

Paragraph-3

Due to the development of individualism and permissiveness, social norms have become slack and parents and teachers are unable to play their traditional role of shaping the character of their children and people. The growing complexity of society due to technological development and the **slackness** of social norms as a result of the growth of individualism and permissiveness are the two causes of the moral crisis of our time.

243. According to the author, which of the following is one of the outcomes of the present crisis of our time?
- (a) Inability of parents and teachers to develop value base of children
- (b) More than expected growth of science and technology
- (c) Increasing social cohesiveness IN SPITE OF violence and disturbances
- (d) Emergence of new social norms which obstruct growth of individualism
- (e) None of these
244. Which of the following words is most **OPPOSITE** in meaning of the word **slackness** as used in the paragraph?
- (a) Rigidity (b) Vigorous
- (c) Sluggishness (d) Business
- (e) Tightness

Paragraph-4

Marx, the founder of communism, had predicted the failure and eventual overthrow of capitalism because of what he **regarded** as its inherent contradiction. He visualised that capitalism would maintain the wages of labour at a low subsistence level, while progressively increasing its productivity by the employment of technologically advanced means of production. During the last many decades the real wages of workers in advanced capitalist countries have gradually and progressively increased. The prediction of Marx has not been borne out by history.

245. Which of the following supports the statement “the prediction ... borne out by history”?
- (a) Capitalism has just survived but not taken firm roots.
- (b) The salaries of the employees have gone up in advanced countries.
- (c) Technological development has not taken place in capitalist countries.
- (d) The salaries of all the employees have gone down in all the countries.
- (e) There is no increase in the productivity of workers.
246. Which of the following words is most nearly the **SAME** in meaning to the word **regarded** as used in the paragraph?
- (a) Respected (b) Valued
- (c) Related (d) Thought
- (e) Estimated

Paragraph-5

Literature is a medium through which a person can convey his ideas towards or protest against different norms of society. Those works that deal with a moral issue are of particular importance in literature. They are written with a particular purpose in mind. A literary work with a moral issue will live on to be reinterpreted by different generations. These works involve the reader for he forms his own moral judgement towards the issue.

247. Why does the author consider write-ups ‘that deal with a moral issue’ more important in literature?
- (A) They are open for rethinking by coming generations.
- (B) They are written with a specific approach.
- (C) They help the reader in forming or consolidating his values and approaches.
- (a) Only A (b) Both A and B
- (c) Both A and C (d) Only C
- (e) None of these
248. The first sentence of the paragraph implies...
- (a) literature is not one of the best media of expression for a society.
- (b) society does not observe the same standard for all its members.
- (c) only literature allows individuals to express their different views.
- (d) society can change its value system after it reinterprets literature.
- (e) None of these

Paragraph-6

The phenomena of child labour is quite complex. Children work because they belong to poor families who cannot survive without the benefit of the income which accrues to the family on account of child labour. Any attempt to abolish it through legal recourse would, under the circumstances, not be practical. The only alternative is to ban child labour in hazardous areas and to regulate and **ameliorate** the conditions of work in other areas. Many developing countries including India have accepted this approach.

249. According to the paragraph, abolishing child labour through legal means is most likely to result into...
- (a) dragging/pushing the family of the child in acute economic stress.
- (b) shortage of labour in other areas of work.
- (c) regulation of services of adult workers.
- (d) betterment of working conditions of adult labourers.
- (e) better understanding of reality.
250. What can be inferred about the policy being followed about child labour in India?
- (A) Giving economic benefits to the families of child labourers.
- (B) Reducing/controlling child labour in unhealthy areas of work.
- (C) Monitoring and improving working conditions for children.
- (a) Only A and B (b) Only B and C
- (c) Only A and B (d) Only B
- (e) None of these
251. Which of the following words is most nearly the **SAME** in meaning to the word **ameliorate** as used in the paragraph?
- (a) Cover (b) Adjust
- (c) Remove (d) Mitigate
- (e) Fix

Paragraph-7

In recent years our society has shown readiness to **address** the educational and developmental needs of adolescents. Be it the Government or people in the community, there is a realisation that something needs to be done to build on the energy and enthusiasm of this crucial section of the population. Growing social unrest, violence, crime and increasing visibility of the young has contributed to this readiness.

252. Which of the following words is most **OPPOSITE** in meaning of the word **address** as used in the paragraph?
- (a) Discourage (b) Diffuse
(c) Locate (d) Disorganise
(e) Ignore
253. Which of the following is not a likely cause of readiness shown by people towards adolescents?
- (a) Increase in crime
(b) Growing violence
(c) Equality of opportunity
(d) Physical presence of youth
(e) Increased social unrest

Paragraph-8

Recently a study was made on the popularity of TV programmes and viewers' perception about their quality. The study of attitudes towards prime-time television programmes showed that programmes with identical ratings in terms of numbers of people watching them received highly **divergent** marks for quality from their viewers. This additional piece of information could prove valuable for advertisers who might be well advised to spend their advertising money for programmes that viewers **feel** are of high quality.

254. Which of the following is most nearly the same in meaning as the word **feel** as used in the passage?
- (a) Pour (b) Sympathise
(c) Perceive (d) Evolve
(e) Sensitise
255. Which of the following is most nearly opposite in meaning of the word **divergent** as used in the passage?
- (a) Pointed (b) Similar
(c) Heterogeneous (d) Synonymous
(e) Focussed
256. Which of the following inferences can best be drawn from the above paragraph?
- (a) The number of viewers decided the quality of the programmes.
(b) The viewers' perception about the quality of programmes is significant for advertisers.
(c) The poor quality programmes have very few viewers.
(d) Advertisers can derive benefit from the information about viewers' perception of quality of programmes.
(e) None of these
257. Which of the following is/are the finding(s) of the study?
- A. The viewers decide the prime-time television programmes.
B. The attitudes of viewers cannot be reliably assessed.
C. The advertisers were benefitted from good quality programmes.
- (a) A only (b) B only
(c) C only (d) All the three
(e) None of these

258. Which of the following can be inferred from the contents of the paragraph?

- A. Advertisement can have some effect on the viewers' buying habits.
B. Money spent on advertising with high quality programmes yields more profits.
C. Different programmes with equal number of viewers can be rated differently as far as quality is concerned.
- (a) Only A (b) Only B
(c) Only A and B (d) Only B and C
(e) None of these

Paragraph-9

Econometric models like the computable general equilibrium model are mostly valuable in policy formulation as they give some insight into how trade policy changes will affect the sectoral composition of output and employment. They are not in themselves designed to provide direct inputs but really to serve as background as to the sectors that will be most favourably or most unfavourably affected by policy. Besides, they render valuable help in policy matters regarding free trade. Free trade has distinct benefits. These benefits are well accepted all over. However, there is a growing opposition to free trade. There is an increasing perception among certain groups of how international trading systems impact, especially how they affect low-wage workers and also have a degrading environmental impact. Yet it is difficult to accept that is the reason for any kind of protectionist move in the most advanced countries.

259. Most advanced countries are cautious about free trade because
- A. They prefer to have a protectionist approach.
B. They feel degraded in international trading community.
C. Their vested interests are thwarted.
- (a) A and B only (b) B and C only
(c) A and C only (d) All of them
(e) None of these
260. The author of the passage seems to be
- (a) in favour of use of econometric models but against free trade.
(b) in favour of free trade but neutral regarding econometric models.
(c) against both free trade as well as econometric models.
(d) indifferent about both free trade and econometric models.
(e) in favour of both econometric models and free trade.
261. Which of the following statements is definitely true in the context of the passage?
- A. Despite the advantages of free trade, it is not wholeheartedly acclaimed by most advanced countries.
B. Policy formulation should be solely dependent on econometric models.
C. Reasons for model protectionist approach by advanced countries are not given in the passage.
- (a) Only A (b) Only B
(c) Only C (d) A and B only
(e) B and C only
262. What is the contribution of econometric models?
- (a) They help develop insight into increasing output through less manpower.

- (b) They help in implementing new policies regarding free trade.
- (c) They help develop insight into how changes in policies influence certain sectors.
- (d) They ensure that policy changes have only positive impact on the economy.
- (e) None of these
263. Which of the following is the characteristic of econometric models?
- (a) They serve as a backdrop.
- (b) They are unfavourable to free trade.
- (c) Their design is not conducive to increase employment.
- (d) They do not serve direct inputs.
- (e) Both (a) and (d)
264. The changes in economic policy are most likely to have
- (a) only desirable effect on all the sectors involved.
- (b) a mixed influence on all the sectors involved.
- (c) negative impact unless all the sectors are involved.
- (d) unfavourable effect on employment opportunities.
- (e) None of these
265. Free trade has been receiving escalating disapproval because
- (a) it has a very distinct range of benefits.
- (b) it unduly favours low-wage workers.
- (c) it leads to protectionist approach among advanced countries.
- (d) it affects international trading systems adversely.
- (e) None of these

ANSWER KEY

1	(d)	27	(d)	53	(a)	79	(d)	105	(a)	131	(e)	157	(c)	183	(a)	209	(c)	235	(b)	261	(a)
2	(e)	28	(b)	54	(e)	80	(a)	106	(c)	132	(b)	158	(c)	184	(c)	210	(d)	236	(c)	262	(c)
3	(b)	29	(a)	55	(a)	81	(b)	107	(d)	133	(d)	159	(d)	185	(b)	211	(a)	237	(e)	263	(e)
4	(c)	30	(a)	56	(d)	82	(d)	108	(b)	134	(e)	160	(d)	186	(a)	212	(a)	238	(a)	264	(b)
5	(a)	31	(c)	57	(b)	83	(d)	109	(d)	135	(a)	161	(b)	187	(e)	213	(d)	239	(c)	265	(e)
6	(e)	32	(d)	58	(a)	84	(a)	110	(e)	136	(b)	162	(d)	188	(d)	214	(e)	240	(b)		
7	(d)	33	(e)	59	(e)	85	(c)	111	(e)	137	(a)	163	(c)	189	(b)	215	(c)	241	(d)		
8	(b)	34	(e)	60	(c)	86	(b)	112	(c)	138	(d)	164	(a)	190	(c)	216	(d)	242	(e)		
9	(c)	35	(c)	61	(d)	87	(e)	113	(b)	139	(c)	165	(c)	191	(d)	217	(b)	243	(a)		
10	(a)	36	(c)	62	(e)	88	(e)	114	(d)	140	(d)	166	(e)	192	(e)	218	(e)	244	(a)		
11	(e)	37	(e)	63	(a)	89	(c)	115	(b)	141	(a)	167	(e)	193	(b)	219	(b)	245	(b)		
12	(b)	38	(b)	64	(c)	90	(c)	116	(c)	142	(b)	168	(d)	194	(b)	220	(c)	246	(d)		
13	(d)	39	(a)	65	(e)	91	(d)	117	(a)	143	(c)	169	(b)	195	(b)	221	(d)	247	(c)		
14	(a)	40	(b)	66	(a)	92	(b)	118	(a)	144	(e)	170	(b)	196	(a)	222	(a)	248	(e)		
15	(d)	41	(a)	67	(b)	93	(a)	119	(d)	145	(a)	171	(c)	197	(b)	223	(c)	249	(a)		
16	(c)	42	(d)	68	(b)	94	(e)	120	(b)	146	(b)	172	(e)	198	(c)	224	(a)	250	(b)		
17	(d)	43	(e)	69	(d)	95	(b)	121	(c)	147	(e)	173	(c)	199	(e)	225	(b)	251	(d)		
18	(e)	44	(c)	70	(c)	96	(d)	122	(a)	148	(c)	174	(b)	200	(a)	226	(d)	252	(e)		
19	(e)	45	(b)	71	(c)	97	(c)	123	(b)	149	(a)	175	(a)	201	(c)	227	(c)	253	(c)		
20	(d)	46	(d)	72	(a)	98	(e)	124	(e)	150	(d)	176	(b)	202	(d)	228	(b)	254	(c)		
21	(c)	47	(c)	73	(e)	99	(e)	125	(c)	151	(b)	177	(e)	203	(a)	229	(a)	255	(b)		
22	(a)	48	(b)	74	(d)	100	(b)	126	(c)	152	(c)	178	(e)	204	(d)	230	(d)	256	(d)		
23	(d)	49	(a)	75	(b)	101	(a)	127	(e)	153	(c)	179	(c)	205	(e)	231	(a)	257	(e)		
24	(b)	50	(c)	76	(a)	102	(e)	128	(b)	154	(d)	180	(a)	206	(e)	232	(c)	258	(d)		
25	(e)	51	(d)	77	(a)	103	(e)	129	(a)	155	(a)	181	(d)	207	(b)	233	(e)	259	(e)		
26	(d)	52	(b)	78	(d)	104	(b)	130	(c)	156	(c)	182	(d)	208	(b)	234	(d)	260	(e)		

Hints & Explanations

13. (d) Darkness has been mentioned as the “fearsome enemy” of mankind.
14. (a) Metals were softened and tempered by application of fire to them.
15. (d)
16. (c) The virgins were careless in their duty as they allowed the sacred fire to be extinguished.
21. (c) Read the first line of the passage.
22. (a) Read the last sentence of the passage.
50. (c) They are responsible for national disintegration.
51. (d) They are harmful to national integrity.
52. (b) India was forged into a nation on account of a common culture evolved over the centuries.
53. (a) The author wants India to remain as an ideal nation and the passage has certainly a message behind it.
55. (a) Read the last sentence of the passage.
59. (e) India’s insurgence stood for gaining freedom by adopting the path of non-violent struggle.
74. (d) A **plausible** explanation, argument, or statement is one that seems likely to be true or valid.
111. (e) US
130. (c) Eminent British economists and political scientists have strongly attacked the tradition of budget secrecy.
131. (e) It leads to the control of public expenditure in order to set realistic taxation implications.
132. (b) He has presented the example of both, the open budget system and the secret budget system, practised by various countries and has looked into all their aspects.
135. (a) Sir Richard Clarke was the originating genius of nearly every important development in the British budgeting techniques during the last two decades.
137. (a) The statement goes against the idea of the passage.
138. (d) An open public debate on budget proposals should be held before introducing the appropriate bill.
162. (d) As given in the passage, planning and problem-solving are the most important aspects of the management, and not of the leadership.

163. (c) "Inwardly focussed employees can have difficulty seeing the very forces that present threat and opportunities." This sentence of the last paragraph makes option (c) wrong.
164. (a) Bureaucratic culture is against any transformation; so it suppresses those who want to bring any change in organisations.
165. (c) Planning can be defined as 'creating a vision', which is an important aspect of management.
167. (e) For most of this century, as a large number of organisations were created for the first time in human history, emphasis was given on management and leadership was overlooked.
168. (d) Managers are also bureaucrats.
175. (a) Ascertain the hidden meaning of the sentence : "but no one would be able to realise that a *terrorist attack* has occurred". So, undoubtedly the culprit's act can be classified as a terrorist attack.
176. (b) "New terrorism has no long-term agenda but is ruthless in its short-term intentions". This statement from the passage supports (B). While, in the light of passage, (C) also seems suitable.
177. (e) The immediate provocation for the meeting held in August 1998 has not been given among the options. It was the incidents of bombing the US embassies in Nairobi and Dar-es-Salaam.
178. (e) Bio-attack will result in several deaths which will lead to political turmoil creating social unrest.
180. (a) 'Religious intolerance' as cited in the last paragraph stands behind terrorism.
190. (c) Go through the last line of the first paragraph.
191. (d) While much had been said and written on establishing "new order", little has actually been done.
195. (b) These are complex issues and the Milan conference would perhaps be more fruitful if it were to discuss such **specific** subjects.
196. (a) More complicated ailments can be referred to properly equipped centres in district towns, cities etc.
197. (b) There is resistance from the medical establishment which sees **them** as little more than licensed quackery. Here reference is made to traditional healers.
208. (b) During the Renaissance, education passed more from the clutches of the priest into the hand of the *prince*.
211. (a) During the Christian era, the ecclesiastics controlled the institution of education.
214. (e) Go through the last sentence of the passage.
215. (c) The author feels this to be the most significant part of Lord Chancellor's paper.
216. (d) This is what is implied by "greater transparency".
217. (b) Note the context carefully.
218. (e) The passage does not give any specific reason.
220. (c) See the first sentence of the passage.
221. (d) See the last sentence of the passage.
223. (c) "The best person available" implies the supremacy of merit.
226. (d) When you jump *from the frying-pan into the fire*, you move from a bad situation to one that is worse.
241. (d) The teacher should encourage all the students to perform better.
242. (e) Teachers have a busy schedule.
243. (a) Social norms have become slack.
245. (b) During the last many decades the real wages of workers in advanced capitalist countries have gradually increased.
253. (c) Others have been mentioned.
257. (e) Programmes with identical ratings in terms of numbers of people watching received highly different marks for quality from their viewers.

