

NAT | Arts

Sr	Questions	Answers Choice
1	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, titled "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 much 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. Q: According to the author, educational planning should attempt to	A. Train the people at the core. B. Encourage conventional schools and colleges C. Decides a terminal point to education D. Fulfill the educational needs of everyone
2	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, titled "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 much 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. Q: What should be the major characteristic of the future educational?	A. Different modules with same function B. Same module for different groups C. No modules but standard compulsory program for all D. None of these.
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- A. All people can be educated as per their needs.
B. Present educational planning is very much practical.
C. Education is a one time process.
D. Simple rearrangement of the present educational system is a must.

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Q: According to the passage, the present education structures assume which of the following?

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- 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.

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Q: Which of the following best describes the purpose of the author?

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- A. Traditional systems should be strengthened.
B. Formal education is more important than non-formal.
C. One should never cease to learn.
D. It is impossible to meet the needs of everyone.

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- 6 Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.
- However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.
- Q: "Tolerable state of balance" in the last sentence of the first paragraph may mean
- A. An adequate level of police force
 - B. A reasonable level of economic equality
 - C. A reasonable amount of government interference
 - D. A reasonable check on economic power

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- Q: 'Era of good feeling' in the paragraph refers to
- A. Time of prosperity
 - B. Time of adversity
 - C. Time without government
 - D. Time of police atrocities

- 8 Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.
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- Q: The growth of government is necessitated to
- A. Make the rich and the poor happy
 - B. Curb the accumulation of wealth in a few hands
 - C. Monitor science and technology
 - D. Deploy the police force wisely

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- However, with the necessity of meeting all these dangers and threats to liberty, the powers
- A. Unhappy with rich people
 - B. More interested in freedom and security
 - C. Unhappy with their lot
 - D. clamorous for absolute equality

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Q: A spirit of moderation on the part of economically sound people would make the less privileged

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- A. Freedom of people
- B. Tyranny of the political parties
- C. Powers of the government
- D. Chances of economic inequality

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Q: The advent of science and technology has increased the

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The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.

As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

- A. Weight
- B. Rhythm
- C. Size
- D. Quantity

Q: The word "measure" in the context of the passage means

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- A. To be artistic
- B. To write war song
- C. To write literature
- D. To record and communicate

Q: Man invented writing because he wanted

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- A. Creative inspiration
- B. Necessary for protective measures
- C. Artistic urge
- D. Yelling and shouting

Q: The war song evolved out of

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- A. Was inspired by God
- B. Developed spontaneously
- C. Was a song traditionally handed down
- D. Was composed by leading dancers

Q: The first war-song

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- A. Added something of its own to the stock
- B. Blindly repeated the songs and prayers
- C. Composed its own songs and prayers
- D. Repeated what was handed down to it

Q: As for the was songs and prayers each generation

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- A. Literature was passed on by word of mouth
- B. Prayers were considered literature
- C. Literature was just singing and dancing
- D. There was no literature

Q: Before man invented writing,

17	Select the choice closest in meaning to the main word. APOGEE	A. Climax B. Beginning C. Middle D. Bottom
18	Select the choice closest in meaning to the main word. YOB	A. Annoyed B. Intelligent C. Humble D. Aggressive
19	Select the choice closest in meaning to the main word. ABSTRUSE	A. Awful B. Irrelevant C. Shallow D. Profound
20	Select the choice closest in meaning to the main word. HAGGLE	A. Postpone B. Accept C. Bargain D. Reject