

# Reading Comprehension Questions For SBI PO 2020



**Direction (1 – 5) :** Read the given passage carefully and answer the questions that follow.

The educational reformers of the late eighteenth and nineteenth centuries dealt with two distinct aspects of children's problems. One concerned the claims of childhood as a specific and independent stage in human growth. This perennial problem arises from the efforts of adults to subject growing children to ends foreign to their own needs and to press them into moulds shaped, not by the requirements of the maturing personality, but by the external interests of the ruling order. Rousseau had protested against this when he wrote:

"Nature wants children to be children before they are men. Childhood has ways of seeing, thinking, and feeling peculiar to itself, nothing can be more foolish than to substitute our ways for them."

The other involved efforts to reshape the obsolete system of schooling to make it fit the revolutionary changes in social life. These two problems were closely connected. The play school, for example, was devised not only to care for the specific needs of very young children but also to meet new needs which had grown out of the transformations in the family affected by industrial and urban conditions; it was no longer a unit of production as in feudal and colonial times but became more and more simply a center of consumption.

Dewey's theories blended attention to the child as an individual with rights and claims of his own with a recognition of the gulf between an outdated and class-distorted educational setup inherited from the past and urgent requirements of the new era. The educational system had to be thoroughly overhauled, he said, because of the deep-going changes in American civilization. Under colonial, agrarian, small-town life, the child took part in household, community and productive activities, which spontaneously fostered capacities for self-direction, discipline, leadership and independent judgment. Such worthwhile qualities were discouraged and stunted

by the new industrialized, urbanized, atomized conditions, which had disintegrated the family and weakened the influence of religion.

In the city the training of children became one-sided and distorted because intellectual activities were dissociated from practical everyday occupations. Dewey wrote: 'while the child of bygone was getting an intellectual discipline whose significance he appreciated in the school, in his home life he was securing acquaintance in a direct fashion with the chief lines of social and industrial activity. Life was in the main rural. The child came into contact with the scenes of nature, and was familiarized with the care of domestic animals, the cultivation of the soil, and the raising of crops. The factory system being undeveloped, the house was the center of industry. Spinning, weaving, the making of clothes etc were all carried on there.'

**SOURCE:** [www.marxists.org/archive/novack/works/1960/x03.htm](http://www.marxists.org/archive/novack/works/1960/x03.htm)

1. What were the two problems faced by the children according to the educational reformers?

A. The super imposing nature of the adults on the children to make them more competent and the increasing stress on learning books in the reforming education system.

B. The changing patterns of the education which pressurized the children and the ever increasing industrialization.

C. The continuing efforts of the adults to mould the children according to their own needs and the changes introduced in the education system to increase its efficiency.

D. The ever increasing industrialization and its practices which had an impact on the children and the increasing agricultural activities at the same time which contradicted the teachings at school.

E. The lack of agricultural knowledge imparted in school and the students getting captivated, away from the touch of nature.

2. What was the impact on the children's mindset due to the adult interference?

A. The children were shaped according to the adults' wishes which deteriorated the society.

B. The children lacked going through the independent stage of childhood where they should use their own imaginations and creativity and learn while growing up.

C. The children were stressed and that hampered their quality of education.

D. The children were closer to the normal process of learning through experience though only from exposure to books.

E. The children lacked proper education and it was unfair of the adults to interfere in the activities of the children.

3. What was the contradictory factor that affected the education of the children and supported two different ways of imparting education to them?

A. On one hand childhood was supposed to be an independent stage of growth and the children should have been allowed to see and do things according to their own choice while on the other the society demanded more specific things while they grew, due to the revolutionary changes in the society.

B. The adults had a big hand in molding the thoughts of the children which hampered the natural process of learning and the other factor was the growing competition in the reforming society which demanded a lot of practical knowledge.

C. The society demanded a lot of bookish knowledge which required the children to spend a lot of time with their books that hampered their natural process of growing up whereas the other factor was the requirement of the children to involve themselves in the increasing agricultural activities.

D. The education imparted to the children was helpful in the agricultural field which had been a practice for a long time but the society had changed and it required many reformations which would make the children competent in the urbanized world.

E. The education system was totally reformed and the children were imparted education according to the ever increasing demand of industrialization whereas the practices at home required them to know a lot about the agricultural activities which were a part of their daily life.

4. Which of the following statements is true?

A. The playschool was a great example of success of the reformation of the education according to the societal needs which supported both the independent growing up of the children as well as the societal demands.

B. Dewey's theories blended the theories of growing urbanization and the societal demands in the children and the need for the society to remain agricultural-based.

C. The modern education system was a hindrance in the path of development of the individual by encouraging the students to leave behind the earlier practiced methods at home which enhanced their discipline, practical knowledge, encouragement etc.

D. In the city the training of children became one-sided and distorted because there was an excessive stress of making the children competent.

E. The reformed education system implanted better disciplinary methods and self-dependency in the individuals.

5. How did the children of former times get more intellectual discipline than the children of the reformed society?

A. The education system was more successful and it provided the correct teachings.

B. The family disintegration caused by urbanization in modern times was not there in former times which helped them to learn a lot of things.

C. The agricultural practices needed more practical knowledge and intellectuality in former days than in the reformed society.

D. The disciplinary activities of daily life carried out at home was appreciated in school in the former days, whereas

reformed society demanded abandoning these activities.

E. The industrialization in the former days was least which made the people work harder, making them gain intellectual discipline.

**Directions (6 – 10) :** Read the following passage carefully and answer the questions given below it. Certain words are given in bold to help you locate them while answering some of the questions. Bomb blasts have taken place near the Delhi High Court, in Mumbai, Bangalore and so on. Within a few hours of such a bomb blast, many TV channels started showing news items that said that the Indian Mujahideen or the Jaish-e-Mohammed or the Harkatul-Jihad-e-Islam had sent e-mails or text messages claiming responsibility. The names of such alleged organisations will always be Muslim ones. Now, an e-mail can be sent by any mischievous person, but by showing this on TV channels and the next day in the newspapers, the tendency is to brand all Muslims as terrorists and bomb-throwers.

The truth is that 99 per cent of the people of all communities, whether Hindu, Muslim, Christian or Sikh, and of whatever caste or region, are good. But the manner in which such news is shown on TV screens and published in newspapers tends to create the impression that all Muslims are terrorists, and evil — which is totally false. The person who sends such e-mails or text messages obviously wants to create hatred between Hindus and Muslims, which is the old British divide-and-rule policy continuing even today. Should the media, wittingly or unwittingly, become part of this policy of divide-and-rule?

No doubt there are defects not only in the media but in other institutions also, for example, the judiciary, the bureaucracy, and so on. There are two ways to remove these defects in the media. One is the democratic way, that is, through discussions, consultations and persuasion — which is the method I prefer. The other way is by using harsh measures against

the media, for example, by imposing heavy fines on defaulters, stopping government advertisements to them, suspending their licenses, and so on. In a democracy, we should first try the first method to rectify the defects through the democratic method. For this purpose, I have decided to have regular get-togethers with the media, including the electronic media, so that we can all **introspect** and find out ways and means to rectify the defects in the media, rather than this being done by some government authority or external agency. I propose to have such get-togethers once every two or three months, in which we can discuss issues relating to the media and try to think of how we can improve the performance of the media so that it may win the respect and confidence of the people.

Source: <https://www.thehindu.com>

6. The author's main objective of writing the passage is to:

- A. Discussing issues relating to the media
- B. Exhort the media and try to think of how we can improve the performance of the media so that it may win the respect and confidence of the people
- C. Urging the Indian media display certain defects. These should ideally be addressed and corrected in democratic manner
- D. Criticize the media, judiciary and the bureaucracy.
- E. None of these

7. According to the author, which of the following is totally false?

- (A) Sometimes the media mention farmers' suicides, the rise in the price of essential commodities, and so on
  - (B) The old British divide-and-rule policy continuing even today
  - (C) The manner in which news is shown on TV screens and published in newspapers tends to create the impression that all Muslims are terrorists and evil
- A. Only C
  - B. Both A & B
  - C. Only A

- D. All A, B, C
- E. None of these

8. Which of the following is/are the ways to remove defects in the media?

(A) One is the democratic way, that is, through discussions, consultations, and persuasion

(B) by using harsh measures against the media, for example, by imposing heavy fines on defaulters, stopping government advertisements to them, suspending their licenses

(C) the manner in which such news is shown on TV screens and published in newspapers should be changed

- A. Only C
- B. Only B
- C. Both A & B
- D. All A, B & C
- E. None of these

9. Choose the word which is most nearly the **SAME in meaning** as the word printed in bold as used in the passage.

**INTROSPECT**

- A. Assailant
- B. Excogitate
- C. Scribble
- D. Disregarded
- E. Devastation

10. Choose the word which is most nearly the **OPPOSITE in meaning** as the word printed in bold as used in the passage.

**PERSUASION**

- A. Hindrance
- B. Alignment
- C. Indictment
- D. Promote
- E. Seduction

###ANSWERS###

1. Ans. C.

It is mentioned in the passage that the children were facing two problems in the mentioned phase, which were closely related. The first problem was the imposing nature of the adults to mould the children to meet their own needs and desires, whereas the second problem was the professionalism introduced in the schools and their lack of concern for the students.

2. Ans. B.

It is mentioned in the passage that "One concerned the claims of childhood as a specific and independent stage in human growth". Thus we choose the option that best states this fact and supports it that childhood is an independent stage of growing up which should not be hampered or interfered with, which is option B.

It is also supported by the following sentence from the passage, " Under colonial, agrarian, small-town life, the child took part in household, community and productive activities, which spontaneously fostered capacities for self-direction, discipline, leadership and independent judgment. Such worthwhile qualities were discouraged and stunted by the new industrialized, urbanized, atomized conditions."

3. Ans. A.

From the passage we can understand that it was an understood fact that children should be enjoying a bit of leisure and no interference from their parents in seeing and judging things as it enhances the process of growing up independently whereas the society had become urbanized so it demanded a number of changes in the education system. This difference between the ideal requirement and the practical requirement was the contradictory factor.

So, the correct answer is option A.

4. Ans. C.

It is mentioned in the passage that "Under colonial, agrarian, small-town life, the child took part in the household, community and productive activities,

which spontaneously fostered capacities for self-direction, discipline, leadership and independent judgment. Such worthwhile qualities were discouraged and stunted by the new industrialized, urbanized, atomized conditions..". This is well supported by option C, whereas the rest of the options are all incorrect and mention facts opposite to those stated in the passage.

5. Ans. D.

The passage clearly supports the lifestyle of the children of the former times which included activities that required a lot of for self-direction, discipline, leadership and independent judgment whereas in the developed society such activities were abandoned. The education system too supported it earlier, but with growing urbanization it just declined. Thus option D is the correct answer.

6. Ans. B.

The basic idea has been highlighted in the last few lines of the passage where the author has put forward his desire to have such meetings often so that media-related issues can be discussed and ways and means to improve its performance can be devised which in turn will also fetch media respect and confidence of people.

7. Ans. A.

This can be clearly inferred from the first half of the passage. Refer to the following statement,'But the manner in which such news is shown on TV screens and published in newspapers tends to create the impression that all Muslims are terrorists, and evil — which is totally false.'

8. Ans. C.

The author has clearly stated in the passage that there are two ways of removing the defects in the media. One he has described is the democratic way, that is, through discussions, consultations and persuasion while the other is by using harsh measures against the media, for example, by imposing heavy fines on defaulters, stopping

government advertisements to them, and suspending their licences.

9. Ans. B.

Here, the word 'introspect' has been used in context of thinking over an issue and discussing the same.

The word 'excogitate' also means to think about something seriously. Hence, 'excogitate' is the correct response.

10. Ans. A.

The word 'persuasion' means to influence to do something. While the word 'hindrance' means obstruction or difficulty. So the correct response here is 'hindrance'.

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