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ANDHRA BANK PO EXAM  
(English Language)

Held on 29-10-06  
(Based on memory)

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*Directions (Qs 176 to 185): Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.*

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 – countries 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 recognised the potential power of the faculty. In multiple experiments, they have used this dormant force to build committed institutions and cadres of faculties 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 the centre. The subsequent development of college programme came under wide public scrutiny and debate. Issues 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 underprivileged 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 a 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 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.

1. 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
  - (e) The faculty
2. 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 the well-framed curriculum
  - (c) A strong administration system
  - (d) Carefully planned education delivery
  - (e) None of these

3. Prior to 1990 what was NOT on the agenda of the education 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 (e) None of these
4. Which of the following is the **most opposite** in meaning of the word **medley** as used in the passage?  
(a) amalgamate (b) united (c) unity  
(d) diffuse (e) focusing
5. Which of the following best describes the word **ossification** as used in the passage?  
(a) hardening (b) plasticity (c) imbibition  
(d) incorporation (e) coalescing
6. Revamping of the text material was the **main** focus in  
(a) early eighties (b) late nineties  
(c) 21st century (d) evolving curriculum framework  
(e) training faculty
7. 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 (e) boosted
8. What hampers the critical thinking ability of college-going students?  
(a) The emphasis on rote memorization and recalling the facts of education based on real experience  
(b) Lack of political will to develop these abilities  
(c) Absence of focus while designing curriculum framework  
(d) Ignoring the active role of faculty and the student  
(e) Lack of proper tests of critical thinking ability
9. How did personal beliefs and folk pedagogy enter into education 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 education system allowed it to happen.  
(e) It was by design.
10. Development of textbooks generated public debate on many issues **except**  
(1) making the curriculum student-centred.  
(2) using teaching community as an agency to bring change.  
(a) Only 1 (b) Only 2  
(c) Both 1 and 2 (d) Either 1 or 2  
(e) None of these

**Directions (Qs 186 to 192):** Read each sentences to find out whether there is any grammatical error or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (5). (Ignore errors of punctuation, if any.)

11. 1) They have invited/2) Sushma and I/3) for the meeting to be /4) held in the next month. /5) No error

12. 1) The city people stayed/2) fearlessly despite of/3) rumor of terrorist attack/4) in the area./5) No error
13. 1) the Director asked me/2) how I have not/3) taken his permission/4) before applying for the new job./5) No error
14. 1) Buy presents for ladies/2) in their absence/3) is a very/4) difficult task./5) No error
15. 1) A disaster management cell is opened/2) by the state government/3) before the rainy season/4) as a precautionary measure./5). No error.
16. 1) This college has/2) a glorious tradition/3) that attract/4) good students to the college./5) No error.
17. 1) Manasi is too busy/2) in her current/3) programmes to take/4) up any new ones./5) No error.

**Directions (Qs 193 to 199):** In each of the following questions four words are given of which two words are most nearly the same or opposite in meaning. Find the two words which are most nearly the same or opposite in meaning and indicate the number of the correct letter combination by darkening the appropriate oval in your answer sheet.

- 18.
- |               |              |         |
|---------------|--------------|---------|
| (1) census    | (2) censure  |         |
| (3) reprimand | (4) universe |         |
| (a) 1-2       | (b) 1-4      | (c) 1-3 |
| (d) 2-3       | (e) 3-4      |         |
- 19.
- |            |                 |         |
|------------|-----------------|---------|
| (1) reason | (2) discernible |         |
| (3) valid  | (4) perceptible |         |
| (a) 1-4    | (b) 2-3         | (c) 1-3 |
| (d) 3-4    | (e) 2-4         |         |
- 20.
- |               |               |         |
|---------------|---------------|---------|
| (1) critical  | (2) space     |         |
| (3) concourse | (4) courtyard |         |
| (a) 1-4       | (b) 2-4       | (c) 3-4 |
| (d) 2-3       | (e) 1-2       |         |
- 21.
- |                  |                 |         |
|------------------|-----------------|---------|
| (1) mitigation   | (2) risking     |         |
| (3) appreciation | (4) alleviation |         |
| (a) 3-1          | (b) 3-4         | (c) 1-4 |
| (d) 1-2          | (e) 2-4         |         |
- 22.
- |                   |               |         |
|-------------------|---------------|---------|
| (1) reiteration   | (2) honouring |         |
| (3) reverberation | (4) hollow    |         |
| (a) 1-3           | (b) 2-3       | (c) 3-4 |
| (d) 1-2           | (e) 2-4       |         |

23.

- |               |              |         |
|---------------|--------------|---------|
| (1) refurbish | (2) furnish  |         |
| (3) innovate  | (4) renovate |         |
| (a) 3-1       | (b) 3-4      | (c) 3-2 |
| (d) 2-1       | (e) 1-4      |         |

24.

- |                |              |         |
|----------------|--------------|---------|
| (1) articulate | (2) decipher |         |
| (3) senseless  | (4) decode   |         |
| (a) 3-2        | (b) 1-4      | (c) 2-1 |
| (d) 4-3        | (e) 4-2      |         |

**Directions (Qs 200 to 210):** Which of the phrases (1), (2), (3) and (4) given below each sentence should replace the phrase printed in bold type to make the sentence grammatically correct? If the sentence is correct as it is, mark (5) i.e. 'No correction required' as the answer.

25. Lift the handset only after **paid a one rupee coin**.

- |                             |                             |
|-----------------------------|-----------------------------|
| (a) paying a one-rupee coin | (b) you pay one rupee coin  |
| (c) pay one rupee-coin      | (d) you paid one rupee coin |
| (e) No correction required  |                             |

26. Good life, according to many people, **is to making** more and more money.

- |                            |                |
|----------------------------|----------------|
| (a) is making              | (b) is made    |
| (c) are made               | (d) are making |
| (e) No correction required |                |

27. His behaviour with all his employees is so pleasing that everyone **come forward for helping him**.

- |                               |                                |
|-------------------------------|--------------------------------|
| (a) came towards him for help | (b) comes towards him for help |
| (c) comes forward to help him | (d) comes forward for help him |
| (e) No correction required    |                                |

28. A master should never impose **his servants too much work**.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| (a) his servants with too much work | (b) too much work with his servants |
| (c) too much work on his servants   | (d) too much work for his servants  |
| (e) No correction required          |                                     |

29. **What matter does** most is the quality and not the quantity.

- |                            |                         |
|----------------------------|-------------------------|
| (a) What does matter       | (b) What does it matter |
| (c) That matters           | (d) What matters        |
| (e) No correction required |                         |

30. The police commissioner burst into rage and **ordered immediately** suspension of the inspector who had arrested the innocent boy.

- |                            |                        |
|----------------------------|------------------------|
| (a) order immediately      | (b) order immediate    |
| (c) ordered immediate      | (d) ordering immediate |
| (e) No correction required |                        |

31. He **would be like to** have some ice-cream.

- |                            |                          |
|----------------------------|--------------------------|
| (a) would like to          | (b) would be liked to    |
| (c) was to be liking to    | (d) would being liked to |
| (e) No correction required |                          |

32. Not knowing the language and **had no** friends in the country, he found it possible to get a job.

- |            |                 |
|------------|-----------------|
| (a) has no | (b) with having |
|------------|-----------------|

- (c) with having not (d) having no  
(e) No correction required
33. She will not attend the meeting **until** she is asked to  
(a) except (b) even with  
(c) even except (d) unless  
(e) No correction required
34. Because of his smart work, he is **in the best books** of his employer.  
(a) in the better books (b) in the good book  
(c) in the good books (d) into the good books  
(e) No correction required
35. With the introduction of the new system, the number of candidates who **resort** to unfair means is decreasing year after year.  
(a) resorting to (b) to resort to  
(c) resorted to (d) to resorting  
(e) No correction required

**Directions (Qs 211 to 225):** In the following passage there are blanks, each of which has been numbered. These numbers are again printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Though I had hired cabins in Bandra and a house in Andheri, divinity would not let me settle down. 211 had I moved into my new house when my brother Balmukund, who had already been through an 212 attack of jaundice some year bank, had a 213 attack a typhoid, 214 with pneumonia and signs of restlessness at night. The doctor was 215 in. He said medicine would have 216 effect, but eggs and chicken both might be given. Balmukund was only five years old. To confer with his wishes was out of the question. Being his 217 I had to 218. The doctor was very good. I told him that we were all vegetarians and that I could not possibly give either of the two things to my brother. Would he therefore 219 something else? 'Your brother's life is in danger' said the 220 doctor. 'We could give him milk diluted 221 water, but that will not give him enough 222. As you know, I am called in by many vegetarian families, and they do not 223 to anything I 224. I think you will be well advised not to be so 225 on your brother.'

36. (a) Then (b) Hardly (c) Wherever  
(d) Quicker (e) Why
37. (a) heart (b) big (c) acute  
(d) hard (e) harsh
38. (a) unforgiving (b) hard (c) burly  
(d) severe (e) tough
39. (a) couple (b) felt (c) combined  
(d) joint (e) adjoining
40. (a) brought (b) called (c) invited  
(d) sent (e) commissioned
41. (a) negligent (b) soothed (c) rough

- (d) little (e) deep
42. (a) doctor (b) attendant (c) nurse  
(d) forefather (e) guardian
43. (a) plead (b) hide (c) pressurize  
(d) decide (e) proceed
44. (a) resolve (b) order (c) observe  
(d) diagnose (e) recommend
45. (a) casual (b) good (c) surgeon  
(d) handsome (e) insincere
46. (a) with (b) for (c) at  
(d) upon (e) in
47. (a) dose (b) drug (c) intake  
(d) nourishment (e) punishment
48. (a) oppose (b) protest (c) subject  
(d) care (e) object
49. (a) oppose (b) take (c) prescribe  
(d) describe (e) propose
50. (a) hard (b) unkind (c) easy  
(d) wise (e) careful

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### ANSWERS

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|---------|---------|---------|---------|---------|
| 1. (a)  | 11. (b) | 21. (c) | 31. (a) | 41. (d) |
| 2. (b)  | 12. (b) | 22. (a) | 32. (d) | 42. (e) |
| 3. (a)  | 13. (b) | 23. (e) | 33. (d) | 43. (a) |
| 4. (c)  | 14. (a) | 24. (e) | 34. (c) | 44. (e) |
| 5. (a)  | 15. (e) | 25. (a) | 35. (e) | 45. (b) |
| 6. (c)  | 16. (c) | 26. (a) | 36. (b) | 46. (a) |
| 7. (b)  | 17. (b) | 27. (c) | 37. (c) | 47. (d) |
| 8. (c)  | 18. (d) | 28. (c) | 38. (d) | 48. (e) |
| 9. (b)  | 19. (e) | 29. (d) | 39. (c) | 49. (c) |
| 10. (c) | 20. (c) | 30. (c) | 40. (b) | 50. (a) |