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**MEMBERS AREA**

**'RC DAILY DOSE'**  
**Volume 20**

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**PASSAGE – 1**

"Love thy neighbour as thyself" said Jesus two thousand years ago. As love begets love, your neighbour is bound to reciprocate. Loving relationship with your neighbour can bring immense joy and excitement to your day to day life. A neighbour is always at hand to help you in time of need. In the highly mobile social life of today, your relations and friends are rarely located near your place of residence. In unforeseen circumstances of a sickness or accident, you get immediate help and assistance from your neighbour. His readiness to help you spares you the anxiety of contacting your relations and waiting for their response. A good neighbour is a great support and a major convenience in modern life.

Although desirability of loving your neighbour is not denied by any right thinking person, human psychology militates against the idea of selfless love for your neighbour. On the contrary, ordinary human being is generally jealous of his neighbour. If the neighbour is much better off than he is, he suffers from pangs of envy. If the neighbour is a man without means, he feels contemptuous of him and does not like to socialise with him. If the neighbour acquires a superior brand of car, the sight of his own old car grieves him no end. If the neighbour's wife happens to be fair and glamorous, his own wife seems plainer and unattractive. Depraved as it may appear, but it is a fact nonetheless that failure or poor performance of neighbour's son gives him a secret satisfaction that his own son has been doing much better in studies.

Whatever may be the psychological obstructions in the way of developing good relationship with one's neighbour, its practical utility is unquestionable. I remember an old incident very vividly when our neighbour's wife rendered invaluable service to our family. My 9 year old sister was at that time running high fever. I along with my father and mother had to go out to a club to participate in the golden jubilee wedding anniversary of my maternal grandparents. It was not possible for us either to be absent in the function or to leave my sister unattended. Our neighbour's wife saw through our dilemma and offered to attend upon my sister for 3-4 hours till we returned from the club. This incident is still fresh in my memory. That lady has since become an intimate family friend and is a permanent fixture in all our social functions.

Good neighbourly relations are generally based on enlightened self interest. Every family has its weakness and quota of problems. Understanding neighbours can contribute a great deal in facilitating smooth conduct of your day-to-day affairs. The worsening law and order situation in metropolitan areas has enhanced the desirability of closer and stronger neighbourly relations. If somebody has to lockup his house and go out of town for a few days, nobody can better ensure the security of his house than a considerate neighbour. In many areas of Delhi, neighbours have agreed upon a roster of performing watchman's duties to guard against thefts and robberies.

Relationship with neighbours does not always remain rosy. Occasionally, disputes arise between neighbours on trivial issues which poison the relations. Quarrels between children sometimes flow over to the adults too who instead of making light of the quarrels, impart serious dimensions to them thus vitiating the good neighbourly feelings. Not unoften, adolescent boys and girls develop tender and loving relationship which is not always approved by their parents. Souring of relationship may degenerate into total stoppage of normal courtesy between neighbours. Maintaining good neighbourly relations requires a lot of tact, patience, foresight and tolerance. One can bear a patch of bad feelings with one's relations but with neighbours it becomes very trying and unbearable.

Neighbours constitute the first school for learning social manners and developing social virtues. Extent of social interaction you want to develop with your neighbour is mostly a matter of free choice: Tolerance and consideration for others are the basic attitudes which make social interaction possible. Your neighbours may not share your views on political or social issues. Still you have to listen to them with an open mind and try your best not to annoy them by hurting their feelings. If you are able to develop good neighbourly relations, it is almost certain that you will not find it difficult to adjust with your class fellows in schools or with your colleagues in the office.

Neighbours play an important role in the character formation of children. As they interact with very matter of fact neighbours who show no indulgence to their pranks, they develop social virtues of tact and restraint. They also learn how to win favours by a show of pleasant manners. They develop life long relationship with neighbours. Not only they win reliable friends, they also find uncles and aunts among neighbours who often prove to be more loving and understanding than one's real uncles and aunts. It is because of developing affectionate relationships in the neighbourhood that children feel miserable when they have to shift out to other cities on account of transfer of their parents.

Good neighbours add spice to your life. They not only enliven your hours of leisure with their lively company, they can come to your aid and share your labour whenever you have to organise a family function, a birth day or a marriage ceremony. Your popularity among neighbours is really tested when there is a death in the family. Neighbours participate untiringly in making funeral arrangements. They stand by you throughout the period of mourning, offering loving care and assistance in going through the daily routines. The social reputation of man can be judged by the size of the funeral procession of his father or grandfather.

1. *Which of the following is the characteristic of a good neighbour, as the passage makes out ?*
  - (1) Keeping abreast of the happenings and goings-on in the neighbour's family.
  - (2) A good neighbour is of timely and valuable help in moments of adversity.
  - (3) Neighbours help in removing envy and creating healthy feelings.
  - (4) Neighbours help in spreading religion and moral education.
2. *All of the following are true with respect to the passage, except that :*
  - (1) relationship with neighbours does not always remain rosy.
  - (2) human psychology militates against the idea of selfless love for one's neighbour.
  - (3) good neighbours add spice to your life.
  - (4) neighbours test a person's patience and tolerance.
3. *As per the passage, character of children are formed by the neighbours through :*
  - (1) development of social virtues like tact and restraint.
  - (2) development of an open mind and the habit of listening.
  - (3) an abstinence from hurting and causing annoyance.
  - (4) All of the above.
4. *A patch of bad feelings with neighbours is very trying and unbearable. The passage ascribes this to :*
  - (1) disputes on trivial issues.
  - (2) the disapproving relationship developed between the adolescent boys and girls.
  - (3) grown-ups making a big issue out of quarrels of children.
  - (4) All of the above.
5. *Which of the following negates what the author has to contend in the passage ?*
  - (1) Good neighbourly relations are mainly based on enlightened self-interest.
  - (2) A good neighbour is a great support and a major convenience in modern life.
  - (3) Neighbours create feelings of envy, and animosity and give birth to complexes.
  - (4) Neighbours through their watchfulness help in the security against thefts, in the absence of the person.
6. *The central idea of the passage is that :*
  - (1) neighbours cause nuisance and disrupt the privacy of a person.
  - (2) neighbours cannot be a substitute for blood relatives.
  - (3) loving relationship with the neighbour brings immense joy and enjoyment in one's daily life.
  - (4) neighbour help in making funeral arrangements.
7. *The passage has been handled in a manner which is :*

(1) objective.	(2) biased.
(3) personal.	(4) psychological.
8. *The passage can be classified as :*

(1) an autobiography.	(2) an essay.
(3) a narration.	(4) description.
9. *A suitable title for the passage could be :*

(1) Neighbours - Far From Being Relatives.	(2) Nuisance Value Contributed By Neighbours.
(3) Neighbours- The Only Nearby Relative.	(4) Neighbours In Perspective Of Modern Times.
10. *The passage is an excerpt from :*
  - (1) a general article, highlighting the beauty and joy establishing a relationship with neighbours.
  - (2) a chapter on 'Social Behaviour', in a book on Sociology.
  - (3) a series of dos and don'ts regarding civic behaviour towards members of society.
  - (4) None of the above.

## PASSAGE – 2

The most significant way in which man differs from animals is in the use of written symbols. Alphabets can, therefore, be considered the most momentous invention in the ascent of man. The use of words enables man to master time by preserving for the posterity the best that is seen, experienced or done. Human knowledge refined by successive generations has upgraded technology which has altered the very essence of life. The man reclining on his bed in his luxurious apartment watching a live telecast of Olympic games being played thousands of kilometres away from his home is indeed a far cry from the man who had to hunt for a game from dawn to dusk to keep his body and soul together and to keep the fire ablaze throughout the night to save himself from the fury of the wild animals. The birth of the civilisation was conceived in the making of the alphabet. The knowledge of the alphabet is the first step in the education of man and is central to the whole concept of elementary education. But for the

human ingenuity of coining and using words, the knowledge of one generation would have died with it and had not been available to the coming generation. While words empower man to express his feelings and ideas, the knowledge of numbers is essential for him to take stock of things and possessions he comes across and utilises in his struggle for existence.

There is an inextricable link between education and progress. South Korea and Afghanistan provide glaring instances of progressive prosperity and decline through education and lack of education respectively. While educational advancement has brought about progressive prosperity of South Korea, lack of education has substantially contributed to the deterioration in socio-economic conditions in Afghanistan. Korea achieved universal primary education by 1960. That is why it could achieve sustained economic growth for decades. India's progress has faltered because we have not been able to remove illiteracy even after 50 years of independence.

Some thinkers may find fault with the imperialistic designs of the United States, but nobody can deny that it is the excellence of American Universities and institutions of research which are attracting the best brains to her shores from all parts of the globe. It is doubtful if Indians like Hargobind Khurana and Amartya Sen would have won Noble Prizes if they had not gone to the States for their higher studies. It is a pity that India, once recognised as the world teacher attracting foreigners from China and Japan to her institutions of learning in Takshila and Nalanda is unable to prevent the best students of India from flocking to American Universities.

Education enables people to acquire a greater control over their destiny. Farmers in India, who ushered in the Green Revolution, could do so only after they learned about the high yield of hybrid varieties of wheat and pest resistant varieties of rice. Education also equips people to benefit from the socio-economic and physical infrastructure whether they have to avail of credit facilities from the banks or to use telephone or telegraph for their business transactions. Perhaps, the greatest use of education and knowledge has been made in the field of health and nutrition. Until recently, millions of people died every year, in tropical and sub-tropical countries of the globe, of diarrhoea. However, when they were educated that the simple solution of water sugar and salt can save people from this fatal disease, mortality rate substantially declined. The use of iodized salt has arrested the incidence of goitre throughout the world.

A comparative study of the progress of different States in India firmly establishes the mutual dependence of education and development. The infant mortality rate is the lowest in the highly literate state of Kerala. It is very high in low literacy state of Uttar Pradesh. Child mortality falls as mothers learn. Female literacy is; therefore, of the utmost importance in India. Basic information about health and nutrition form an essential part of elementary education. It has been observed that educated mothers are not only able to raise healthier children by following the best and latest child rearing practices, they are also more open to use of contraceptive and more capable of limiting the number of children. The States of Uttar Pradesh and Bihar are witnessing a population explosion, as they are very slow in removing illiteracy whereas Kerala and Tamil Nadu have been successful in curbing the growth of population through the spread of literacy and creation of awareness about effective methods of contraception.

Efforts made to combat illiteracy in India have not produced the desired results. New Education Policy 1986 and the establishment of National Literacy Mission in 1988 were aimed at eradication of illiteracy in a time-bound manner. Centre-based adult education programmes were replaced by the campaign mode of literacy. Total literacy campaigns were launched with great fanfare throughout the length and the breadth of the country. Some districts like Kottayam were declared fully literate after the successful completion of campaigns. Volunteer agencies were involved in a big way to lend a popular appeal to the literacy campaigns. Success of literacy campaign has been uneven in different parts of the country. The momentum of literacy campaigns could not be sustained in all places due to lack of organisational ability of many NGOs, as also for want of sustained enthusiasm of the targetted groups of learners.

A new dimension has been added to the programme of universalisation of elementary education in India by public interest litigation (PIL) filed by S.P. Anand in the Supreme Court. This PIL seeks to enforce the right to education by obtaining a commitment from all the states and union territories of India that every child will have free and compulsory education till the age of fourteen, as was promised in the Directive Principles of State Policy, as enshrined in the Indian Constitution. Consequent upon this PIL, all states in response to the Supreme Court directions have submitted the present status of elementary education in the states as well as their plans for and constraints in enforcing right to education of children below 14 years of age. It is well nigh impossible for most of the states to mobilise resources for constructing school buildings and hiring teachers for implementing the Supreme Court directives. As the funds available with the Central Government too are limited, many States have posed their project proposals for universalisation of elementary education to the World Bank or other external aid agencies.

While elementary education is essential in promoting awareness and consequently right practices in the field of nutrition, health and civic services, higher and technical education are highly desirable for enhancing the capacity of the people of a country to import sophisticated technologies from the richer industrial countries and thus maintain high rates of economic growth over a long period. Governments both at the State and Union level, have to shoulder the major burden for primary and elementary education. But no substantial increase in the spread of higher and technical education is possible if the private sector does not come forward in this area in a big way.

Globalization of world economy has posed certain challenges to our institutions of higher learning. They have to ensure a high quality and standard of education if their products-the successful students -have to compete effectively with the students of other countries in the international job market. They should have access to what is the best thought and taught in the institutions of higher learning in the world. While Indian institutes of technology and Management have been able to achieve a fairly high quality of education and are recognised as such the world over, the same cannot be said of many of our universities and colleges. Expansion in Primary education and quality improvement of higher education should be adopted as twin aims of our education policy if our country has to join the select group of enlightened and advanced nations.

11. *All of the following are true according to the passage, except that :*
- (1) education enables people to acquire a greater control over their destiny.
  - (2) our institutions of higher learning are least affected by challenges posed by the globalisation of world economy.
  - (3) progress inextricably linked to education.
  - (4) female literacy is of utmost importance in India.
12. *According to the passage, the greatest use of education and knowledge is made in the field of :*
- (1) health and nutrition.
  - (2) marketing and advertisement.
  - (3) defence and security.
  - (4) heritage and history.
13. *According to the passage, the impediment to India's progress has been due to :*
- (1) tropical climate
  - (2) the intense competition
  - (3) adverse economic conditions the world over.
  - (4) the failure to remove illiteracy.
14. *Which of the following best concurs with the author's contention in the passage ?*
- (1) The making of the alphabet heralded the birth of the civilisation.
  - (2) Alphabets can be viewed as the most momentous invention in the ascent of man.
  - (3) The private sector has a major role to play in the substantial increase in the spread of higher and technical education.
  - (4) All of the above.
15. *According to the passage, development takes place :*
- (1) when the policies of the government are favourable.
  - (2) when education is accorded the topmost priority.
  - (3) when people are disciplined and industrious.
  - (4) None of the above.
16. *Which of the following best goes as the representation of 'educated mothers', as brought out in the passage ?*
- (1) They help children in their homework and account for the child's brilliant progress in school.
  - (2) They follow the latest and best child rearing practices.
  - (3) They are more open to use of contraceptives and are capable of limiting the number of children.
  - (4) All except (1).
17. *The central idea of the passage is that :*
- (1) The progress of the nation is dependent on the volume of business transacted.
  - (2) The United States is a model nation for several countries of the world.
  - (3) Education determines the destiny of not only an individual, but also that of the nation.
  - (4) Brain-drain has become inevitable due to jobs becoming readily available in the US after one passes out of college.
18. *The passage has been handled in a manner which is :*
- (1) pessimistic.
  - (2) matter-of-factly.
  - (3) biased.
  - (4) overstated.
19. *According to the passage, courts have been moved to :*
- (1) give justice to the poor and the illiterate.
  - (2) urge the government to allocate substantial funds towards education.
  - (3) prevent the brain-drain to other countries.
  - (4) ensure that the government provides free and compulsory education to every child till the age of fourteen years is attained.
20. *A suitable title for the passage could be :*
- (1) Education-A Permanent Cure For The Nation's Ills.
  - (2) Hardwork And Discipline - A Crying Need.
  - (3) Love Of Motherland Is Not Shown By Brain-drain.
  - (4) Elementary Education -Insufficient To Combat Challenges Of Globalisation.

## Detailed Solutions

1. **Ans.(2).** Options (1), (3) and (4) are out of place, as far as the passage is concerned. Option (2) is in place, and is the appropriate one, for the opening paragraph states and upholds it.
2. **Ans.(4).** Each of the options (1), (2) and (3) find their place in the passage. The fourth, second and the last paragraphs state and uphold them. Option (4) is the odd one out as it is not stated in the passage. Hence option (4) is the one to be considered.
3. **Ans.(4).** Each of the options (1), (2) and (3) find their place in the passage. Paragraphs seven and six uphold and validate them. Hence all these options are sought. However, option (4), their combination, is the best one.
4. **Ans.(4).** All the above options find their place in the passage. The fifth paragraph states and upholds them. Hence all the options are sought ones, making option (4), their combination, as the perfect one.
5. **Ans.(3).** Each of the options (1), (2) and (4) find a place in the passage. The fourth and the first paragraphs state and uphold them. Option (3) falls out as the passage does not validate it. Hence option (3) is the one sought.
6. **Ans.(3).** Options (1) and (2) are not the contents of the passage. Option (4) is partially correct but cannot form the central idea of the passage. Option (3) aptly represents the central idea of the passage, as evident in the opening paragraph.
7. **Ans.(1).** The passage has been handled in a manner which is balanced, unbiased and objective. Though a personal instance has been cited to substantiate what the author has written, yet the passage is not personal. Neither is it biased or psychological. Hence option (1) is the appropriate one.
8. **Ans.(2).** Clearly, the passage is an essay, for the role of neighbours in man's social life has been dealt with elaborately. It is not a narration, a description or an autobiography. This eliminates options (1), (3) and (4).
9. **Ans.(3).** Options (1), (2) and (4) do not fit in as suitable titles, for they do not represent the contents of the passage. Option (3) is the most suitable title, for the passage is adequately represented by it.
10. **Ans.(1).** Option (1) is the best source of which the passage is an excerpt. The article is general in nature and comprehensively covers all aspects of having a relationship with the neighbour. The remaining options (2), (3) and (4) are not appropriate.
11. **Ans.(2).** Options (1), (3) and (4) all find their place in the passage and are appropriate. The fourth, second and fifth paragraphs endorse and uphold them. Option (2) falls out and is inappropriate, as the last paragraph refutes it by having its opposite stated. Hence option (2) is the one sought.
12. **Ans.(1).** Clearly, it is option (1). The fourth paragraph states and upholds them. The remaining options (2), (3) and (4) are not appropriate as they find no place in the passage.
13. **Ans.(4).** Options (1), (2) and (3) do not find place in the passage. The last line of the second paragraph states and upholds option (4). Hence option (4) is the one sought.
14. **Ans.(4).** Options (1), (2) and (3) find their place in the passage. The first and the penultimate paragraphs state and uphold them. Hence these options are the ones sought. However, option (4), a combination of (1), (2) and (3), is the perfect pick.
15. **Ans.(2).** Clearly, the correct answer is option (2). The fifth paragraph states of the relationship of education to development. Options (1) and (3) are out of place as the passage does not state it and option (4) is wrong.
16. **Ans.(4).** Option (1) is false, for the passage does not state or imply it. Options (2) and (3) are in place, for the fifth paragraph states and validates them. Hence options (2) and (3) are the ones sought, however option (4), their combination is the perfect pick.
17. **Ans.(3).** Option (3) correctly represents the theme of the passage. The passage harps on the importance of education and the pivotal role it plays to eradicate social evils, economic problems and set the nation in the path of prosperity and progress. Options (1), (2) and (3) are incorrect, as the passage does not relate to them.
18. **Ans.(2).** The passage is not biased, overstated and neither is it pessimistic. The passage has been handled in a matter-of-fact way. Hence option (2) is the correct one, with the remaining options becoming eliminated.
19. **Ans.(4).** The seventh paragraph talks of a public interest litigation concerning the universalisation of elementary education, as promised in the Directive Principles of State Policy, as contained in the Indian Constitution. Option (4) is the correct representation. The remaining options are incorrect.
20. **Ans.(1).** Options (2), (3) and (4) cannot be the suitable titles for the passage, as they are not representative of what the passage conveys. The whole idea is centred on education. Hence option (1) correctly represents the title for the passage, as the passage clearly states that the nation's ills are solved if education is spread among its people.

## Answer Keys

1.(2)	2.(4)	3.(4)	4.(4)	5.(3)	6.(3)	7.(1)	8.(2)	9.(3)	10.(1)
11.(2)	12.(1)	13.(4)	14.(4)	15.(2)	16.(4)	17.(3)	18.(2)	19.(4)	20.(1)