

# General English

Time allowed: Three Hours

Maximum Marks: 100

## INSTRUCTIONS

**DO NOT OPEN THIS QUESTION BOOKLET SEAL UNTIL YOU ARE TOLD TO DO SO**

1. Immediately after the receipt of Test Booklet, you should check that it does not have any unprinted or torn or missing pages or items, etc. If so, get it replaced by a complete Test Booklet.
2. Write your Roll Number on the Test Booklet in the Box provided alongside. **DO NOT** write anything else on the Test Booklet.
3. This Test Booklet contains 2 (two) parts: **Part-A** comprising 60 items (questions) carrying 1 (one) mark each. Each item comprises four responses (answers) written as (a), (b), (c) and (d). You will select the response which you feel is correct and want to mark on the OMR Answer Sheet; and **Part-B** comprising 2 (two) items carrying 20 (twenty) marks each of subjective type, answers to which are to be given in the Answer Sheet provided separately.
4. Also read the directions given in each part of the Test Booklet as well as group of questions.
5. Fill in all the entries in the Answer Sheet correctly, failing which your Answer Sheet shall not be evaluated.
6. After you have completed filling in all your responses on the Answer Sheets and the examination has concluded, you should hand over to the Invigilator only the OMR Answer Sheet (in original) and the Answer Sheet for subjective type questions. You are permitted to take away 2nd copy of OMR Answer Sheet and the Test Booklet.
7. Sheets for rough work are appended in the Test Booklet at the end.
8. There will be **NO PENALTY** for wrong answers.

SEAL

**“Mobile phones, calculators, IT gadgets and any other communication device such as Bluetooth etc. are not allowed inside the premises where the examination is being conducted. Any infringements of these instructions shall entail disciplinary action including ban from future examinations.”**

## PART - A

### Instructions:

- i. This part contains **60** items carrying four choices a, b, c and d. Choose the correct answer and mark on OMR Sheet provided separately. Each question carries 1 (one) mark.
- ii. There will be **NO PENALTY** for wrong answers.

**Directions (for Question No. 1 to 7):** Read each sentence to find out the error in it and mark the alphabet number of that part of the sentence as the answer.

1. He was fascinated by insects **(a)**/and the more he studied **(b)**/their habits **(c)**/greater was his fascination **(d)**.
2. In spite of working **(a)**/ very neat and careful **(b)**/he could not win **(c)**/ even the third prize **(d)**.
3. As the crow put the frog aside in order to sharpen its beak **(a)**/ the frog leapt in the well **(b)**/ and began to croak **(c)**/ in derision **(d)**.
4. Teacher repeatedly warned the students **(a)**/ not make a noise **(b)**/but the students **(c)**/ did not obey **(d)**.
5. Beware off **(a)**/ a fair-weather friend **(b)**/ who is neither a friend in need **(c)**/ nor a friend indeed **(d)**.
6. The closure of the car factory **(a)**/ had a knock out effect **(b)**/ on the tyre **(c)**/ manufacturers **(d)**.
7. She is **(a)**/ more prettier **(b)**/ than her **(c)**/ friend Sheela **(d)**.

**Directions (for Question No. 8 to 11):** Replace the phrase (given in bold) in the sentence with correct one from the four options given below:

8. Yogic exercises and meditation **seems to be of help** modern men and women deal effectively with anxiety.  
(a) seem to help  
(b) seems to be helping  
(c) seem to have help  
(d) seems to help
9. Suddenly, she became conscious **regarding** the presence of stranger in the room.  
(a) about (b) of  
(c) over (d) no improvement
10. **Increased productivity necessary** reflects greater efforts made by the employees.  
(a) Increase in productivity necessary  
(b) Increased productivity in necessary  
(c) Increase of productivity necessary  
(d) Increased productivity necessarily

11. It is pity that no one in the family **disapproves** by his **getting up** late.
- (a) disapproved by his getting up
  - (b) disapproves of his getting up
  - (c) disapproved that he is getting up
  - (d) disapproved why he got up

**Directions (for Question No. 12 to 16):** Substitute the exact word (given in bold) or No Improvement in the following sentences.

12. Epidemics are likely to **break off** in the areas where floodwater has receded.
- (a) break out                      (b) break up
  - (c) break in                      (d) no improvement
13. There is **no more room** for you in this compartment.
- (a) no more accommodation
  - (b) no more space
  - (c) no more seat
  - (d) no improvement
14. The poor villagers **have waited** in the bitter cold for more than four hours now.
- (a) has been waiting
  - (b) had waited
  - (c) have been waiting
  - (d) no more improvement
15. **I, your brother and you** will be partners in the business.
- (a) I, You and Your brother
  - (b) You, your brother and I
  - (c) You, I and your brother
  - (d) no improvement

16. While we would like that **all Indian children** go to school, we need to ponder why they do not.
- (a) all Indian children's
  - (b) all the Indian children
  - (c) if all the children of India
  - (d) No improvement

**Directions (for Question No. 17 to 21):** Arrange the sequence in proper way. The sequence starts from  $S_1$  and concludes with  $S_6$ :

17.  $S_1$ : Mom was pleased to receive your wishes on her birthday.

$S_6$ : Your Mom has forgotten all the bitterness and sends her blessing to you.

P: Girl! wishes are more powerful than anything in the world.

Q: Both of us had forgotten the day.

R: Your letter holds a proof of it.

S: It was your letter and the card which reminded us of it.

**The proper sequence should be:**

- (a) PSQR                      (b) QRSP
- (c) RQSP                      (d) (d) QSPR

18.  $S_1$ : Unhappiness and discontent spring not only from poverty.

$S_6$ : We suffer from sickness of spirit and hence we should discover our roots in the eternal.

P: Man is a strange creature, fundamentally different from other animals.

Q: If they are undeveloped and unsatisfied, he may have all the comforts of the wealth, but will still feel that life is not worthwhile.

R: He has far horizons, invariable hopes, and spiritual powers.

S: What is missing in our age is the soul; there is nothing wrong with the body.



*The proper sequence should be:*

- (a) PRQS                      (b) SPRQ  
(c) SPQR                      (d) PRSQ

19. S<sub>1</sub>: In 1934, William Holding published a small volume of poems.

S<sub>6</sub>: But 'Lord of the Flies' which came out in 1954 was welcomed as "a most absorbing and instructive tale".

P: During the World War II (1939-45) he joined the Royal Navy and was present at the sinking of the Bismarck.

Q: He returned to teaching in 1945 and gave it up in 1962, and is now a full time writer.

R: In 1939, he married and started teaching at Bishop Wordsworth's School in Salisbury.

S: At first his novels were not accepted.

*The proper sequence should be:*

- (a) RPQS                      (b) RPSQ  
(c) SRPQ                      (d) SQPR

20. S<sub>1</sub>: Equally pressing

S<sub>6</sub>: in modern times

P: begin reconstructing

Q: is the need to

R: emergency footing

S: the country on an

*The proper sequence should be:*

- (a) SRQP                      (b) QPSR  
(c) SPQR                      (d) QRSP

21. S<sub>1</sub>: Henry Ford

S<sub>6</sub>: in the world automobile industry.

P: was a complex personality in which the

Q: visionary and the eccentric fought for mastery

R: who built the Model T car

S: and pioneered the modern assembly line.

*The proper sequence should be:*

- (a) PQRS                      (b) RPSQ  
(c) QPSR                      (d) RSPQ

*Directions (for Question No. 22 to 30):* Read the following passage carefully and answer the questions given below it:

Right of entry to education, an ample teaching-learning environment, a suitable curriculum and an empowered and all-encompassing faculty are four essential prerequisites of an education system that seeks to enable social transformation. While educational reform since the 1980s was strongly focused on the first two elements, the late 1990s brought the role of the curriculum into national focus. The critical link that binds these four critical elements together the activity of the faculty- continues to be cast aside by political ideologies of most hues, contemporary curriculum reform efforts and the professional practices of the faculty.

Far-reaching educational initiatives of both the left and the right have recognized the potential power of the faculty. In multiple experiments, they have used this dormant force to build committed institutions and cadres of facilities dedicated to their particular causes. In many instances, this has led to extreme politicization of the college faculty. In others, it has led to the

education of a generation of students in half-truths underpinned by the personal beliefs, sectarian concerns and folk pedagogy of faculties who have had little access themselves to education and training in related areas.

Over the last decade or so, educational reform has included, apart from access, a focus on developing alternative text materials and the training of faculty to handle these materials, without directly engaging with the issue of curriculum revamp at the turn of the 20<sup>th</sup> century, a major national curriculum redesign was initiated following the change of political regime at centre. The subsequent development of college program came under wide public scrutiny and debate. Issue of equity, inclusion and exclusion, learner medley, religious identity and communalism gained considerable importance in the curriculum debates that followed. For instance, scholars argued that "...the curriculum, while loud on rhetoric, fails to address the quality of education that students of under privileged and marginalized groups experience." Several other critics described the revised curriculum as a retrogressive step in education that sought to impose the religious agenda in the garb of national identity.

The subsequent change of national government in 2004 led to the curriculum review in 2005, underlining a new political interest in the role of education in national development, its role in social mobilization and transformation directed specifically at the questions of caste and gender asymmetry and minority empowerment. Deeper than these politically driven initiatives, however, the professional need for curriculum review emerges from the long ossification of a national education system that continues to view faculty as "dispensers of information" and students as "passive recipients" of an "education" sought to be "delivered" in four-walled classrooms with little scope to develop critical thinking and understanding.

22. Prior to 1990, what was NOT the agenda of the educational reforms?
  1. An appropriate curriculum
  2. Well-managed admission process

(a) Only 1                      (b) Only 2  
(c) Both 1 and 2              (d) Either 1 or 2
23. Which of the following best describes the phrase "passive recipients" as used in the passage?
  - (a) The users of the educational system
  - (b) The political ideology of right and left Parties
  - (c) Well-framed curriculum guiding the teaching/learning process
  - (d) Free access to education system
24. To facilitate social transformation, which of the following has been identified by the author as one of the factors?
  - (a) A committed political ideology
  - (b) Support of a well-framed curriculum
  - (c) A strong administration system
  - (d) Carefully planned education delivery
25. What hampers the critical thinking ability of college going students?
  - (a) Lack of political will to develop these abilities
  - (b) Absence of focus while designing curriculum frame work
  - (c) Ignoring the active role of faculty and the student
  - (d) Lack of proper tests of critical thinking ability

26. Which of the following best describes the meaning of the word **underpinned** as used in the passage?
- (a) Advocated      (b) Supported  
(c) Prepared      (d) Bolstered
27. Development of Text Books generated public debate on many issues except.
1. Making the curriculum student-centered
  2. Using teaching community as an agency to bring change.
- (a) Only 1      (b) Only 2  
(c) Both 1 and 2      (d) None of the above
28. How did Personal beliefs and folk pedagogy enter into educational system?
- (a) The college acted as an agent of local communities  
(b) The faculties were not properly trained  
(c) College faculties started acting as passive listeners  
(d) The loopholes in the educational system allowed it to happen
29. Which of the following is most opposite in meaning of the word **medley** as used in the passage?
- (a) Amalgamate      (b) United  
(c) Diffuse      (d) Focusing
30. Revamping of the text material was the main focus in.
- (a) Early eighties  
(b) Late nineties  
(c) 21<sup>st</sup> Century  
(d) Evolving curriculum framework

**Directions (for Question No. 31 to 39):** Choose the most appropriate word for the blank space in the questions from the four options given below:

31. These election will be remembered as much for its anti incumbency mood as for its.....mandate.
- (a) invincible      (b) unprecedented  
(c) deliberate      (d) pervasive
32. The Judge acquitted the prisoner .....the charge of murder.
- (a) from      (b) about  
(c) with      (d) of
33. I write a letter to you tentatively ..... the dates of the program.
- (a) involving      (b) indicating  
(c) guiding      (d) urging
34. If a speech is full of pompous words, it is .....
- (a) verbose      (b) bombastic  
(c) grandiose      (d) grandiloquent
35. We are.....to have him.....here to make this function a great success.
- (a) happy, have      (b) unhappy, arrive  
(c) sure, come      (d) pleased, over
36. The construction of the hall has been .....because of the .....of cement in the market.
- (a) held, non-availability  
(b) denied, restrictions  
(c) prevented, supply  
(d) hampered, shortage



37. The bandit.....the traveler of his purse, gold and .....him grievously.
- (a) snatched, hurt  
 (b) stole, injured  
 (c) demanded, beat  
 (d) robbed, wounded
38. The Republicans thought Adams a far-seeing statesman and a/an..... politician.
- (a) bacchanalian (b) neurotic  
 (c) aphasic (d) astute
39. Ronnie was shocked to see his score in mathematics, getting one mark short was nothing sort of a.....
- (a) parody (b) heresy  
 (c) travesty (d) carrion

**Directions (for Question No. 40 to 42):** Choose the word similar in meaning to the key word given in bold:

40. **Coercion:**
- (a) Compulsion (b) Confusion  
 (c) Supervision (d) Security
41. **Droop:**
- (a) Straight  
 (b) Curved  
 (c) Hanging Downwards  
 (d) Line
42. **Fallacy:**
- (a) False Opinion (b) Dream  
 (c) Death (d) Deep fall

**Directions (for Question No. 43 to 45):** Choose the word opposite in meaning to the key word given in bold:

43. The witness **affirmed** on oath that he was an eyewitness to the crime under study.
- (a) Contradicted (b) Opposed  
 (c) Disputed (d) Denied
44. If you **pamper** the child, you will regret it.
- (a) Scold (b) Scorn  
 (c) Discourage (d) Neglect
45. The proposal was **denounced** by one and all.
- (a) Announced (b) Pronounced  
 (c) Appraised (d) Commended

**Directions (for Question No. 46 to 53):** Read the following passage carefully and answer the questions given below it:

India is rushing headlong towards economic success and modernization, counting on high-tech industries such as information technology and biotechnology to propel the nation to prosperity. India's recent announcement that it would no longer produce unlicensed inexpensive generic pharmaceuticals bowed to the realities of the World Trade Organization while at the same time challenging the domestic drug industry to compete with the multinational firms. Unfortunately, its weak higher education sector constitutes the Achilles' heel of this strategy. Its systematic disinvestment in higher education in recent years has yielded neither world-class research nor very many high trained scholars, scientists or managers to sustain high-tech development.

India's main competitors-especially China, but also Singapore, Taiwan, and South Korea are investing in large and differentiated higher education systems. They are providing access to a large number of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. The London Times Higher Education Supplement ranking of the world's top 200 universities included three in China, three in Hong Kong, three in South Korea, one in Taiwan, and one in India. These countries are positioning themselves for leadership in the knowledge-based economies of the coming era.

There was a time when countries could achieve economic success with cheap labour and low-tech manufacturing. Low wages still help, but contemporary large-scale development requires a sophisticated and at least partly knowledge based economy. India has chosen that path, but will find a major stumbling block in its university system.

India has significant advantages in the 21<sup>st</sup> century knowledge race. It has a large higher education sector-the third largest in the World in terms of number of students, after China and the United States. It uses English as a primary language of higher education and research. It has a long academic tradition. Academic freedom is respected. There are a small number of high quality institutions, departments, and centres that can form the basis of quality sector in higher education. The fact that the States, rather than the Central Government, exercise major responsibility for higher education creates a rather cumbersome structure, but the system allows for a variety of policies and approaches.

Yet the weaknesses far outweigh the strengths.

India educates approximately 10 per cent of its young people in higher education compared to more than half in the major industrialized countries and 15 per cent in China. Almost all of the world's academic systems resemble a pyramid, with a small, high-quality tier at the top and a massive sector at the bottom. India has a tiny top tier. None of its universities occupies a solid position at the top. A few of the best universities have some excellent departments and centres, and there are a small number of outstanding undergraduate colleges. The University Grants Commission's major support to five universities to build on their recognized strength is a step towards recognizing a differentiated academic system and fostering excellence. These universities, combined, enroll well under one percent of the student population.

46. Which of the following is **TRUE** in the context of the passage?
- (a) The top five universities in India educate more than 10 percent of the Indian student population
  - (b) India's higher education sector is the largest in the world
  - (c) In the past, countries could progress economically through low manufacturing cost as well as low wages of labourers
  - (d) India has recently invested heavy sums in the higher education sector leading to world-class research
47. What does the phrase '**Achilles' heel**' mean as used in the passage?
- (a) Weakness
  - (b) Quickness
  - (c) Low quality
  - (d) Nimbleness



48. Which of the following is/are India's strength/s in terms of higher education?
1. Its system of higher education allows variations
  2. Medium of instruction for most higher learning is English
  3. It has the paraphernalia, albeit small in number, to build a high-quality higher educational sector
- (a) Only 2                      (b) Only 1 and 2  
(c) Only 3                      (d) Only 2 and 3
49. What are the Asian countries, other than India, doing to head towards a knowledge-based economy?
1. Building competitive research-based universities
  2. Investing in diverse higher education systems
  3. Providing access to higher education to select few students
- (a) Only 1                      (b) Only 1 and 2  
(c) Only 2 and 3              (d) Only 2
50. Which of the following is possibly the most appropriate title for the passage?
- (a) The Future of Indian Universities
  - (b) Methods of overcoming the Educational Deficit in India
  - (c) India and the Hunt for a knowledge-Based Economy
  - (d) Indian Economy versus Chinese Economy
51. What did India agree to do at the behest of the World Trade Organization?
- (a) It would stop manufacturing all types of pharmaceuticals
  - (b) It would ask its domestic pharmaceutical companies to compete with the international ones
  - (c) It would buy licensed drugs only from the USA
  - (d) It would not manufacture cheap common medicines without a licence
52. Which of the following is/are India's weakness/es when it comes to higher education?
1. Indian universities do not have the requisite teaching faculty to cater to the needs of the higher education sector
  2. Only five Indian universities occupy the top position very strongly in the academic pyramid when it comes to higher education
  3. India has the least percentage of young population taking to higher education as compared to the rest of the comparable countries
- (a) Only 1 and 2              (b) Only 2  
(c) Only 3                      (d) Only 1 and 3
53. Which of the following, according to the passage, is/are needed for the economic success of a country?
1. Cheap labour
  2. Educated employees
  3. Research institutions to cater to needs of development
- (a) Only 1 and 2              (b) Only 2  
(c) Only 3                      (d) All 1, 2 and 3

**Directions (for Question No. 54 to 60):** In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, four words are suggested, one of which fits the blank appropriately. Find out the appropriate words in each case:

A recent study suggests somewhat paradoxically that female managers **54**..... their male **55**.....even when the personal characteristics of both are very **56**.....of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out **57**.....bias would stamp out the observed **58**.....In contrast, the socialization theory contends that men and women experience work differently because men seek work as more **59**.....to their lives. These **60**.....explanations apart, today business appears to be undergoing a feminization of leadership.

- |                       |                     |
|-----------------------|---------------------|
| 54. (a) outlive       | (b) outcast         |
| (c) outwork           | (d) outdo           |
| 55. (a) employees     | (b) subordinates    |
| (c) managers          | (d) counterparts    |
| 56. (a) minimal       | (b) distinct        |
| (c) unique            | (d) similar         |
| 57. (a) employment    | (b) culture         |
| (c) gender            | (d) class           |
| 58. (a) variations    | (b) discriminations |
| (c) resemblances      | (d) distortions     |
| 59. (a) needy         | (b) trivial         |
| (c) preliminary       | (d) central         |
| 60. (a) contradictory | (b) corresponding   |
| (c) discriminating    | (d) analogical      |

## PART - B

### Instructions:

- i. *This part contains 2 items (Questions).*
- ii. *Attempt both the questions on separate answer sheet provided for the purpose.*

1. Make a précis of the following passage. Also assign a suitable title to it.

Marks: 20

Reading or the enjoyment of books has always been regarded among the charms of cultured life and is respected and envied by those who rarely give themselves that privilege. This is easy to understand when we compare the differences between the life of a man who does no reading and that of a man who does. The man who has not the habit of reading is imprisoned in his immediate world, in respect of time and place. His life falls into a set routine; he is limited to contact and conversation with a few friends and acquaintances, and he says only what happens in his immediate neighborhood. From this prison there is no escape. But the moment he takes up a book, he immediately enters a different world, and if it is a good book, he is immediately put in touch with one of the best talkers of the world. This talker leads him on and carries him into a different country or different ages, or unburdens to him some of his personal regrets, or discusses with him some special line or aspect of life that the reader knows nothing about. An ancient author puts him in communion with a dead spirit of long ago, and as he reads along, he begins to imagine what that ancient author looked like and what type of person he was. Now to be able to live two hours out of twelve in a different world and take one's thought off the claims of the immediate present is, of course, a privilege to be envied by people shut in their bodily prison.

2. Write an essay in about **300** words on any one of the following topics:

Marks: 20

- (i) Should there be reservations?
- (ii) Women Empowerment
- (iii) Biodiversity
- (iv) Indian Cinema and Social Responsibility