ADULT EDUCATION

PAPER - III

Note : This paper contains seventy five (75) objective type questions of two (2) marks each. All questions are compulsory.

1. Social policy relates to _____.

    (1) Guide lines for maintenance to human welfare

    (2) Economic Development

    (3) Political Development

    (4) Religious Development

2. The statement of purpose of research study should be to :

    (1) Identify the design of the study

    (2) Identify the intent or objective of the study

    (3) Specify the type of people to used in the study

    (4) Describe the study

3. The process of Building social relationships in pursuit of common community interests is known as/refer to :

    (1) Community Custom   (2) Community Development

    (3) Community Mobilization   (4) Community Participation

4. The act of perceiving, understanding, responding to emotional state and ideas of an other person is known as :

    (1) Sympathy   **(2) Empathy**   (3) Transference   (4) Displacement

5. Which technique is most suitable to study in depth ?

    (1) Interview Schedule   (2) Mailed Questionnaire

    (3) Structured Interview   (4) Panel Interview

6. _____ is very important for the continued success of basic literacy skills achieved by neo literates.

    (1) **Follow up action**   (2) Continuing education

    (3) Reporting   (4) Monitoring

7. Which of the following is the best Criteria for choosing a teaching aid ?

   (1) Attractive and costly   (2) Easy to use

   (3) Prepared by teacher themselves   **(4) Learner specific and the level**

8. In Equity theory Individuals assess the :

   (1) Cost - Benefit ratio   (2) Efficiency - effectiveness trade - off

   (3) Quantity - Quality trade off   **(4) Out come - Input ratio**

9. What is OASDHI ?

   (1) Old Age, Social Disability, Help Income

   (2) Out come, Associated, Social Development Health Institute

   (3) Old Age, Survivor Disable Health Insurance

   (4) Old Age, Survivor Disability Health Insurance

10. An Acronym CARA :

    (1) A Drug Control Programme   **(2) A Child Welfare Centre**

    (3) Polio - Eradication Programme   (4) An NGO working in Child Welfare

11. A new name of Remand home :

    (1) Certified School   (2) Fit Persons Home

    (3) Observation Home   (4) Borstal School

12. The constant and central variable is used in :

    (1) Explanatory Research   (2) Descriptive Research

    (3) Evaluation Research   **(4) Experimental Research**

13. Housing is a Statutory welfare under which of the following Act ?

    (1) Factories Act   (2) Mines Act

    (3) Plantation Labour Act   (4) Trade Union Act

14. Population Education Resource Centre Started for :

    (1) Resource Development for Primary Education

    (2) Resource Development for Adult Education

    (3) Resource Development for Population Education

    (4) Skills Development Course for Literates

15. Community Development Programme was evaluated by a committee headed by :

(1) M.N. Roy   **(2) Balwant Rai**   (3) Babu Giri   (4) J.S. Verma

16. Which one refers to the behaviour that an individual engages in while enacting the role ?

    (1) Role taking   **(2) Role playing**

    (3) Role expectation   (4) Role reorganisation

17. Adults learn best when they have :

    (a) Strong desire to learn   (b) Our own caste person to teach

    (c) Clear goal before them   (d) Receive satisfaction from what they have learnt

    Code :

    (1) (a) and (b)   **(2) (a), (c) and (d)**

    (3) (a), (b) and (d)   (4) (b) and (d)

18. Which of the following are the laws of learning ?

    (a) The law of readiness   (b) The law of exercise

    (c) The law of attention   (d) The law of effect

    Code :

    (1) (a) and (c)   (2) (b) and (c)

    (3) (a), (b) and (c)   **(4) (a), (b) and (d)**

19. Which of the following are the sub categories of descriptive research ?

    (a) Scientific investigation   (b) Documentary analysis

    (c) Surveys   (d) Experiments

    Code :

    (1) **(b) and (c)**   (2) (a) and (b)

    (3) (a), (b) and (c)   (4) (c) and (d)

20. What is correct about training :

    (a) Adult learning activities   (b) Solution of problems

    (c) Improve performance   (d) Develop Job related skill

    Code :

    (1) (a) and (b)   (2) (b) and (c)

    (3) (a), (c) and (d)   (4) All above

21. Arrange the major steps in training as per their sequence :
    (a)   Training needs assessment
    (b)   Training implementation
    (c)   Training programme development
    (d)   Evaluation and follow - up
    Code :
    (1) (a), (c), (b), (d)   (2) (c), (a), (b), (d)
    (3) (a), (b), (c), (d)   (4) (c), (b), (a), (d)

22. The components of Adult Psychology is :
    (a)   Teacher and Student
    (b)   School and Colleges
    (c)   Curriculum and Teaching methods
    (d)   Processes and contents
    Code :
    (1) (a) and (b)   **(2) (a) and (c)**
    (3) (a) and (d)   (4) All above

23. The major goals of CAPART are :
    (a)   To support voluntary organisations for rural development.
    (b)   To finance small and medium enterprises.
    (c)   Promotion of appropriate rural technologies.
    (d)   To act as a nodal point for use of appropriate rural technologies.
    Code :
    (1) (a), (b), (c)   (2) (b), (c), (d)   **(3) (a), (c), (d)**   (4) (a), (b), (c), (d)

24. A Research proposal is :
    (a)   Out line of proposed work
    (b)   Conditions of Research
    (c)   Planning of proposed work
    (d)   Result of Research
    Code :
    (1) (a) and (b)   (2) (b) and (c)   (3) (a) and (d)   **(4) (a) and (c)**

25. Experimental learning refer to :
    (a)   Learning obtained through transformation of experience into knowledge
    (b)   Learning through training
    (c)   Learning through content analysis
    (d)   Learning through experience to draw conclusion
    Code :
    (1) (a) and (b)   (2) (a) and (c)   **(3) (a) and (d)**   (4) (b) and (c)

26. Video programme production requires :

    (a) Identification of target audience.

    (b) Identification of Mass.

    (c) Production objective choice of content and format.

    (d) Production for planning and management.

    Code :

    (1) (a) and (b)   **(2) (a) and (c)**   (3) (a) and (d)   (4) (b) and (c)

27. Hypothesis helps the researcher in :

    (a) Research planning

    (b) Statical method

    (c) Providing review of literature

    (d) Put up the predictive statement

    Code :

    (1) (a) and (c)   (2) (b) and (c)   (3) (a) and (d)   **(4) (a), (b) and (d)**

28. Case study is based on :

    (a) Investigation of Individual

    (b) Investigation of Mass

    (c) Single Instance or Event Considered

    (d) Multi Event Considered

    Code :

    (1) (a) and (b)   **(2) (a) and (c)**   (3) (a) and (d)   (4) (b) and (c)

29. Match List - I with List - II :

List - I

(a) Numerate
(b) Functional Illiterate
(c) Literate
(d) Innumerate

List - II

(i) One who uses pen for arithmetic purposes
(ii) One who is unable to use literacy for living condition
(iii) One who is able to read, write and compute
(iv) One who is unable to do calculations

Code :

	(a)	(b)	(c)	(d)
(1)	(iv)	(iii)	(ii)	(i)
(2)	**(i)**	**(ii)**	**(iii)**	**(iv)**
(3)	(iv)	(i)	(ii)	(iii)
(4)	(iv)	(i)	(iii)	(ii)

30. Match the List - I with List - II :

List - I

(a) Anti-Arrack Agitation
(b) Namma Dhwani
(c) BIT mesra extension centre
(d) Kunjal panchchi

List - II

(i)   Bihar
(ii) Bhuj
(iii) Karnataka
(iv) Andhra pradesh

Code :

	(a)	(b)	(c)	(d)
(1)	(i)	(ii)	(iii)	(iv)
(2)	(ii)	(iii)	(iv)	(i)
(3)	**(iv)**	**(iii)**	**(i)**	**(ii)**
(4)	(iv)	(ii)	(iii)	(i)

31. Match the List - I with List - II :

List - I

(a) Adult Education of community Development
(b) Farm and home based broadcast project
(c) University broadcast project
(d) Radio pilot project

List - II

(i)   1966
(ii) 1965
(iii) 1979
(iv) 1956

Code :

	(a)	(b)	(c)	(d)
(1)	(i)	(iii)	(iv)	(ii)
(2)	**(iv)**	**(i)**	**(ii)**	**(iii)**
(3)	(iv)	(ii)	(iii)	(i)
(4)	(i)	(iii)	(ii)	(iv)

32. Match the List - I with List - II :

List - I

(a) Teacher's day

(b) International Literacy day

(c) National Education day

(d) National Youth day

List - II

(i) 5TH September

(ii) 8TH September

(iii) 11TH November

(iv) 12TH January

Code :

	(a)	(b)	(c)	(d)
(1)	(ii)	(iii)	(iv)	(i)
(2)	(iv)	(i)	(iii)	(ii)
(3)	(iv)	(i)	(ii)	(iii)
(4)	**(i)**	**(ii)**	**(iii)**	**(iv)**

33. Match the List - I with List - II :

List - I

(a) Tata Computer based Functional literacy

(b) Havalvani Community Radio

(c) Lalit Lokvani Community Radio

(d) Kyunki Jeena Issi Ka Naam Hai

List - II

(i) Uttarakhand

(ii) Andhra Pradesh

(iii) Door Darshan

(iv) Uttar Pradesh

Code :

	(a)	(b)	(c)	(d)
(1)	(i)	(ii)	(iv)	(iii)
(2)	**(ii)**	**(i)**	**(iv)**	**(iii)**
(3)	(iii)	(ii)	(iv)	(i)
(4)	(ii)	(iii)	(iv)	(i)

34. Match the List - I with List - II :

List - I

(a) Sir Visveshwarya

(b) Maulana Abul Kalam Azad

(c) Functional Literacy

(d) Indian Labour Conference

List - II

(i) Social Education

(ii) Vocational Education

(iii) Workers Education

(iv) Night Schools

Code :

	(a)	(b)	(c)	(d)
(1)	**(iv)**	**(i)**	**(ii)**	**(iii)**
(2)	(iv)	(iii)	(ii)	(i)
(3)	(iii)	(ii)	(i)	(iv)
(4)	(iii)	(ii)	(iv)	(i)

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35. Match the List - I with List - II :

	List - I		List - II
(a)	Gudgaon Project	(i)	1928
(b)	Grow more Food Campaign	(ii)	1920
(c)	Marthandam Project	(iii)	1942
(d)	Baroda Village Reconstruction Project	(iv)	1938

Code :

	(a)	(b)	(c)	(d)
(1)	(iv)	(iii)	(ii)	(i)
(2)	(iii)	(ii)	(i)	(iv)
(3)	(iii)	(ii)	(iv)	(i)
(4)	**(ii)**	**(iii)**	**(i)**	**(iv)**

36. Match the List - I with List - II :

	List - I		List - II
(a)	Democracy and Education	(i)	1938
(b)	Gentle Reform of Education	(ii)	1923
(c)	Pedagogy of the Oppressed	(iii)	1972
(d)	Education as the practice of Freedom	(iv)	1964

Code :

	(a)	(b)	(c)	(d)
(1)	**(i)**	**(ii)**	**(iii)**	**(iv)**
(2)	(i)	(ii)	(iv)	(iii)
(3)	(ii)	(iii)	(i)	(iv)
(4)	(iv)	(i)	(ii)	(iii)

37. Match the List - I with List - II :

    List - I   List - II
(a) Social Learning   (i)   Albert Bandura
(b) Learning by Conditioning (ii) Skinner
(c) Learning by doing   (iii) E.L. Thorndike
(d) Learning by Association   (iv) Ivan Pavlov

Code :
        (a)   (b)   (c)   (d)
(1)   (iv)   (iii) (ii) (i)
(2)   **(i)**   **(ii)** **(iii)** **(iv)**
(3)   (iv)   (i)   (ii) (iii)
(4)   (iv)   (i)   (iii) (ii)

38. Match the List - I with List - II :

    List - I   List - II
(a) National Policy on Woman   (i)   2001
    Empowerment
(b) National Policy on Education   (ii) 1986
(c) National Population Policy   (iii) 2000
(d) National Policy on Skill Development (iv) 2015

Code :
        (a)   (b)   (c)   (d)
(1)   **(i)**   **(ii)** **(iii)** **(iv)**
(2)   (ii)   (iii) (iv) (i)
(3)   (iii) (iv) (i)   (ii)
(4)   (iv)   (iii) (i)   (ii)

39. Match the List - I with List - II :

    List - I   List - II
(a) University news   (i)   DVV
(b) Indian Journal of Adult Education (ii) IAEA
(c) Convergence   (iii) ICAE
(d) Adult Educationand Development (iv) AIV

Code :
        (a)   (b)   (c)   (d)
(1)   (i)   (ii)   (iv)   (iii)
(2)   (iv)   (ii)   (i)   (iii)
(3)   (iii) (ii)   (i)   (iv)
(4)   (i)   (iv) (iii) (ii)

40. Match the List - I with List - II :

            List - I   List - II

(a) Emile Durkheim   (i)   Education and Sociology

(b) Waller   (ii)   Sociology of Teaching

(c) Brookover   (iii) Sociology of Education

(d) Peter Jarvis   (iv) Sociology of Adult Education

Code :

	(a)	(b)	(c)	(d)
(1)	(i)	(ii)	(iv)	(iii)
(2)	(i)	(iv)	(ii)	(iii)
(3)	(ii)	(iii)	(iv)	(i)
(4)	**(i)**	**(ii)**	**(iii)**	**(iv)**

41. Match the List - I with List - II :

            List - I   List - II

(a) Anti - Arrack Agitation   (i)   Neo - Literates

(b) Jan Shikshan Sansthan   (ii)   Neo - Literate Women

(c) Total Literacy Campaign   (iii) Semi - Literate

(d) Post Literacy Campaign   (iv) Illiterates

Code :

	(a)	(b)	(c)	(d)
(1)	(i)	(iii)	(iv)	(ii)
(2)	(ii)	(iii)	(iv)	(i)
(3)	**(ii)**	**(i)**	**(iv)**	**(iii)**
(4)	(i)	(ii)	(iii)	(iv)

42. Match the List - I with List - II :

List - I

(a) Ministry of Welfare

(b) Ministry of HRD

(c) Ministry of Urban Development

(d) Ministry of Rural Development

List - II

(i) Development of street children

(ii) Support to Training cum Employment

(iii) Nehru Rozgar Yojana

(iv) Training of Rural Youth for Employment

Code :

	(a)	(b)	(c)	(d)
(1)	**(i)**	**(ii)**	**(iii)**	**(iv)**
(2)	(ii)	(i)	(iii)	(iv)
(3)	(i)	(iii)	(ii)	(iv)
(4)	(ii)	(iii)	(i)	(iv)

43. Match the List - I with List - II :

List - I

(a) NIOS

(b) NCERT

(c) NLM

(d) NCTE

List - II

(i) 1961

(ii) 1995

(iii) 1988

(iv) 1989

Code :

	(a)	(b)	(c)	(d)
(1)	(ii)	(i)	(iv)	(iii)
(2)	**(iv)**	**(i)**	**(iii)**	**(ii)**
(3)	(iii)	(ii)	(i)	(iv)
(4)	(iii)	(ii)	(iv)	(i)

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44. Match the List - I with List - II :

List - I

(a) Sustainable Development Goals 1

(b) Sustainable Development Goals 2

(c) Sustainable Development Goals 3

(d) Sustainable Development Goals 4

List - II

(i) Quality of Education

(ii) Good Health and Well Being

(iii) Zero Hunger

(iv) No Poverty

Code :

	(a)	(b)	(c)	(d)
(1)	**(iv)**	**(iii)**	**(ii)**	**(i)**
(2)	(iv)	(i)	(iii)	(ii)
(3)	(iv)	(i)	(ii)	(iii)
(4)	(i)	(ii)	(iii)	(iv)

45. Match the List - I with List - II :

List - I

(a) Liberal Philosophy

(b) Behaviourist Philosophy

(c) Humanistic Philosophy

(d) Radical Philosophy

List - II

(i) Teacher is an Expert

(ii) Teacher is a Manager and controller

(iii) Teacher is a Facilitator

(iv) Teacher is a Provocator

Code :

	(a)	(b)	(c)	(d)
(1)	(iv)	(iii)	(ii)	(i)
(2)	**(i)**	**(ii)**	**(iii)**	**(iv)**
(3)	(iv)	(i)	(ii)	(iii)
(4)	(iv)	(i)	(iii)	(ii)

46. Arrange the following programmes in order which they were launched :

(a) Non - Formal Education

(b) National Literacy Mission

(c) District Primary Education Programme

(d) Sarva Shiksha Abhiyan

Code :

(1) **(a), (b), (c), (d)**　　　　　(2) (b), (c), (a), (d)

(3) (a), (c), (d), (b)　　　　　(4) (c), (d), (a), (b)

47. Arrange the steps in the process of Extension.

(a) Teaching   (b) Deciding Goals

(c) Reconsideration   (d) Evaluation

Code :

(1) (a), (b), (c), (d)   **(2) (b), (a), (d), (c)**

(3) (a), (b), (d), (c)   (4) (b), (c), (d), (a)

48. Arrange the following states with respect to their literacy rate, 2011 :

(a) Lakshadweep (b) Kerala   (c) Tirupura   (d) Mizoram

Code :

(1) (b), (a), (c), (d)   (2) (b), (c), (a), (d)

(3) (b), (a), (d), (c)   (4) (a), (b), (d), (c)

49. Arrange the steps of programme planning process in correct order :

(a) Final Solution   (b) Determine objectives

(c) Analysis of Situation   (d) Evaluation

Code :

(1) (c), (b), (a), (d)   (2) (a), (c), (d), (b)

(3) (b), (d), (a), (c)   (4) (d), (a), (c), (b)

50. Arrange the sequence of cognitive Domain of taxonomy of education objective :

(a) Application   (b) Comprehension

(c) Knowledge   (d) Analysis

Code :

(1) (d), (b), (c), (a)   **(2) (c), (b), (a), (d)**

(3) (a), (c), (d), (b)   (4) (b), (a), (c), (d)

51. Arrange one steps of reflective thinking in correct order.

(a) Felt need   (b) Tentative theory

(c) Evidence   (d) Definition of Problems

Code :

(1) (a), (b), (c), (d)   (2) (d), (c), (b), (a)

(3) (a), (d), (b), (c)   (4) (a), (c), (b), (d)

52. Arrange the steps of Educational Research in correct order :
   (a) Identifying the Problem   (b) Selection of tool and method
   (c) Report Writing   (d) Formulation of Hypothesis
   Code :
   (1) (a), (b), (c), (d)   **(2) (a), (d), (b), (c)**
   (3) (b), (c), (d), (a)   (4) (c), (d), (a), (b)

53. Arrange the steps in organising Adult, continuous and Extension activities :
   (a) Planning the Extension work
   (b) Identification of Community needs
   (c) Rapport Building
   (d) Selection of project
   Code :
   (1) (a), (b), (c), (d)   **(2) (b), (a), (c), (d)**
   (3) (b), (a), (d), (c)   (4) (b), (c), (d), (a)

54. Arrange the skills of a good communicator in order to perform professional tasks :
   (a) Observation   (b) Empathy
   (c) Encouragement   (d) Summarising
   Code :
   (1) (b), (c), (a), (d)   (2) (c), (a), (b), (d)
   (3) (a), (b), (c), (d)   (4) (b), (a), (c), (d)

55. Arrange the following policies in order which they were implemented :
   (a) National Policy on Women empowerment
   (b) National Population Policy
   (c) National Policy on Education
   (d) National Policy on Health
   Code :
   (1) (a), (b), (d), (c)   (2) (c), (a), (b), (d)
   (3) (b), (c), (d), (a)   (4) (c), (b), (a), (d)

56. Assertion (A) : UNESCO report "Learning : The Treasure Within" revived the concept of life long education.
   Reason (R) :   "Learning : The Treasure Within" is the main frame work for the future educational development.
   Code :
   (1) (A) is correct.   (2) (R) is the correct explanation of (A).
   (3) (R) is correct.   (4) Both (A) and (R) are correct.

57. Assertion (A) : Sakshar Bharat Programme was planned for a specific group of population based on research findings.

    Reason (R) : Total literacy campaign failed to reduce the gender gap in literacy achievers.

    Code :

    (1)   Both (A) and (R) are false.

    (2)   (A) is true and (R) is false.

    (3)   Both (A) and (R) are true and (R) is a correct explanation of (A).

    (4)   Both (A) and (R) are true but (R) is not a correct explanation of (A).

58. Assertion (A) : Generalisability of a research result also depends on the selection of sample.

    Reason (R) : More representation samples reduces the error.

    Code :

    (1)   Both (A) and (R) are false.

    (2)   (A) is true and (R) is false.

    (3)   Both (A) and (R) are true but (R) is not a correct explanation of (A).

    (4)   Both (A) and (R) are true and (R) is a correct explanation of (A).

59. Assertion (A) : Extension helps to bridge the gap between academia and community.

    Reason (R) : There must be a sustained interaction between university and community.

    Code :

    (1)   (A) and (R) both are correct.   (2)   (A) is correct and (R) is wrong.

    (3)   (A) and (R) both are wrong.   (4)   (R) is correct and (A) is wrong.

60. Assertion (A) : India needs massive private participation in improving GER in higher education.

    Reason (R) : We have a Gross enrollment ratio of 15 - 18 % in higher education in India.

    Code :

    (1)   Both (A) and (R) are true but (R) is not a correct explanation of (A).

    (2)   Both (A) and (R) are false.

    (3)   (A) is true and (R) is false.

    (4)   Both (A) and (R) are true and (R) is a correct explanation of (A).

61. Assertion (A) : Anthropocentric evaluation of social development program are widely respected by the academicism.

   Reason (R) : Evaluation of social development programmes can be done qualitatively only.

   Code :

   (1) Both (A) and (R) are false.

   (2) Both (A) and (R) are true and (R) is a correct explanation of (A).

   (3) (A) is true and (R) is false.

   (4) Both (A) and (R) are true but (R) is not a correct explanation of (A).

62. Assertion (A) : Massive skill development programme were launched in last several years.

   Reason (R) : There were gaps in the market requirement and the capabilities of the graduates produced.

   Code :

   (1) Both (A) and (R) are false.

   (2) (A) is false and (R) is true.

   (3) Both (A) and (R) are true but (R) is not a correct explanation of (A).

   (4) Both (A) and (R) are true and (R) is a correct explanation of (A).

63. Assertion (A) : Functionality input in Non - formal education were added to improve the acceptance of the programme.

   Reason (R) : Attention of adults to only literacy programme was reported to be of very limited use and value.

   Code :

   (1) Both (A) and (R) are false.

   (2) (A) is true and (R) is false.

   (3) Both (A) and (R) are true and (R) is a correct explanation of (A).

   (4) Both (A) and (R) are true but (R) is not a correct explanation of (A).

64. Assertion (A) : Education for girls and women in India have reinforced gender role specially mother hood.

   Reason (R) : In India, women's Education was neglected for many years.

   Code :

   (1) Both (A) and (R) are true but (R) is not the correct explanation of (A).

   (2) Both (A) and (R) are true but (R) is the correct explanation of (A).

   (3) (R) is true and (A) is false.

   (4) Both (A) and (R) are true.

65. Assertion (A) : Traditional occupations have continued from one generation to the next for several generations.

Reason (R) : Methodology of on the Job training is considered better than off the Job training.

Code :

(1) Both (A) and (R) are correct but (R) is not a correct explanation of (A).

(2) (A) is true and (R) is false.

(3) Both (A) and (R) are false.

(4) Both (A) and (R) are correct and (R) is a correct explanation of (A).

66. Assertion (A) : Computer mediated group communication are breaking all status barriers.

Reason (R) : Status of the members of a group has no role in communication process.

Code :

(1) Both (A) and (R) are correct but (R) is not a correct explanation of (A).

(2) Both (A) and (R) are correct but (R) is a correct explanation of (A).

(3) (A) is correct and (R) is wrong.

(4) Both (A) and (R) are wrong.

67. Assertion (A) : Right to reproductive health includes sexual and reproductive security including freedom from sexual violence and coercion.

Reason (R) : Right to privacy is not a component of right to reproductive health.

Code :

(1) (A) is correct and (R) is wrong.

(2) (R) is correct and (A) is wrong.

(3) (A) and (R) Both are correct.

(4) (A) and (R) Both are wrong.

68. Assertion (A) : Limited area of agricultural land has been a major problem in increasing agricultural production.

Reason (R) : Faith of formers on traditional agricultural is ending fast.

Code :

(1) Both (A) and (R) are false.

(2) Both (A) and (R) are true and (R) is not a correct explanation of (A).

(3) Both (A) and (R) are true and (R) is a correct explanation of (A).

(4) (A) is false and (R) is true.

69. Assertion (A) : Extension has a growing body of knowledge with both tools and techniques of it's own.

    Reason (R) : Extension as a service and education relies mostly on immediate needs of the people.

    Code :

    (1)   Both (A) and (R) are correct but (R) is not a correct explanation of (A).

    (2)   Both (A) and (R) are false.

    (3)   Both (A) and (R) are true and (R) is a correct explanation of (A).

    (4)   (A) is true and (R) is false.

70. Assertion (A) : Introduction of master degree courses in Adult, continuing Education and extension has gained momentum in several universities of India.

    Reason (R) : For growth of discipline of Adult continuous education and extension and professionalisation of the subject sufficient efforts were not done in recent past.

    Code :

    (1)   (A) is wrong and (R) is true.

    (2)   (A) is true and (R) is wrong.

    (3)   Both (A) and (R) are true and (R) is a correct explanation of (A).

    (4)   Both (A) and (R) are true but (R) is not a correct explanation of (A).

Direction (Q.Nos. 71 - 75)

Read the following passage and answer the questions based on your understanding of the passage :

An attempt has been made to develop village level committees. As a part of this, women's sub committees have been formed. Women are more forth coming : as this gives them opportunity to interact in society and gradually bring about changes in social and more particularly, gender relation. They however, desire some financial assistance in terms of seed money for progressing towards a situation of economic independence as well. This aspect has, however, not yet been worked out, leading to some frustration. The women, therefore, have also not gained the confidence to take up social issues like alcohol abuse, domestic violence and face social conflicts due to their position of economic dependance.

71. The author in this paragraph focused on :

    (1)   Social empowerment of women

    (2)   Economic empowerment of women

    (3)   Women empowerment

    (4)   Educational empowerment of women

72. Sub level village committees were developed in order to :

    (1) Provide Independence of Women.

    (2) Provide Opportunities to Women.

    (3) Provide Gender Equality.

    (4) All of the above.

73. The whole passage emphasis is the merits and demerits of :

    (1) Literacy   (2) Gender equality

    (3) Adult Education   **(4) Committees**

74. Women have not gained confidence to take up issues like alcoholism and social conflicts because of :

    (1) Gender inequality   (2) Village committee

    (3) Economic dependence   (4) Social dependence

75. According to this passage, the meaning of alcoholism is :

    (1) Addiction   (2) Alcohol dependence

    (3) Problem drinking   **(4) Alcohol abuse**

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