

English Language

Directions (Q. 201–215) Read the following passage carefully and answer the questions given below it. Certain words have been printed in **bold** to help you to locate them while answering some of the questions.

The education sector in India is in ferment, hit by a storm long waiting to happen. The butterfly that flapped its wings was the much-reiterated statement in a much publicised report that hardly a fourth of graduating engineers and an even smaller per centage of other graduates, was of employable quality for IT-BPO jobs. This **triggered a cyclone** when similar views were echoed by other sectors which led to widespread debate. Increased industry-academia interaction, “finishing schools” and other efforts were initiated as immediate **measures** to **bridge** skill deficits. These, however, did not work as some felt that these are but band-aid solutions; instead, radical systemic reform is necessary.

Yet, there will be serious challenges to overdue reforms in the education system. In India as in many countries education is treated as a holy cow; sadly the administrative system that oversees it has also been deceived. Today, unfortunately, there is no protest against selling drinking water or paying to be cured of illness, or for having to buy food when one is poor and starving; nor is there an outcry that in all these cases there are commercial companies operating on a profit-making basis. Why, then is there an instinctively adverse reaction to the formal entry of ‘for-profit’ institutes in the realm of education? Is potable water, health or food, less basic a need, less important a right, than higher education?

While there are strong arguments for free or subsidised higher education, **we are not writing on a blank page**. Some individuals and businessmen had entered this sector long back and found **devious** ways of making money, thought the law stipulates that educational institutes must be ‘not-for-profit’ trusts or societies. Yet, there is opposition to the entry of ‘for-profit’ corporates, which would be more **transparent** and accountable. As a result, desperately needed investment in **promoting** the wider reach of quality education has been stagnated at a time when financial figures indicate that the allocation of funds for the purpose is but a fourth of the need.

Well-run corporate organisations, within an appropriate regulatory framework, would be far better than the so-called trusts which-barring some **noteworthy** exceptions are a blot on education. However, it is not necessarily a question of choosing one over the other : different organisational forms can coexist, as they do in the health sector. A regulatory framework which creates competition, in tandem with a rating system, would automatically ensure the quality and relevance of education. As in sectors like telecom and packaged goods, organisations will quickly expand into the hinterland to tap the large unmet demand. Easy loan/scholarship arrangements would ensure affordability and access.

The only real structural reform in higher education was the creation of the institutes for technology and management. They were also given autonomy and freedom beyond that of the universities. However, in the last few years, determined efforts have been underway to curb their autonomy. These institutes, however, need freedom to decide on recruitment, salaries and admissions, so as to compete globally.

However, such institutes will be few. Therefore, we need a regulatory framework that will enable and encourage states and the centre, genuine philanthropists and also corporates to set up quality educational institutions. The regulatory system needs only to ensure transparency, accountability, competition and widely-available independent assessments or ratings. It is time for radical thinking, bold experimentation and new structures; it is time for the government to bite the bullet.

201. Why, according to the author, did the initiatives such as increased industry-academia and finishing schools did not help to bridge the skill deficit?
- These steps were only superficial remedies and the problem could be answered only by reforming the entire education system.
 - These initiatives operated on a profit-making basis rather than aiming at any serious systemic reforms.
 - The allocation of funds to such initiatives was only one-fourth of the need.
- (1) Only A (2) Only B
(3) Only B and C (4) Only A and B
(5) None of these
202. Which of the following suggestions have been made by the author to improve the state of education in India?
- Allowing the corporate organizations to enter the education sector.
 - Easy availability of loans and scholarships for making education more affordable.
 - A rating system for all the organizations to ensure quality.
- (1) Only A (2) Only A and B
(3) Only A and C (4) All A, B and C
(5) None of these
203. According to the author, what ‘triggered a cyclone’ which saw similar views on the state of education being echoed across other sectors as well?
- The campaign for allowing corporates in the education sector on a ‘for-profit’ basis
 - The support for the increase in the industry-academia interaction
 - The report mentioning that only a small per centage of graduates were employable in software industry
 - The report supporting the idea of making the education completely ‘for-profit’ in order to improve upon the standards
 - None of the above

204. Which argument does the author put forward when he compares the education sector with sectors catering to health and potable water etc.?

- (1) Education should also be provided free of cost to all as health services and water
- (2) Taking an example from these sectors, there should be a protest against the commercialization of education as well
- (3) Allowing corporate entry in education would result in rampant corruption as in the sectors of health and potable water etc.
- (4) As in these sectors, commercial organizations should also be allowed to enter the education sector
- (5) None of the above

205. What does the author mean by the phrase 'we are not writing on a blank page' in context of the passage?

- (1) Corporates would never enter education if they are forced to function on a non-profit making basis
- (2) The commercialization of education has already started in India
- (3) Education has been reduced to a profit making sector by some corporate organisations
- (4) Government will not allow corporates to enter education as India can't afford to have costly education
- (5) None of the above

206. What is the author's main objective in writing the passage?

- (1) To suggest the ways to improve quality of education in India
- (2) To highlight the corruption present in the education sector
- (3) To compare the education sector with other sectors
- (4) To suggest some temporary solutions to the problems in education
- (5) None of the above

207. According to the author, which of the following was the only step taken in order to reform the higher education?

- (1) Allowing organisations to enter the education sector on a 'for-profit' basis
- (2) Creation of autonomous institutes for management and technology which were not under university control
- (3) Setting up the regulatory framework for all the existing universities
- (4) Making the availability of educational loans and scholarships easier
- (5) None of the above

208. Which suggestion does the author make in order to make the institutes of higher learning for technology and management capable of competing globally?

- (1) To limit their autonomy to acceptable limit and give partial controls to the government
- (2) To allow corporate organisations to take them over in order to provide more funds
- (3) To increase the allocation of funds to such institutes
- (4) All of the above
- (5) None of the above

209. Which of the following is **not true** in context of the given passage?

- (1) According to the law, education institutes should not be run for profit
- (2) There has been no protest against the selling of drinking water and paying for the health services
- (3) Only either corporate organisations or government controlled organisations can exist in the education sector
- (4) The introduction of 'for-profit' corporates in the education sector has been facing a lot of criticism
- (5) All are true

Directions (Q. 210–212) Choose the word which is **most similar** in meaning to the word printed in **bold** as used in the passage.

210. **DEVIUS**

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|---------------|---------------|
| (1) Dishonest | (2) Different |
| (3) Severe | (4) Various |
| (5) Trivial | |

211. **MEASURES**

- | | |
|------------|--------------|
| (1) Amount | (2) Quantity |
| (3) Steps | (4) Capacity |
| (5) Length | |

212. **BRIDGE**

- | | |
|-------------|---------------|
| (1) Connect | (2) Eliminate |
| (3) Unite | (4) Link |
| (5) Fuse | |

Directions (Q. 213–215) Choose the word/phrase which is **most opposite** in meaning to the word printed in **bold** as used in the passage.

213. **PROMOTING**

- | | |
|----------------|----------------|
| (1) Demoting | (2) Delaying |
| (3) Postponing | (4) Broadening |
| (5) Hampering | |

214. **NOTEWORTHY**

- | | |
|----------------|-------------------|
| (1) Unnoticed | (2) Insignificant |
| (3) Indefinite | (4) Remarkable |
| (5) Obsolete | |

215. **TRANSPARENT**

- | | |
|---------------|-------------|
| (1) Reputed | (2) Opaque |
| (3) Defective | (4) Corrupt |
| (5) Thick | |

Directions (Q. 216–225) Read each sentence to find out whether there is any grammatical error in it. The error if any will be in one part of the sentence the number of that part will be the answer. If there is no error, mark (5) as the answer. (Ignore errors of punctuation, if any.)

216. I may go to the/swimming class tomorrow/if I have

- | | | |
|------------|----------------|-----------|
| (1) | (2) | (3) |
| recovered/ | from the cold. | No error. |
| (4) | (5) | |

217. The Prime Minister announced/ that the taxes will be/

- | | |
|------------|--------------------------------------|
| (1) | (2) |
| increasing | from the/beginning of the next year. |
| (3) | (4) |
| (5) | |

218. He is the most/intelligent and also/the very talented/
 (1) (2) (3)
 student of the college. No error.
 (4) (5)

219. She immediately quit/the job in which/neither the skill
 (1) (2) (3)
 nor/ knowledge were required. No error.
 (4) (5)

220. The meteorological department/predicted that the/rains
 (1) (2)
 and thunderstorm may/continue throughout today.
 (3) (4)
 No error.
 (5)

221. The cruel king believed/in punishing the prisoners/until
 (1) (2)
 they did not/confessed their crime. No error.
 (3) (4) (5)

222. As soon as the CEO/entered the office, the/union leaders
 (1) (2) (3)
 approached him/and report the matter to him. No error.
 (4) (5)

223. Instead of being a clear winner/he was not given/the best
 (1) (2) (3)
 employee/of the year award. No error.
 (4) (5)

224. Having been found/guilty of the theft./sunny was sentenced
 (1) (2) (3)
 /to five year's imprisonment. No error.
 (4) (5)

225. Instead of laying off/the workers, the company/decided to
 (1) (2) (3)
 ask them/to avail voluntary retirement. No error.
 (4) (5)

Directions (Q. 226-230) Which of the phrases (1), (2), (3) and (4) given below each statement should replace the phrase printed in **bold** in the sentence to make it grammatically correct? If the sentence is correct as it is given and 'No correction is required', mark (5) as the answer.

226. The corruption charges were a huge blow to his reputation and **his business suffered to** a great extent.
 (1) his business suffers to
 (2) his business suffered on
 (3) his business suffering to
 (4) his business suffers on
 (5) No correction required

227. Airline companies pay nearly 25 billion dollars for **their right of fly** over the countries other than their parent country.
 (1) their right to fly
 (2) their right in flying
 (3) their right to flying
 (4) there right of flight
 (5) No correction required

228. When he fell down the ditch, he shouted with all his might **so that to catch** someone's attention.
 (1) such that to catch (2) so as to catch
 (3) so that to catching (4) so then to catch
 (5) No correction required

229. The disparity between the earnings of the poor and the rich **has widen in** the last few decades.
 (1) have widen in (2) has widened on
 (3) have widened in (4) has widened in
 (5) No correction required

230. **Instead of teaching abstracted** concepts, the new and improved textbooks tell stories of real people so that the children can identify with the characters.
 (1) In spite of teaching abstracted
 (2) Instead of taught abstract
 (3) Instead of teaching abstract
 (4) In spite of taught abstract
 (5) No correction required

Directions (Q. 231-235) Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow.

(A) The blame for lacking creativity is, however, put on the present generation by the modern educationists.

(B) The concept of home-work began so that the pupils could revise that was being taught in the class.

(C) By doing so, most of the schools took away the leisure time of the children.

(D) Instead, these educationists should suggest lowering of burden of homework to the commission for educational reforms.

(E) The purpose of this concept was, however, defeated when the schools started overburdening students with so called homework.

(F) Lack of such leisure time does not allow the children to develop creative pursuits.

231. Which of the following sentence should be the **THIRD** after rearrangement?

(1) A (2) E (3) D
 (4) F (5) C

232. Which of the following sentence should be the **FIRST** after rearrangement?

(1) A (2) B (3) C
 (4) D (5) E

233. Which of the following sentence should be the **SECOND** after rearrangement?

(1) A (2) B (3) D
 (4) E (5) F

234. Which of the following sentence should be the **SIXTH (LAST)** after rearrangement?

(1) B (2) C (3) D
 (4) E (5) F

235. Which of the following sentence should be the **FIFTH** after rearrangement?

(1) A (2) B (3) C
 (4) E (5) F

Directions (Q. 236–240) Each question below has two blanks, each blank indicating that something has been omitted. Choose the set of words for each blanks that best fits the meaning of the sentence as a whole.

236. As the boat, all those on board fortunately managed to reach the bank of the river, with the help of the life boats.
 (1) capsized, drowned (2) fell, harmlessly
 (3) dropped, uninjured (4) deceased, unhurt
 (5) sank, safely
237. Ashima her team with a lot of skill and the increase in the sales by the team is a measure of her success.
 (1) dominates, poor
 (2) condemns, sudden
 (3) manages, significant
 (4) directs, worthless
 (5) overpowers, exceptional
238. On being asked for the passport, he to his dismay that he had to bring it along with him to the airport.
 (1) shocked, failed
 (2) realised, forgotten
 (3) pleaded, neglected
 (4) understood, lost
 (5) recognised, missed
239. Helen quickly the career ladder and is now the managing director, the company has ever appointed.
 (1) jumped, shortest
 (2) entered, oldest
 (3) started, junior most
 (4) climbed, youngest
 (5) ascended, inexperienced
240. A famous economist says that the government should do more to jobs in the area in order to curb the rate of unemployment.
 (1) create, rising (2) need, increasing
 (3) employ, high (4) invent, growing
 (5) generate, slowing

Directions (Q. 241–250) In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words/phrases are suggested, one of which fits the blank appropriately. Find out the appropriate word/phrase in each case.

As the temperature (241) during the summer season, many households turn to air conditioners to keep them cool. Air conditioners which were once regarded as a residential luxury have now become a (242). Enjoying a cooler atmosphere during hot weather is not the only benefit of using the air conditioner. A household, a vehicle, or a building becomes cleaner and safer for

breathing as air conditioning also (243) the growth and spread of harmful microorganisms.

However, along with the benefits, some disadvantages are also (244) with it. One of the most controversial topics attached to the subject of air conditioning deals with some of the materials that are used to produce the cooling affect — fluorocarbons. These refrigerants (245) to global warming and are (246) as one of the main ways in which air-conditioning (247) the environment. Fluorocarbon refrigerants also add to the problems concerning ozone layer depletion.

While air conditioning provides a temporary relief and makes heat wave more bearable, many questions have been (248) on how much the world will pay in the long run in terms of the environmental damage that it has caused. Today, scientists are (249) on making more environmental friendly products, but for now, individuals are (250) to part with their instant cool during the thick of summer.

241. (1) decreases (2) rises
 (3) deviates (4) fluctuates
 (5) varies
242. (1) irreplaceable (2) obligatory
 (3) certainty (4) necessity
 (5) redundancy
243. (1) prevents (2) escapes
 (3) caps (4) removes
 (5) purifies
244. (1) resulted (2) caused
 (3) associated (4) influenced
 (5) created
245. (1) result (2) determine
 (3) affect (4) outcome
 (5) contribute
246. (1) attended (2) presumed
 (3) regarded (4) valued
 (5) responsible
247. (1) helps (2) impacts
 (3) decline (4) disintegrates
 (5) improves
248. (1) thought (2) explained
 (3) expected (4) interrogated
 (5) raised
249. (1) trying (2) expected
 (3) developing (4) working
 (5) inventing
250. (1) disabled (2) helpless
 (3) unwanted (4) aware
 (5) reluctant