

GAT-C Agriculture, Veterinary, Biological & Related Science Verbal

Sr	Questions	Answers Choice
1	Choose the Word Which has Opposite Meaning Marauder:	A. Guard B. Looter C. Refractory D. Talkative E. Failure
2	Choose the Word Which has Opposite Meaning irksome:	A. Boring B. irritating C. Tragic D. Humorous E. Interesting
3	Choose the Word Which has Opposite Meaning Transient:	A. Permanent B. Passing C. Truthful D. Forceful E. Momentary
4	Choose the Word Which has Opposite Meaning Prim:	A. Rational B. Prudish C. Correct D. Formal E. Informal
5	Producers of Punjabi films have long decried the _____ of the Lahore movie critics, whose reviews can determine the fate of a film in a month.	A. fallacy B. poverty C. cruelty D. power
6	Choose the Word Which has Opposite Meaning Confiscate:	A. Release B. Allow C. Use D. Confer E. Impound
7	Choose the Word Which has Opposite Meaning Psychotic:	A. Sane B. Mental C. Spiritual D. Humane E. Brutal
8	Choose the word/phrase related to given word/phrase CONCILIATORY: FRIENDLINESS	A. Cache: Hide B. Garrulous: Old C. Timid: Bold D. Obvious: Explain
9	Choose the Word Which has Opposite Meaning Artery:	A. Vein B. Artefact C. Infantry D. Creative E. Arrogance
10	Choose the Word Which has Opposite Meaning Brief:	A. Long B. Expanded C. Elaborate D. Detailed E. Blank
11	Choose the Word Which has Opposite Meaning Gainsay:	A. Loose B. Hard C. Fix D. Affirm E. Reliable
12	Choose the Word Which has Opposite Meaning Adrift:	A. Rudderless B. Aimless C. Astray D. Detached E. Anchored
13	Complete Sentence In of international matters, there is always an element of risk in one might do.	A. Defence, wrong B. Case, whatever C. View, whichever D. Many, doing E. Spite, whatever

14	Choose the Word Which has Opposite Meaning Alloy:	A. Alert B. Vigilant C. Arouse D. Awaken E. Energetic
15	Choose the word/phrase related to given word/phrase ARMY: LOGISTICS	A. Team: Individual B. War: Logic C. Soldiers: Students D. Business: Strategy
16	CHIME : JAR	A. Hug : Abjure B. Command : Request C. Zenith : Nadir D. Arrow : Quiver
17	Choose the Word Which has Opposite Meaning Ambulatory:	A. Bedridden B. Rescue C. Primary D. Congenial E. Essential
18	<p>Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled 'Learning to Be' prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means such more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.</p> <p>Q:Which of the following best describes the purpose of the author?</p>	<p>A. To criticize the present educational system B. To strengthen the present educational practices C. To support non-conventional educational organizations D. To present a pragmatic point of view</p>
19	Choose the Word Which has Opposite Meaning Paternity:	A. Motherly B. Offspring C. Youngster D. Infant E. Elderly
20	<p>The past decade has upset many preconceptions above development and this, more than anything else, makes it difficult to be overly definite about what the next decade has in store. However, there are a few things that one can assert with some confidence. First, education, health, and productive employment are crucial both for growth and for equity. We have tended to assume that all of these are the consequences of rapid economic growth and that only growth can generate the resources required for these purposes. However, increasingly, it appears that these are better seen as the causes rather than as consequences of development. Virtually every case of successful development involves a prior improvement in literacy, technical skills, health status, and access to productive work. Second, technological competence is the most important resource endowment and it explains a far larger proportion of growth in output and trade than more conventional factors like natural resources or capital accumulation. The competence required is not just in research. In fact technological dynamism in the factory and the farm is more important than the presence of large research establishment. Third, the environmental imperative can no longer be ignored. Today, as an international issue, it is second only to disarmament. Nationally, the developmental consequences of environmental neglect are increasingly obvious. In the Pakistani context, there are at least two further factors, which reinforce the above propositions. The first is population growth. Given the pace of expansion of the population and the work force, human resource development acquires an added urgency. Population growth is also one, but not necessarily the most important factor, which underlines environmental stress in rural and urban areas. The second factor is that as a large country we cannot carve out an independent positioning the global system without building up a substantial capacity for self-reliant growth. The acquisition of technical competence is crucial for this purpose. Until now, we have tended to treat human resource development, technology issues and environment as subsidiary to the main task of planning. The thrust has been on: quantitative expansion of infrastructure and production with a focus on production targets like tones of steel, kWh of electricity etc., capacity targets like road length, rail kilometer age; and coverage targets like number of</p>	<p>A. Optimum use of available natural resources B. Increased number of basic facilities and meeting number targets C. Maximum utilization of available finances D. Following known technologies</p>

schools and students, number of villages electrified etcetera, catching up with known technologies -Fuller use of natural resources -Maximum mobilization of financial resources.

Q:According to the passage, we have so far placed more emphasis on which of the following?
