

DATE: _____

DAY: _____

Answer 1:

According to ^{the} passage, the main goal of education is to promote and inculcate, technological, marketable ~~skills~~, and practical training in students. Ultimately, they become real asset for national economy.

~~contrarily~~
~~on the other hand~~, unskilled highly qualified ~~graduates~~ only increase economic liability. So, the main goal of education should be to produce researchers and ~~scientists~~ as done by developed world.

Answer 2:

Good ~~Guiding~~ students in choice of careers, allows them to choose field and areas of their interests. Students choose ~~their~~ careers according to their aptitude. Moreover, they work with interest and enthusiasm which not only benefit themselves but also contributes to national economy.

Answer 3:

The question being asked in paragraph ^{is} answered negatively. The large number of unskilled university ~~graduates~~ could not pave path towards progress. It would ~~only~~ increase the economic liability. To make humans this sentence is unclear a greatest asset for a country, can only be achieved by polishing technical and practical skills of them. It is not possible ~~by~~ piling up unskilled, theoretical knowledge.

Answer 4:

Education has pivotal importance for the progress and prosperity of a nation. ~~the~~ central point of paragraph ~~Education~~ is of prime importance for development. Moreover, education with marketable skills and practical training is ~~the~~ real asset of a nation.

Answers:

According to given context in paragraph, one may observe that the sentence illustrating human resources as ~~the~~ greatest assets of unequivocal primary seems out of place. This sentence might be the additional part of original sentence and information.

the sentence about Pakistan is the sentence asked in this question that sentence is out of context

over all main idea is picked
ans are satisfactory
8/20

During the past two decades, there has been a mushroom growth of universities and other degree-awarding institutions in Pakistan, which our policy makers consider a source of pride and prestige. This increase in the number of universities and the students enrolled therein has been recurrently projected as a major parameter for quantifying national development. No one can deny the pivotal importance of education for the progress and prosperity of a nation. In the contemporary world human resource has emerged as the greatest asset of unequivocal primacy, and education aims at creating and enhancing that resource. But can it be done through higher education only, or even primarily through higher education? Looking at the developed countries of the world—almost all having progressed by virtue of better human resource—one can easily explore that they don't encourage massive enrolment in universities. In other words, they don't want the domain of higher education open to every member of the population. After completing the 12-year school education (which is both compulsory and free for everyone), students are counseled and assessed for choice of further studies according to interest and aptitude. Those with true interest in academics and research, along with the requisite scholarly aptitude, are encouraged to undertake long-term academic pursuits in universities, while the rest—an overwhelming majority—opt for short-term courses leading to certificates and diplomas in colleges and training institutes. The admission criteria and fee structure of these colleges and institutes vary according to a number of factors. The latter class acquire practical skills in their chosen areas of utilitarian nature, without any undue burden of theoretical discourses. Consequently, due to these marketable skills and practical training, they easily get employed, earn for themselves and contribute to national economy. On the other hand, we produce an unskilled lot of university graduates without even a basic understanding of their subject. They consider themselves highly qualified, but have no meaningful knowledge. Hence, instead of becoming an asset, they become a social and economic liability. We need to realize that, unlike the fundamental right of basic education, higher education should be treated as a privilege of the deserving ones. This realization is imperative for enabling our universities to produce scholars, scientists and researchers as done by the developed world.

Questions:**(4 marks each)**

1. What can be inferred from the passage as the main goal of education?
2. What is the benefit of guiding students in the choice of careers?
3. Is the only direct question in the paragraph answered affirmatively or negatively?
4. Which sentence do you think to be the topic sentence of this paragraph, capturing its central point?
5. Which sentence looks redundant and out of place in the context of the paragraph, seeming a later addition rather than part of the original?