

NAT II Oriental & Islamic Studies Verbal

Sr	Questions	Answers Choice
1	TEAR	A. Rectify B. Lacerate C. Rupture D. Lancelets E. Procrastinate
2	VISE : GRIPS::	A. Tempers ; flare B. Kiln : potter C. Spout : geysers D. Calipers : measure
3	SIMULATED	A. Sequential B. Authentic C. Discouraged D. Mixed E. Depressed
4	ESCHEW	A. Pursue B. Swallow C. Bolt D. Cocoon E. Smooth
5	When the Quaid-e-Azam inangurated the state Bank of Pakistan?	A. 1st Sep 1947 B. Nov 1947 C. 1st July 1948 D. Jan 5, 1949
6	BRACKISH	A. Backward B. Having of foul smell C. Salty D. Woody E. Novelty
7	ABOLITIONIST : SLAVERY::	A. Prohibitionist : Liquor B. Capitalist : Commerce C. Peace : War D. Glass : Jug
8	INITIATE : END	A. Enthusiasm : Euphemism B. Sum : Difference C. Malignant : Cancer D. Attend : Ignore E. Start : Begin
9	The petition before the court prayed for the appointment orders issued by the management	A. Posting B. Quashing C. Granting D. Removing E. Dismissing
10	The 1965 Indo-Pak war was fought on which issue?	A. Ran of Kuch Issue B. Independence of Kashmir C. Issue of Pakhtoonistan D. None of above
11	REDUNDANT	A. Insufficient B. Expanded C. Profound D. Numerous E. Verbose
12	Culmination :	A. Nadir B. Apex C. Lenient D. Blast
13	When Mahatma Gandhi visited Kashmir?	A. aug 14, 1947 B. 1st Aug 1947 C. Oct 16, 1947 D. Nov 15, 1948
14	GAUCHE: POLISHED::	A. Grow: Dindle B. Warden: Tower C. Moat: Water

A great deal of discussion continues as to the real extent of global environment degradation and its implications. What few people challenge however is that the renewable natural resources of developing countries are today subject to stresses of unprecedented magnitude. These pressures are brought about, in part, by increased population and the quest for an ever expanding food supply. Because the health, nutrition and general well-being of the poor majority are directly dependent on the integrity and productivity of their natural resources, the capability of government to manage them effectively over the long term becomes of paramount important.

Developing countries are becoming more aware of the ways in which present and future economic development must built upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to U.S. assistance which recognizes the uniqueness of the social and ecological system in these tropical countries. Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management. In February 1981, for example, AID funded a national Academy of Sciences panel to advise Nepal on its severe natural resource degradation problems. Some countries such as Senegal, India, Indonesia and Thailand, are now including conservation concerns in their economic development planning process.

Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness, but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development.

Q: Technical know-how developed in the USA

- A. Cannot be easily assimilated by the technocrats of the developing countries
- B. Can be properly utilized on the basis of developing countries being able to launch an in-depth study of their specific problems
- C. Can be easily borrowed by the developing countries to solve the problem of environmental degradation
- D. Can be very effective in solving the problem of resource management in tropical countries

16	RUNE : ALPHABET	A. Range : Mountain B. Team : Player C. Suspicious : Thief D. Stream : Water E. Star : Constellation
17	BARREN	A. Fertile B. Rejecting C. Crater D. Lacking freedom E. Concave
18	He passed the examination in the first class because he	A. Worked hardly for it B. Was hard working for it C. Was working hard for it D. Had worked hard for it
19	INANE	A. Bawdy B. Serious C. Mature D. Anonymous E. Opposite

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 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

- 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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colleges and schools. Also, these institutions should learn to cooperate with numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: What is the main thrust of the author?