

## ENVIRONMENT

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**Q.1** In countless other places, companies locating overseas are causing environmental harm. Japan has come in for heavy criticism from environmentalists in Southeast Asia for allegedly locating extremely harmful processes abroad because they no longer can pass environmental muster at home. A Malaysian subsidiary of the Mitsubishi Kasei Corp. was forced by court order to close after years of protests by local residents that the plant's dumping of

radioactive thorium was to blame for unusually high leukemia rates in the region. Several multinational Corporations operating in South Africa including local subsidiaries of the Bayer Pharmaceuticals concern and a Duracell battery plant, have been implicated by local environmentalists in toxic catastrophes that they believe have caused cancer and other severe health problems among workers.

Despite the threats, international markets also help diffuse many environmentally helpful products around the world. Trade in pollution control technologies is on the rise, particularly as environmental laws are strengthened in developing countries. International trade also can put pressure on companies to match the environmental immolation's of their international competitors, as in the U.S. industry's response to Japan's advances in fuel efficiency.

Meanwhile, there are indications, that contrary to some people's expectations, being open to foreign investment can help prevent the creation of pollution havens, rather than cause them. Research by Nancy Birdsall and David Wheeler of the World Bank found the dirty industries developed faster in Latin American economies relatively inhospitable to foreign investment than in open ones. Another World Bank study looked at the rates at which 60 different countries adopted a cleaner pulping technology and concluded that the new technology made its way to nations open to foreign investment far more rapidly than to those closed to it.

The author of these studies suggest several possible explanations for such trends. For one, closed economies protect capital intensive, pollution intensive industries in situations where low cost labour otherwise would have been a draw to less polluting industries. Second, companies trying to sell their goods in industrial countries need to please the growing number of "green" consumers there. Finally the equipment used by multinational tends on balance to be newer and cleaner than that employed by national industries."

#### Questions:

- (a) Why is Japan under heavy criticism?
- (b) What did the court decree in Malaysia? And why?
- (c) How does a certain industry cause cancer to the local residents?
- (d) What could be the role of international markets in controlling pollution?
- (e) What is a "pollution haven"?
- (f) What does the research by Nancy Birdsall and David Wheeler say?
- (g) What does "the other study" by World Bank reveal?
- (h) What is a "green consumer"?
- (i) How do you explain capital "intensive and pollution intensive"?
- (j) How can we save the local residents from the pollution hazards?

(1996)



Environment :

Comprehension

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Passage :

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Questions :

Q1:- Why is Japan Under heavy criticism?

Japan is criticised by environmentalist in South East Asia because Japanese companies are accused of causing environmental harm abroad, particularly through the disposal of toxic substances, which local residents claim has harmed health and the environment.

Q2:- What did the court decree in Malaysia? and why?

The Malaysian court ordered a subsidiary of Mitsubishi, Kasi Corp., to close after years of local protests because the company was dumping oil, causing environmental damage and health risks to nearby communities.

Q3:- How does a certain industry cause cancer to the local residents?

Industries dumping hazardous materials, such as radioactive thorium, ~~have~~ contaminate environment which local residents are exposed to, leading to severe health issues like high leukemia rates and other diseases.



Q4: What could be the role of international markets in controlling pollution?

International markets can help control pollution by promoting trade in environmentally friendly technologies and pressuring companies to meet international environmental standards.

Q5: What is a "Pollution haven"?

A pollution haven is a country with poor environmental regulations which attracts polluting industries that prefer to operate where environmental oversight is weak.

Q6:- What does the research by Nancy Brade and David Wheeler say?

The research suggests that dirty industries develop faster in closed ~~eco~~ economies where foreign investment is restricted.

Q7: What does 'the other study' by World Bank reveal?

The World Bank study shows that countries adopting cleaner technologies allowed them to spread rapidly to other nations. ~~more~~ open economies adopted environmental-friendly technologies faster than closed ones.

Q8: What is a 'green consumer'?

A green consumer is a buyer in industrial countries who prefers products from companies that follow environmentally friendly practices. ~~≠~~

Q9: How do you explain "capital intensive and pollution intensive"?

Capital intensive are the industries <sup>that</sup> ~~that~~ require large financial investments in machinery ~~and~~ while pollution intensive industries ~~are those~~ produce significant pollution as a part of their production process.



... survive demographic and technological change. Political upheavals in unstable regions and the ease of international travel will ensure a steady flow of immigrants, legal and illegal, from poor nations to rich ones. As tides of immigration sweep across the rich world, the receiving nations have a choice; they can assimilate the newcomers to the home culture, or they can expect a proliferation of cultures within their borders. Early this century, state systems assimilated newcomers and taught them how to fit in, today social science frowns on assimilations, seeing it as a form of cultural coercion, so state systems of education are likely to eschew cultural coercion.

(1994)

**Q.2** If then a practical end must be assigned to a University course; I say it is that of training good members of a society. It is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions, on the one hand, nor creates heroes or inspires genius on the other. Works indeed of genius fall under no art; heroic minds come under no rule. A University is not a birthplace of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotles or Newtons or Napoleons or Washingtons or Raphaels or Shakespeares though such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, through such too it includes within its scope. But university training is the great ordinary means to a great ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular aspirations. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them, it teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistically and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. (2003)

**Q.3** Education ought to teach us how to be in love and what to be in love with. The great things of history have been done by the great lovers, by the saints and men of science, and artists, and the problem of civilization is to give every man a chance of being a saint, a man of science, or an artist. But this problem cannot be attempted, much less solved unless



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Title: The true purpose of a University

A university is neither about producing world's greatest leaders, scholars, or poets, nor about creating a brilliant and genius mind. The true aim of education lies in its ability to improve individual's intellectual, moral, and social capacity. It brings intellectual self consciousness and empowers to think critically, judge fairly, and express ideas logically. By shaping ordinary minds, university equips people to contribute to the betterment of the society and serve with competence.