

Round 1

Reading Comprehension

Read the following passage and answer the questions that follow:

Passage 1

The hedge was constructed entirely from an impenetrable thicket of thorny native shrubs, designed to prevent smugglers from sneaking in salt from coastal areas to British-controlled states, where it was taxed heavily.... There was vigilance night and day. The motive behind it was clear: to drive profits by allowing the British to effectively tax salt. The hedge isolated British controlled states from salt-producing coastal areas.

By 1869, the great hedge stretched from the foothills of the Himalayas to Odisha, and then cut mid-way across the country as it inched towards the Bay of Bengal. Its purpose was to cut off the salt producing coastal regions in Gujarat and Odisha from the rest of the princely states governed by the British Raj. This ensured that salt remained a precious commodity. It was taxed so heavily that most Indians couldn't afford it. The India Salt Act of 1882, ensured that the British had a complete monopoly over salt and explicitly prohibited Indians from collecting or selling it, a law which Mahatma Gandhi would soon defy in a series of marches that sparked the Indian independence movement.

But despite it being a formidable barrier, with an average height of 8ft (2.4m), the smuggling of salt went on unabated. Armed gangs broke through the hedge, driving camels laden with sacks of salt right through it. Smugglers tossed salt over it in unguarded areas. Violent skirmishes broke out often. "The Customs officials harassed the population and extorted bribes," Moxham noted in his book. "The barrier was a continual reminder of what Indians saw as unjust – British taxes. Nevertheless, it continued to be strengthened."

The hedge was eventually abandoned when the British took complete control of all salt production in India, by seizing one of the largest territories – the Sambhar Salt Lake in Rajasthan. The salt tax could then be added at the point of manufacture, and this would effectively stop smugglers. There was no longer any need for a Customs Line nor an expensive hedge. On 1 April 1879, it became obsolete.

From: Kamala Thiagarajan, The mysterious disappearance of the world's longest shrubbery, BBC, 25 August 2021, <https://www.bbc.com/future/article/20210824-how-the-worlds-longest-shrubbery-vanished-without-trace>

What is the main purpose of the hedge described in the first paragraph?

- a) To drive profits
- b) To stop smugglers
- c) To grow thorny native shrubs
- d) To isolate the British

According to the second paragraph (“By 1869”), salt was produced in

- a) Bay of Bengal
- b) Princely states
- c) Himalayas
- d) None of the above

In the third paragraph (“But despite”), we know that the hedge did not serve its purpose because

- a) There was unabated salt
- b) There were driving camels
- c) Smugglers breached the hedge
- d) Violent skirmishes broke out

Britain’s monopoly over salt-production is an example of

- a) Colonial control over resources
- b) Imperial hubris
- c) Racism
- d) Indian independence movement

The hedge “inched towards the Bay of Bengal”. This means

- a) The hedge advanced cautiously
- b) The hedge was built slowly
- c) The hedge was measured in inches
- d) The hedge reached the sea

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There have been a number of innovations in the education sector in the State of Rajasthan that have aimed at addressing exclusionary practices and gaps within the education system. These have demonstrated the possibility of evolving meaningful strategies to address educational needs of disadvantaged children as well as improve educational planning and delivery. Lok Jumbish, or Peoples Movement for Education for All, was launched in June 1992 by the Government of India and Government of Rajasthan with support from the Swedish International Development Agency (SIDA). It began with the basic aim of universalising primary education in Rajasthan. Its main objective — as stated in the 1990 project document was ‘to develop, demonstrate, catalyse and transform the mainstream education system with the objective of ensuring that every child has access to basic education (Grades I to VIII).’ Lok is a Hindi word meaning ‘people’ and jumbish an Urdu word meaning ‘movement’. Together, they convey the idea of a people’s movement as well as a movement for the people. Lok Jumbish attempted to make education a people’s movement ensuring active and sustained participation of people at every level (Chaudhary, 2003). Lok Jumbish (LJ) began with a mission to mobilise, motivate and energise the community and education service providers. It was based on the conviction that rejuvenation of the current education system was a key factor to universalisation of education in the State, which was struggling to meet the universal goals of elementary education. It therefore focused on re-examining issues related to access, retention and achievement of children. The first phase of the project was for a period of two years from 1992-1994. In this phase LJ covered 25 blocks. In the second phase of the project (1995-1998), the focus was on strengthening and consolidating gains made during the first phase. Post 1999, LJ faced a period of uncertainty and there was a gradual decline with the final closure of the programme in 2003.

Shobhita Rajagopal (2018) Learning from Innovative Programmes in Education: Lok Jumbish – Peoples Movement for Education for All in *Learning Curve*, Innovative Government practices in Education. Issue I, Aug 2018. pp. 82-85. Azim Premji University, Bengaluru.

The central aim of Lok Jumbish was to provide higher education to all.

- a) The statement is true
- b) The statement is false
- c) Incomplete information in the passage
- d) Uncertain

What is the main idea of this passage?

- a) Lok Jumbish was one of the innovative programmes of the government of Rajasthan.
- b) Lok Jumbish has demonstrated a model for rejuvenating the education system.
- c) Lok Jumbish faced a decline post 1999.
- d) Lok Jumbish was supported by the Swedish International Development Agency.

Why did LJ focus on re-examining issues related to access, retention and achievement of children?

Reason A: Because the system was grappling with the issues of access, retention and achievement of children.

Reason B: Because it believed that these issues cannot be addressed without engaging with the community along with others in the system.

- a) Both the reasons A and B
- b) Reason A
- c) Reason B
- d) The reason is not mentioned.

What was the duration of implementation of Lok Jumbish?

- a) 11 years
- b) 13 years
- c) 12 years
- d) 14 years

What is the main purpose of the hedge described in the first paragraph?

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What is the meaning of the word Lok Jumbish?

- a) A movement of the people for education
- b) A movement of Hindi and Urdu speaking people
- c) A movement for the people for education
- d) A movement of the people and for the people

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The unprecedented COVID-19 pandemic posed a grave risk to the health and nutritional status of children in low and middle-income countries (LMICs). Of specific concern is the increase in the rates of child undernutrition, including the prevalence of being underweight, which is expected to have increased as a result of a steep decline in household incomes, reduced access to and affordability of healthy diets, and an interruption of social security nets that provided meals, healthcare, and other nutrition-related services. We empirically examine the effects of the COVID-19 lockdown on children's nutrition status using primary panel data collected from rural India. We hypothesise that the pandemic adversely affected the ability of households to provide nutritious foods and adequate care practices for young children and that this is expected to be reflected in a significantly higher prevalence of undernutrition, specifically in children under five years of age.

Diet diversity is one of the primary and immediate determinants of nutrition outcomes in children (UNICEF 2020). The quality of food consumption, reflected in the intake of a diverse range of foods that provide an adequate amount of nutrients, determines eventual nutritional outcomes in children. Another important driver of child nutrition outcomes is adequate care services and practices. Emerging evidence has indicated that the COVID-19 pandemic disrupted these two important factors.

The pandemic was associated with increasing household food insecurity. Evidence from India indicates that pandemic-induced shocks (that is, increase in food prices, drastic loss of livelihood and income) compelled households to shift away from nutrient-dense foods (like fruits, vegetables, dairy, meat, and fish) towards cheaper sources of calories like starchy staples and ultra-processed foods. Further, we find evidence of a decline in women's diet diversity scores. Maternal diet diversity is of course associated with child diet diversity. Hence it is reasonable to expect that there was a corresponding decline in the quality of children's diets also.

Many families were also unable to provide good hygiene and access to health, reducing care services and practices towards children. All of these are expected to result in an increased risk of child undernutrition outcomes globally.

Adapted from: Seth, P., Gupta, S. and Pingali, P. (2024) "Did the COVID-19 Lockdown Reverse the Nutritional Gains in Children?" *EPW*, Vol. 59, Issue No. 5. <https://www.epw.in/journal/2024/5/special-articles/did-covid-19-lockdown-reverse-nutritional-gains.html>

Increase in the rates of child undernutrition is expected to have resulted from

- a) Steep decline in household incomes
- b) Interruption of social security nets
- c) Increase in illiteracy
- d) Both (a) and (b)

This passage examines the effects of the COVID-19 lockdown on children's nutrition status by using _____

- a) Primary panel data collected from rural India.
- b) Data from UNICEF
- c) Surveys done by WHO
- d) Research done on children's medical records

Which of the following two factors seem to be affected by COVID according to the passage?

- a) Quality of food consumption and access to junk food
- b) Quality of food consumption and adequate care services and practices
- c) Access to processed foods and increase in food security
- d) Mobility and social communication

Which of the following statements is/are true?

1. Maternal diet diversity is associated with child diet diversity
2. Diverse range of foods that provide an adequate amount of nutrients determines eventual nutritional outcomes in children

- a) Statement 1 is true
- b) Statement 2 is true
- c) Both 1 and 2 are true
- d) Both are untrue

Pandemic-induced shocks, that is, increase in food prices and drastic loss of _____ compelled households to shift away from nutrient-dense foods like fruits, vegetable, dairy, meat and fish.

- a) Livelihood
- b) Shelter
- c) Health
- d) Mobility

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General and Quantitative Reasoning Ability

Answer questions based on the following table:

Category	Numbers of Students (in Lakh)						Pass percentage		
	Appeared*			Passed#					
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All	93.8	73.5	167.3	68.6	56.9	125.5	73.2	77.4	75.0

Which of the following statements is false?

- The pass percentage of SC students was better than ST students
- The pass percentage of all students together was better than both SC and ST students.
- The pass percentage of SC boys was poorer than SC girls.
- The pass percentage of ST boys was poorer than ST girls.

How many total ST females (approx.) failed in the exam?

- 1,90,000
- 2,90,000
- 4,80,000
- 7,70,000

नीचे दी गई तालिका के आधार पर दिए गए प्रश्नों का जवाब दें :

श्रेणी	विद्यार्थियों की संख्या (लाख में)						उत्तीर्ण प्रतिशत		
	परीक्षा में शामिल हुए*			उत्तीर्ण हुए #					
	छात्र	छात्राएँ	कुल	छात्र	छात्राएँ	कुल	छात्र	छात्राएँ	कुल
सभी	93.8	73.5	167.3	68.6	56.9	125.5	73.2	77.4	75.0
SC	15.2	11.7	26.9	10.2	8.3	18.5	67.2	71.3	69.0
ST	6.1	4.8	10.9	3.8	2.9	6.7	62.4	61.5	62.0

नीचे दिए गए कथनों में से कौन-सा कथन ग़लत है?

- a) अनुसूचित जाति (SC) के विद्यार्थियों का उत्तीर्ण प्रतिशत अनुसूचित जनजाति (ST) के विद्यार्थियों के उत्तीर्ण प्रतिशत से बेहतर था।
- b) सभी विद्यार्थियों का कुल उत्तीर्ण प्रतिशत अनुसूचित जाति और अनुसूचित जनजाति के कुल विद्यार्थियों के उत्तीर्ण प्रतिशत से बेहतर था।
- c) अनुसूचित जाति के छात्रों का उत्तीर्ण प्रतिशत अनुसूचित जाति की छात्राओं के उत्तीर्ण प्रतिशत से कम था।
- d) अनुसूचित जनजाति के छात्रों का उत्तीर्ण प्रतिशत अनुसूचित जनजाति की छात्राओं के उत्तीर्ण प्रतिशत से कम था।

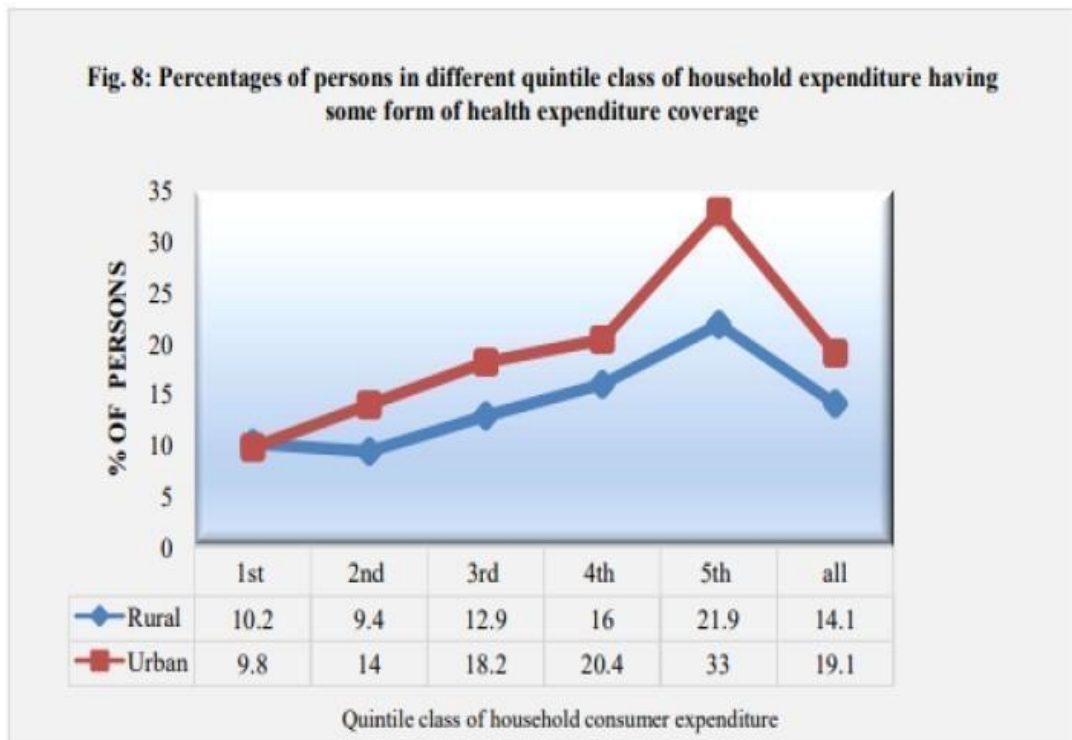
अनुसूचित जनजाति की कुल कितनी छात्राएँ (लगभग) परीक्षा में अनुत्तीर्ण हुईं?

- a) 1,90,000
- b) 2,90,000
- c) 4,80,000
- d) 7,70,000

परीक्षा में शामिल होने वाले कुल अनुसूचित जाति के विद्यार्थियों में से परीक्षा में शामिल होने वाली अनुसूचित जाति की छात्राओं का प्रतिशत है -

- a) 8.3%
- b) 11.7%
- c) 43.5%
- d) 71.3%

Answer questions based on the following chart:



What percentage of the population in rural and urban areas didn't have any healthcare coverage

- a) 85.9 and 80.9
- b) 21.9 and 33
- c) 78.1 and 67
- d) 10.2 and 9.8

What percentage of the population from 3rd quintile from rural areas and 4th quintile from urban areas didn't have any healthcare coverage

- a) 87.1 and 79.6
- b) 87.1 and 68
- c) 87 and 79.6
- d) None of the above

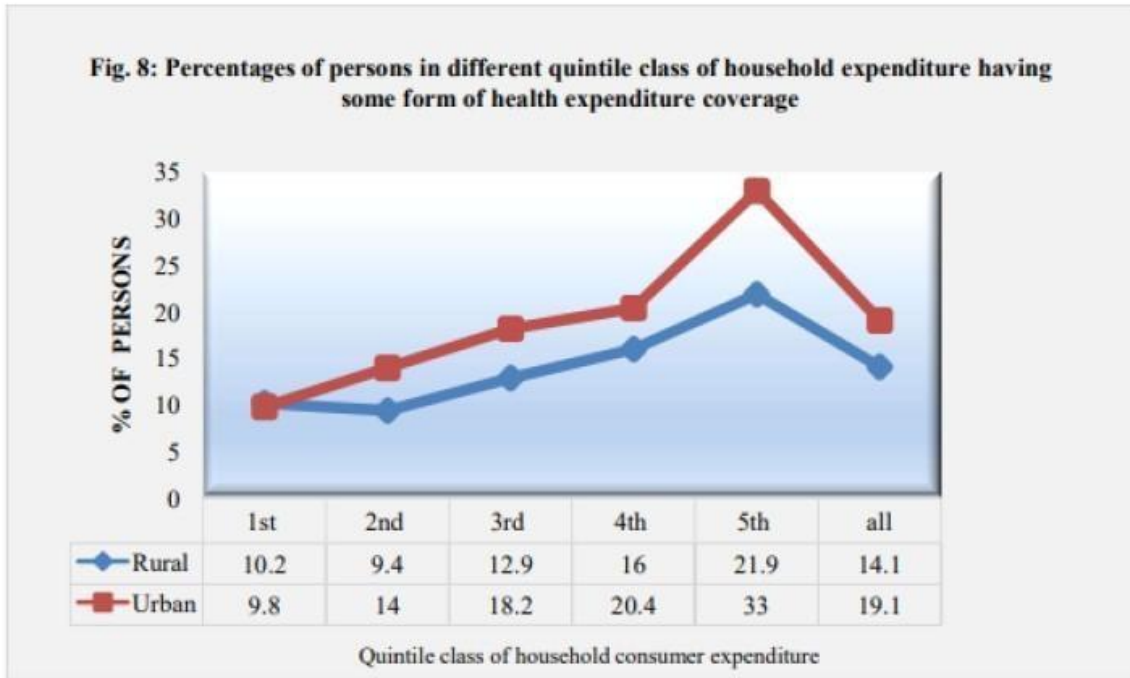
The data shows health expenditure coverage is higher in urban areas as compared to rural areas for the whole population.

- a) True
- b) False
- c) Cannot be said from the above data
- d) None of the above

Health expenditure coverage among urban population in the 1st quintile is higher than the rural population in the same quintile.

- a) False
- b) True
- c) Cannot be said from the above data
- d) None of the above

नीचे दिए गए ग्राफ के आधार पर निचे दिए गए प्रश्नों का जवाब दें :



ग्रामीण और शहरी क्षेत्रों में कितने प्रतिशत लोगों के पास कोई स्वास्थ्य सेवा कवरेज नहीं है -

- a) 85.9 और 80.9
- b) 21.9 और 33
- c) 78.1 और 67
- d) 10.2 और 9.8

ग्रामीण क्षेत्रों से तीसरे क्विन्टाइल और शहरी क्षेत्रों से चौथे क्विन्टाइल की कितनी प्रतिशत आबादी के पास कोई स्वास्थ्य सेवा कवरेज नहीं है -

- a) 87.1 और 79.6
- b) 87.1 और 68
- c) 87 और 79.6
- d) इनमें से कोई नहीं

ग्राफ डेटा से पता चलता है कि पूरी आबादी के लिए ग्रामीण क्षेत्रों की तुलना में शहरी क्षेत्रों में स्वास्थ्य व्यय कवरेज अधिक है।

- a) सही है
- b) गलत है
- c) उपरोक्त डेटा से नहीं कहा जा सकता
- d) इनमें से कोई नहीं

पहले क्विन्टाइल में शहरी आबादी के बीच स्वास्थ्य व्यय कवरेज उसी क्विन्टाइल में ग्रामीण आबादी की तुलना में अधिक है।

- a) गलत है
- b) सही है
- c) उपरोक्त डेटा से नहीं कहा जा सकता
- d) उपरोक्त में से कोई नहीं

Answer questions based on the following passage:

Though school dropout rates have improved since 2013-2014, there has been some reversal of gains since COVID-19, especially in the primary classes. In 2019-2020, the total dropout rate in primary school was 1.5%, which fell to 0.8% in 2020-2021, but rose back to 1.5% in 2021-2022. However, this is significantly better than the 4.7% dropout rate in 2013-2014.

(Source: The Hindu)

Which of the following statements is true?

- a) The number of children dropping out of school reduced due to Covid
- b) Covid has no impact on number of school going children
- c) During Covid the school drop out rates were poorer than those in 2013-14
- d) In the second year of Covid, the drop out rate of primary school children improved compared to the first year.

Among which of the following years, the primary school drop out rates were lowest?

- a) 2013-14
- b) 2019-20
- c) 2020-21

The primary school drop out rates in the year 2021-22 were same as those in year,

- a) 2017-18
- b) 2019-20
- c) 2013-14
- d) 2020-21

नीचे दिए गए पाठ्यांश के आधार पर निचे दिए गए प्रश्नों का जवाब दीजिए :

2013-2014 से स्कूल ड्रॉपआउट दर में सुधार हुआ है, लेकिन कोविड-19 के कारण ड्रॉपआउट दर में हुए सुधार में कुछ गिरावट देखने को मिली है। खासकर, यह गिरावट प्राथमिक कक्षाओं में देखने को मिलती है। 2019-2020 के दौरान प्राथमिक विद्यालय में कुल ड्रॉपआउट दर 1.5% थी। 2020-2021 में यह गिरकर 0.8% हो गई। 2021-2022 में यह फिर से बढ़कर 1.5% हो गई। हालाँकि, यह 2013-2014 की 4.7% ड्रॉपआउट दर से काफी बेहतर है।

(स्रोत: द हिन्दू)

नीचे दिए गए कथनों में से कौन-सा कथन सही है?

- a) कोविड के कारण ड्रॉपआउट होने वाले बच्चों की संख्या में कमी आई।
- b) कोविड का स्कूल जाने वाले बच्चों की संख्या पर कोई असर नहीं पड़ा।
- c) कोविड के दौरान ड्रॉपआउट दर 2013-14 की तुलना में कम थी।
- d) कोविड के दूसरे वर्ष में, प्राथमिक विद्यालय के बच्चों की ड्रॉपआउट दर पहले वर्ष की तुलना में बेहतर हुई।

नीचे दिए गए किस वर्ष में प्राथमिक विद्यालय के बच्चों की ड्रॉपआउट दर सबसे कम थी?

- a) 2013-14
- b) 2019-20
- c) 2020-21
- d) 2021-22

वर्ष 2021-22 में प्राथमिक विद्यालय में ड्रॉपआउट दर किस वर्ष के समान थी?

- a) 2017-18
- b) 2019-20
- c) 2013-14
- d) 2020-21

All dogs bark. Jack is a dog. Therefore, Jack barks. Is this conclusion valid?

- a) Yes, the conclusion is valid.
- b) No, it is not valid.
- c) Both A and B are incorrect.
- d) Can't be determined from the statement.

सभी कुत्ते भौंकते हैं। जैक एक कुत्ता है। इसलिए, जैक भौंकता है। क्या यह निष्कर्ष मान्य है?

- a) हाँ, निष्कर्ष मान्य है।
- b) नहीं, यह मान्य नहीं है।
- c) क और ख दोनों गलत हैं।
- d) कथन से यह निर्धारित नहीं किया जा सकता।

If it rains, the ground gets wet. It is not raining. Can we conclude that the ground is not wet?

- a) Yes, we can conclude that the ground is wet.
- b) No, we cannot conclude that the ground is not wet.
- c) Both A and B are incorrect.
- d) Ground is wet and it will rain.

यदि बारिश होती है, तो ज़मीन गीली हो जाती है। बारिश नहीं हो रही है। क्या हम यह निष्कर्ष निकाल सकते हैं कि ज़मीन गीली नहीं है?

- a) हाँ, हम यह निष्कर्ष निकाल सकते हैं कि ज़मीन गीली है।
- b) नहीं, हम यह निष्कर्ष नहीं निकाल सकते कि ज़मीन गीली नहीं है।
- c) क और ख दोनों ग़लत हैं।
- d) ज़मीन गीली है और बारिश होगी।

If BORN is written as ROBIN, GOLD is written as LOGID and MILK is written as LIMIK, GOAT will be written as

- a) AOGIT
- b) GOTIA
- c) TOGIA
- d) GOAIT

यदि BORN को ROBIN, GOLD को LOGID और MILK को LIMIK लिखा जाता है, तो GOAT को इस प्रकार लिखा जाएगा -

- a) AOGIT
- b) GOTIA
- c) TOGIA
- d) GOAIT

The angle between hour hand and minute hand when clock is showing 6:30, will be

- a) 0 deg.
- b) 15 deg.
- c) 30 deg.
- d) 360 deg.

जब घड़ी 6:30 दिखा रही हो, तो घण्टे की सुई और मिनट की सुई के बीच का कोण होगा-

- a) 0 डिग्री
- b) 15 डिग्री
- c) 30 डिग्री
- d) 360 डिग्री

Statement 1: Cycling is a good cardiovascular exercise.

Statement 2: It is advised not to do cycling immediately after a knee injury.

Which of the following conclusions can be drawn from the above 2 statements?

- i. Cycling is bad for knee health.
 - ii. Cycling helps improve heart function.
- a) Only (i)
 - b) Only (ii)
 - c) Both (i) and (ii)
 - d) Neither (i) nor (ii)

कथन 1 : साइकिल चलाना एक अच्छी कार्डियोवस्कुलर कसरत है।

कथन 2 : घुटने की चोट के तुरन्त बाद साइकिल चलाने की सलाह नहीं दी जाती है।

उपरोक्त 2 कथनों के आधार पर नीचे दिए गए निष्कर्षों में से कौन-सा निष्कर्ष निकाला जा सकता है?

- i. साइकिल चलाना घुटने के स्वास्थ्य के लिए बुरा है।
 - ii. साइकिल चलाने से हृदय के काम करने की क्षमता में सुधार होता है।
- a) केवल (i)
 - b) केवल (ii)
 - c) दोनों (i) और (ii)
 - d) न तो (i) और न ही (ii)

Social Awareness

The ministry of human resource development was renamed into ministry of education by the following policy

- a) Sarva Siksha Abhiyaan 2002
- b) RTE 2009
- c) NEP 2020
- d) RMSA 2009

किस नीति के तहत मानव संसाधन विकास मंत्रालय का नाम बदलकर शिक्षा मंत्रालय कर दिया गया -

- a) सर्व शिक्षा अभियान 2002
- b) शिक्षा का अधिकार 2009 (RTE)
- c) राष्ट्रीय शिक्षा नीति 2020 (NEP)
- d) राष्ट्रीय माध्यमिक शिक्षा अभियान 2009 (RMSA)

The highest civilian award in India is

- a) Padma Vibhushan
- b) Bharat Ratna
- c) Padma Shri
- d) None of the above

भारत का सर्वोच्च नागरिक सम्मान है -

- a) पद्म विभूषण
- b) भारत रत्न
- c) पद्म श्री
- d) इनमें से कोई नहीं

The Central Vista Project includes the construction of which of the following

- a) A state-of-the-art history museum
- b) A fully private railway station
- c) A new parliament house
- d) None of the above

निम्नलिखित में से कौन-सा निर्माण कार्य सेन्ट्रल विस्टा प्रोजेक्ट में शामिल है -

- a) इतिहास का एक अत्याधुनिक संग्रहालय
- b) पूरी तरह निजी रेलवे स्टेशन
- c) नई संसद
- d) इनमें से कोई नहीं

The Dongria-Kondh Tribe in the Niyamgiri hills protested against

- a) Construction of a hydroelectric dam by the government
- b) Bauxite mining activities conducted by a famous multinational company
- c) Encroaching of their land by agriculture companies for large scale farming
- d) Clearing of their forests for urbanization

नियमगिरी हिल्स के डोंगरिया कोंध आदिवासियों ने प्रदर्शन किया था -

- a) सरकार द्वारा हाइड्रो-इलेक्ट्रिक डैम बनाने के खिलाफ
- b) एक प्रसिद्ध बहु-राष्ट्रीय कम्पनी द्वारा बाक्साइट की खनन गतिविधियों के खिलाफ
- c) व्यापक स्तर पर खेती के लिए कृषि कम्पनियों द्वारा उनकी ज़मीनों के अतिक्रमण के खिलाफ

d) Jyotiba Phule is best known for his contributions to which of the following fields in India?

- a) Environmental conservation
- b) Agricultural development
- c) Women's education and social reform
- d) Political activism

Ayushman Bharat Pradhan Mantri Jan Arogya Yojana (AB PM-JAY) will now include beneficiary, who are-

- a) Senior citizens of the age 70 years and above from all the income categories
- b) Senior citizens of the age 60 years and above from all the income categories
- c) Senior citizens of the age 70 years and above from the BPL category
- d) Senior citizens of the age 60 years and above from the BPL category

भारत में किस क्षेत्र के योगदान के लिए ज्योतिबा फुले को जाना जाता है -

- a) पर्यावरणीय संरक्षण
- b) कृषि सम्बन्धी विकास
- c) महिलाओं की शिक्षा और समाज सुधार
- d) राजनीतिक कार्य

The Government of India recently introduced the Bharatiya Nyaya Sanhita to replace the older:

- a) Personal laws
- b) Indian Civil Code
- c) Indian Penal Code
- d) Code of conduct in Parliamentary proceedings

हाल ही में भारत सरकार द्वारा पेश की गई भारतीय न्याय संहिता किसकी जगह लेगी -

- a) व्यक्तिगत कानूनों की
- b) भारतीय नागरिक संहिता की
- c) भारतीय दण्ड संहिता की
- d) संसदीय कार्यवाहियों की आचार संहिता की

आयुष्मान भारत प्रधानमन्त्री जन आरोग्य योजना (AB PM-JAY) में अब वो लाभार्थी भी शामिल होंगे जो -

- a) किसी भी आय श्रेणी में 70 साल और उससे अधिक उम्र के सीनियर सिटिजन हैं
- b) किसी भी आय श्रेणी में 60 साल और उससे अधिक उम्र के सीनियर सिटिजन हैं
- c) बीपीएल (गरीबी रेखा के नीचे) श्रेणी में 70 साल और उससे अधिक उम्र के सीनियर सिटिजन हैं
- d) बीपीएल (गरीबी रेखा के नीचे) श्रेणी में 60 साल और उससे अधिक उम्र के सीनियर सिटिजन हैं

Who won the Dadasaheb Phalke Award for the year 2024?

- a) Mithun Chakraborty
- b) Mammooty
- c) Amitabh Bachchan
- d) Rajinikanth

2024 के लिए दादा साहब फाल्के पुरस्कार किसे मिला?

- a) मिथुन चक्रवर्ती
- b) ममूटी
- c) अमिताभ बच्चन
- d) रजनीकान्त

Which of the following is a key feature of the Mahatma Gandhi National Rural Employment Guarantee Act (NREGA)?

- a) Employment only for skilled workers
- b) Provision for job cards to registered households
- c) Urban development projects funding
- d) Employment exclusively in agriculture

महात्मा गाँधी राष्ट्रीय ग्रामीण रोजगार गारण्टी अधिनियम (मनरेगा) की एक खास विशेषता है -

- a) केवल कुशल मजदूरों के लिए रोजगार
- b) पंजीकृत घरों के लिए जॉब कार्ड का नियम
- c) शहरी विकास परियोजनाओं की फंडिंग
- d) खासतौर पर कृषि के क्षेत्र में रोजगार

MA Early childhoodcare and Education

Descriptive-Round 1 ECE

Instructions

- There are two parts in this question paper.
- Part 1 has three questions. You are required to choose and answer only ONE of them.
- Part 2 has three statements. You are required to choose and answer only ONE of them.
- Each response should be around 300-400 words.
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.

Part 1

Select any ONE of the following three questions.

- I. The National Education Policy 2020 provides a strong focus on early childhood care and education at the foundation stage for children between age 3-8 years. According to you, what are the multiple benefits of providing an integrated early childhood care and education in the early years of life?
- II. Describe how do young children learn at the foundation stage? Support your answer with examples. Suggest 2-3 main ideas that should be part of a preschool curriculum.
- III. In what ways do you think play helps children develop social skills? Give examples of 2 play scenarios for 3-4 years old with a focus on developing social skills. Explain what kind of social skills would be developed in such play?

Part 2

Select any ONE of the following three statements. Reflect on the statement in relation to young children and discuss your ideas and arguments with examples.

- I. The goal of early childhood education should be to activate the child's own natural desire to learn – Maria Montessori
- II. Children require long, uninterrupted period of play and exploration – Jean Piaget
- III. The child has the power to teach himself – Maria Montessori

निर्देश

- इस प्रश्न पत्र के दो खण्ड हैं।
- पहले खण्ड में दिए गए तीन सवालों में से केवल किसी एक का जवाब दें।
- दूसरे हिस्से में दिए गए तीन कथनों में से केवल किसी एक का जवाब दें।
- हर जवाब 400 शब्दों के आस-पास होना चाहिए।
- जवाब व्यवस्थित ढंग से, साफ लिखावट में और विषय के साथ आलोचनात्मक ढंग से जुड़ा हो।

पहला खण्ड

नीचे दिए गए तीन सवालों में से किसी एक का जवाब दें।

1. राष्ट्रीय शिक्षा नीति 2020 में 3 से 8 वर्ष के बच्चों के लिए फ़ाउंडेशन स्टेज पर प्रारम्भिक बाल्यावस्था देखभाल और शिक्षा पर खास ध्यान दिया गया है। जीवन के शुरुआती वर्षों में प्रारम्भिक बाल्यावस्था देखभाल और शिक्षा को एकीकृत करके देने के क्या-क्या फ़ायदे हैं?
2. छोटे बच्चे फ़ाउंडेशन स्टेज में कैसे सीखते हैं? अपने जवाब के पक्ष में उदाहरण दें। प्री-स्कूल पाठ्यचर्या में शामिल किए जाने योग्य दो या तीन मुख्य विचारों को सुझाएँ।
3. सामाजिक कौशलों को विकसित करने में खेल किस तरह से बच्चों की मदद करता है? 3-4 साल के बच्चों के लिए सामाजिक कौशल विकसित करने पर ध्यान केन्द्रित करने वाले 2 खेल परिदृश्यों के उदाहरण दें। ऐसे खेल में किस तरह के सामाजिक कौशलों का विकास होता है?

दूसरा खण्ड

नीचे दिए गए तीन कथनों में से किसी एक को चुनें। छोटे बच्चों के बारे में दिए गए कथन पर विचार करें और उदाहरण सहित अपनी धारणाओं एवं तर्कों पर चर्चा करें।

1. प्रारम्भिक बाल्यावस्था की शिक्षा का लक्ष्य बच्चे की सीखने की स्वाभाविक इच्छा को सक्रिय करना होना चाहिए। - मारिया मोंटेसरी
2. बच्चों को खेलने और समझने के लिए लम्बे, अबाध समय की ज़रूरत होती है। - जीन पियाजे
3. बच्चे में खुद को सिखाने की शक्ति होती है। - मारिया मोंटेसरी

MA Education language – Descriptive

Round 1

Instructions

- There are four questions in this section. You are required to choose and answer only two of them.
- Each response should be around 300-400 words.
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.

- I. Summarise any novel/ short story that you read recently. What aspects of this novel/short story did you enjoy, and what aspects do you think could have been done differently?
- II. How can teaching in a student's home language help keep their culture alive and make them feel more connected to who they are? What could go wrong if we only focus on teaching in home languages and do not think about the other languages spoken in society?
- III. Before starting school, children pick up languages from their environment. These languages are called 'mother tongues' or 'home languages'. Which name- 'mother tongue' or 'home language'- do you think is better for the language children learn before starting school? Please provide the reasons for choosing the name you have chosen.
- IV. A school in Amolnagar has a library with many picture books. Children from grade one are keen to borrow some books from the library, but the school's language teachers counsel children to learn to read and write first, and then they should get the books checked out for reading. If you were a language teacher, what would you do and why?

निर्देश

- इस खण्ड में 4 सवाल हैं। आपको इनमें से किन्हीं दो सवालों के जवाब देने हैं।
 - हर जवाब लगभग 400 शब्दों के आस-पास होना चाहिए।
 - जवाब व्यवस्थित ढंग से, साफ लिखावट में और विषय के साथ आलोचनात्मक ढंग से जुड़ा हो।
1. ऐसी किसी कहानी या उपन्यास का सार लिखें, जिसे आपने हाल ही में पढ़ा हो। साथ ही यह बताएँ कि उसके कौन-से पक्ष आपको अच्छे लगे। और किन पक्षों के बारे में आपको लगता है कि उन्हें दूसरे ढंग से प्रस्तुत किया जाना चाहिए था?
 2. विद्यार्थियों को घर की भाषा में पढ़ाना किस तरह उनकी संस्कृति को जीवित रखने और उन्हें अपनी पहचान से जुड़े होने का एहसास दिलाने में मददगार होता है? अगर हम केवल घर की भाषा में पढ़ाने पर ध्यान दें और समाज में प्रचलित दूसरी भाषाओं के बारे में न सोचें तो क्या समस्या हो सकती है?
 3. स्कूल जाने से पहले बच्चे अपने आस-पास के माहौल से भाषा सीखते हैं। इन भाषाओं को 'मातृभाषा' या 'घर की भाषा' कहा जाता है। स्कूल जाने से पहले बच्चे जो भाषा सीखते हैं, उसके लिए इन दोनों नामों में से कौन-सा नाम आपको ज़्यादा उपयुक्त लगता है? कारण सहित बताएँ।
 4. अमोलनगर के एक स्कूल की लाइब्रेरी में चित्रों वाली कई किताबें हैं। पहली कक्षा में पढ़ने वाले बच्चे लाइब्रेरी से कुछ किताबें लेना चाहते हैं, लेकिन भाषा पढ़ाने वाले शिक्षक बच्चों को सलाह देते हैं कि पहले वे पढ़ना-लिखना सीखें, उसके बाद ही लाइब्रेरी से किताबें लें। अगर भाषा पढ़ाने की ज़िम्मेदारी आप पर होती तो आप क्या करते और वैसा करने की वजह क्या होती?

Instructions

- Please answer one question each from the two sections.
- Each response should be around 300-400 words.
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topic.

Section 1.

- I. List 5 important areas which need to be improved in mathematics education in Grades 1-8. Give examples to support your answer.

OR

- II. In your own experience as a school student, how have you or your friends learnt mathematics? How did you come to know that you had learnt some mathematical ideas?

Section 2.

- I. “Mathematics is the art and science of discovering patterns and explaining them”. Give examples of 3 such patterns and explain them.

OR

- II. Look at the following pattern carefully:

$$5^2 - 4^2 = 9$$

$$4^2 - 3^2 = 7$$

$$25^2 - 24^2 = 49$$

What is the pattern that you see in the above examples? List 3 other cases where such a pattern will work? Explain why the pattern works.

निर्देश

- कृपया दोनों खण्डों से एक-एक सवाल का जवाब दें।
- हर जवाब लगभग 400 शब्दों के आस-पास होना चाहिए।
- जवाब व्यवस्थित ढंग से, साफ लिखावट में और विषय के साथ आलोचनात्मक ढंग से जुड़ा हो।

खण्ड 1

- I. पहली से आठवीं (1-8) कक्षा तक दी जाने वाली गणित की शिक्षा में पाँच ऐसे महत्वपूर्ण कठिन क्षेत्र बताएँ जिनमें सुधार की ज़रूरत है। अपने जवाब को तर्क सहित समझाने के लिए कुछ उदाहरण भी दें।

अथवा

- II. स्कूल में विद्यार्थी के रूप में आपने और आपके दोस्तों ने गणित कैसे सीखा था? आपको कैसे पता चला कि आप कुछ गणितीय अवधारणाओं को समझ गए हैं और सीख गए हैं?

खण्ड 2

- I. “पैटर्न्स को खोजना और उनकी व्याख्या करना गणित की कला और विज्ञान है।” ऐसे 3 पैटर्न्स का उदाहरण दीजिए और उनकी व्याख्या कीजिए।

अथवा

- II. निम्नलिखित पैटर्न को ध्यान से देखें

a. $5^2 - 4^2 = 9$

b. $4^2 - 3^2 = 7$

c. $25^2 - 24^2 = 49$

ऊपर दिए गए उदाहरण में आपको क्या पैटर्न दिखा? ऐसे तीन अन्य उदाहरण दीजिए जहाँ ऐसा पैटर्न काम करे? बताएँ कि यह पैटर्न क्यों काम करता है?

Instructions

- There are four questions in this section. You are required to choose and answer only two of them.
- There are sub-questions within each question. Please answer all the sub-questions depending on your choice of questions.
- Each numbered question (which includes all the sub-questions) could have a response of about 300-400 words in total.

- I. You are given two similar-looking objects having the same shape, size, colour and weight. Take a look at the picture given below of the two objects. One of these objects is a piece of magnet and the other is a piece of iron.



Now without using another piece of iron or magnet, how can you identify which out of A and B is a magnet and which is iron. Please suggest at least 3 different ways by which this problem can be solved. Do you remember the properties of a bar magnet? These can help you solve the problem.

- II. Is 'respiration' different from 'breathing'? Where does respiration take place in humans? Can respiration take place without the use of Oxygen? Explain with reasons.
- III. Now we know that atoms are made up of electrons, protons and neutrons. However, it was not always the same. In 1904, J J Thomson proposed the plum pudding model of the atom. However, soon in 1911, Ernest Rutherford proposed a new model of the atom. This is known as the Rutherford atom model. Elaborate the Rutherford atom model. Explain how it was different from the Plum Pudding model.
- IV. Explain what an electric circuit is. Make an illustration marking the components. Describe the role of the battery in an electric circuit.

निर्देश

- इस खण्ड में चार प्रश्न हैं। इनमें से किन्हीं दो प्रश्नों के उत्तर लिखें।
 - प्रत्येक प्रश्न में कुछ उप-प्रश्न हैं। आपके चुनाव के अनुसार उन प्रश्नों का उत्तर अनिवार्य रूप से लिखें।
 - इनमें से प्रत्येक (सभी उप-प्रश्नों को मिलाकर) प्रश्न का उत्तर लगभग 400 शब्दों में लिखें।
1. आपको एक जैसी दिखने वाली दो वस्तुएँ दी गई हैं। इन दोनों वस्तुओं का आकार, आकृति, रंग और वजन बिल्कुल एक जैसा है। नीचे दिए गए चित्र में उन वस्तुओं को देखें। इनमें से एक वस्तु चुम्बक है और दूसरी वस्तु लोहे की बनी हुई है।



अब, किसी भी अन्य लोहे या चुम्बक का इस्तेमाल किए बिना आप कैसे पहचानेंगे कि इनमें से कौन-सी वस्तु लोहे की बनी है और कौन-सी वस्तु चुम्बक है। इस समस्या को सुलझाने के लिए कम-से-कम तीन उपाय सुझाएँ। क्या आपको छड़-चुम्बक के गुण याद हैं? वे इस समस्या को सुलझाने में मदद कर सकते हैं।

2. क्या 'श्वसन' (respiration) और 'साँस लेने' (breathing) में फ़र्क है? शरीर में श्वसन की प्रक्रिया कहाँ होती है? क्या ऑक्सीजन के बिना भी श्वसन हो सकता है? कारण सहित स्पष्ट करें।
3. जैसा कि हम जानते ही हैं कि परमाणु इलेक्ट्रॉन, प्रोटॉन और न्यूट्रॉन से मिलकर बने होते हैं। हालाँकि ऐसा हमेशा नहीं होता है। सन 1904 में जे.जे. थॉमसन ने परमाणु का प्लम पुडिंग मॉडल प्रस्तावित किया। उसके कुछ ही समय बाद सन 1911 में अर्नेस्ट रदरफोर्ड ने परमाणु का नया मॉडल पेश किया। इसे रदरफोर्ड परमाणु मॉडल के नाम से जाना जाता है। इस रदरफोर्ड मॉडल को विस्तार पूर्वक बताएँ। स्पष्ट करें कि रदरफोर्ड मॉडल प्लम पुडिंग मॉडल से किस तरह अलग था?
4. इलेक्ट्रिक सर्किट क्या है, स्पष्ट करें। एक चित्र बनाकर उसके अलग-अलग भागों को दिखाएँ। इलेक्ट्रिक सर्किट में बैटरी की भूमिका का वर्णन करें।

Instructions

- There are four questions in this section. You are required to choose and answer only two of them.
- Each response should be around 300-400 words.
- Please answer the questions using ideas, concepts, theories or perspectives from either one or more social science disciplines like Geography, Sociology, Economics, History and Political science as relevant.
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.

- I. *Groundwater is a scarce resource. Everyone should have equal access to groundwater. Do you agree or disagree with the above-mentioned statements? Explain with reasons and relevant examples.*
- II. *Seema belongs to a marginalised family whereas Saba comes from a socio-economically well-off background. Seema accesses a neighbourhood government school in their village whereas Saba goes to a private school in a city. People say: If you work hard in your life towards your career goals then any aspiration/ ambition can be achieved. - Critically discuss as to who has a better chance of fulfilling her ambition and why.*
- III. Many people argue that history is all about the past, has no relevance for the present and therefore should not be taught in schools. Do you agree or disagree? Explain with reasons and relevant examples.
- IV. *“Earning good money is more important than getting a good education”. As an educator, how would you argue for or against such a statement?*

निर्देश :

- इस खण्ड में चार प्रश्न हैं। इनमें से किन्हीं दो प्रश्नों के उत्तर लिखें।
 - प्रत्येक प्रश्न का उत्तर लगभग 400 शब्दों के आस-पास हो।
 - प्रश्नों का उत्तर लिखते समय भूगोल, समाजशास्त्र, अर्थशास्त्र, इतिहास, राजनीति विज्ञान जैसे विषयों में मौजूद सिद्धान्तों, दृष्टिकोणों, विचारों, परिकल्पनाओं आदि का अपनी ज़रूरत के अनुसार इस्तेमाल करें।
 - कृपया ध्यान रखें कि आपका उत्तर सही क्रम में हो, उसकी संरचना ठीक हो और विषय के सन्दर्भ में विचार आलोचनात्मक रूप से प्रस्तुत किए गए हों।
1. “जमीन के नीचे मौजूद पानी एक दुर्लभ संसाधन है। यह संसाधन सभी के लिए समान रूप से उपलब्ध होना चाहिए।” - इस कथन से आप सहमत हैं या असहमत? अपनी सहमति या असहमति के पक्ष में तर्क और उदाहरण दें।
 2. सीमा सामाजिक-आर्थिक रूप से पिछड़े परिवार से है। वहीं सबा सामाजिक-आर्थिक रूप से एक बेहतर परिवार से है। सीमा अपने गाँव के सरकारी स्कूल में पढ़ती है। वहीं सबा शहर के प्राइवेट स्कूल में पढ़ाई करती है। लोग कहते हैं कि, “अगर आप जिन्दगी में मेहनत करते हैं तो कोई भी सपना पूरा किया जा सकता है। और व्यक्ति जो चाहे बन सकता है तथा अपने मकसद को हासिल कर सकता है।” - लोगों की इस मान्यता को ध्यान में रखते हुए बताइए कि सीमा और सबा में से कौन अपना सपना पूरा करके अपने जीवन के मकसद को हासिल कर सकता है। इसके कारण भी बताएँ।
 3. कई लोगों का कहना है कि इतिहास का सम्बन्ध अतीत से होता है, और वर्तमान से उसका कोई सम्बन्ध नहीं होता है, इसलिए इतिहास को स्कूलों में नहीं पढ़ाया जाना चाहिए। क्या आप इस राय से सहमत हैं? उदाहरण सहित अपनी सहमति या असहमति के कारण दीजिए।
 4. “बेहतरीन शिक्षा पाने से ज्यादा ज़रूरी है कि आप बहुत सारा पैसा कमाएँ।” - एक शिक्षक के रूप में इस कथन का समर्थन या विरोध करने के लिए आप कौन-से तर्क देंगे?

Reading Comprehension

Read the following passage and answer the questions that follow:

When they reached Calcutta, Phatik met his aunt for the first time. She was by no means pleased with this unnecessary addition to her family. She found her own three boys quite enough to manage without taking any one else. And to bring a village lad of fourteen into their midst was terribly upsetting. Bishamber should really have thought twice before committing such an indiscretion.

In this world of human affairs there is no worse nuisance than a boy at the age of fourteen. He is neither charming, nor useful. It is impossible to shower affection on him as on a little boy; and he is always getting in the way. If he talks with a childish lisp he is called a baby, and if he answers in a grown-up way he is called impertinent. In fact any talk at all from him is resented. Then he is at the unattractive, growing age. He grows out of his clothes with haste; his voice grows hoarse and breaks and quavers; his face grows suddenly angular and unsightly. It is easy to excuse the shortcomings of early childhood, but it is hard to tolerate even unavoidable lapses in a boy of fourteen. The lad himself becomes painfully self-conscious. When he talks with elderly people he is either unduly forward, or else so unduly shy that he appears ashamed of his very existence.

Yet it is at this very age when in his heart of hearts a young lad most craves for recognition and love; and he becomes the devoted slave of any one who shows him consideration. But none dare openly love him, for that would be regarded as undue indulgence, and therefore bad for the boy. So, what with scolding and chiding, he becomes very much like a stray dog that has lost his master....

1. What is the "indiscretion" mentioned in the first paragraph?
- a) Phatik's aunt's mood
 - b) Bringing Phatik to Calcutta
 - c) The three boys in the family
 - d) That Phatik was 14 years old
2. What did he feel that he had lost?
3. How did he feel about the new surroundings?
4. What did he remember from his village life?
5. How did he feel about the new people?
6. How did he feel about the new life?
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Adapted from "The Home-Coming" by Rabindranath Tagore (Trans. C F Andrews):
<http://www.gutenberg.org/files/2518/2518-h/2518-h.htm>

According to the passage, which of these is NOT TRUE of a 14-year-old boy?

- a) His clothes do not fit him well
- b) One cannot be affectionate towards him
- c) He can be quite useful
- d) He is self-conscious

Phatik is unhappy because

- a) He is a devoted slave
- b) He talks with elderly people
- c) He is called a baby
- d) He is not loved

Which of the following does Phatik NOT miss?

- a) Open country
- b) Calcutta houses
- c) Kite flying
- d) His mother

Why would no one openly love a young boy such as Phatik?

- a) He would not return their love
- b) It would spoil him
- c) It would make him angry

Read the following passage and answer the questions that follow:

When they reached Calcutta, Phatik met his aunt for the first time. She was by no means pleased with this unnecessary addition to her family. She found her own three boys quite enough to manage without taking any one else. And to bring a village lad of fourteen into their midst was terribly upsetting. Bishamber should really have thought twice before committing such an indiscretion.

In this world of human affairs there is no worse nuisance than a boy at the age of fourteen. He is neither charming, nor useful. It is impossible to shower affection on him as on a little boy; and he is always getting in the way. If he talks with a childish lisp he is called a baby, and if he answers in a grown-up way he is called impertinent. In fact any talk at all from him is resented. Then he is at the unattractive, growing age. He grows out of his clothes with haste; his voice grows hoarse and breaks and quavers; his face grows suddenly angular and unsightly. It is easy to excuse the shortcomings of early childhood, but it is hard to tolerate even unavoidable lapses in a boy of fourteen. The lad himself becomes painfully self-conscious. When he talks with elderly people he is either unduly forward, or else so unduly shy that he appears ashamed of his very existence.

Yet it is at this very age when in his heart of hearts a young lad most craves for recognition and love; and he becomes the devoted slave of any one who shows him consideration. But none dare openly love him, for that would be regarded as undue indulgence, and therefore bad for the boy. So, what with scolding and chiding, he becomes very much like a stray dog that has lost his master...

The cramped atmosphere of neglect in his aunt's house oppressed Phatik so much that he felt that he could hardly breathe. He wanted to go out into the open country and fill his lungs and breathe freely. But there was no open country to go to. Surrounded on all sides by Calcutta houses and walls, he would dream night after night of his village home, and long to be back there. He remembered the glorious meadow where he used to fly his kite all day long; the broad river-banks where he would wander about the livelong day singing and shouting for joy; the narrow brook where he could go and dive and swim at any time he liked. He thought of his band of boy companions over whom he dominated; and, above all, the memory of that tyrant mother of his, who had such a prejudice against

According to the passage, which of these is NOT TRUE of a 14-year-old boy?

- a) His clothes do not fit him well
- b) One cannot be affectionate towards him
- c) He can be quite useful
- d) He is self-conscious

Phatik is unhappy because

- a) He is a devoted slave
- b) He talks with elderly people
- c) He is called a baby
- d) He is not loved

Which of the following does Phatik NOT miss?

- a) Open country
- b) Calcutta houses
- c) Kite flying
- d) His mother

Why would no one openly love a young boy such as Phatik?

- a) He would not return their love
- b) It would spoil him
- c) It would make him angry
- d) No one had the time

Read the following passage and answer the questions that follow:

[T]he national policy on education is also full of such ideas — correct and worthy of everyone's support, but much too general to be followed up in action. I know from my personal experience of attending policy-meetings how typical it is of senior civil servants like a secretary or joint secretary to say that we, the members, need only to decide the broad principles or plan, and not worry about 'matters of detail'. A distinct odium and indifference is attached to those words — 'matters of detail'. Lower level officials and clerks are supposed to look after them. It happens all the time. Major schemes failed to make a difference because matters of detail were not worked out by the same people who proposed the schemes. Despite repeated failure, we don't learn the point that matters of detail are the heart of educational reform, or for that matter, reform in any sphere.

I recall a meeting I attended in the mid-eighties. It had been called to determine what supplies were to be made to rural primary schools under 'Operation Blackboard'. I suggested a globe to be included in the list. Some people wondered why a primary school needed a globe when the syllabus emphasized local and regional geography. After some discussion on the importance of nurturing children's natural curiosity, etc., the item 'globe' was entered in the list of supplies to be made. I wanted to ensure that the entry would specify 'wooden globe', for I was afraid that the finance committee would instinctively opt for the cheaper, plastic globe. I was told that this was a matter of detail, so it would be looked after at the relevant level. Years later when I visited a village primary school where the supplies of Operation Blackboard material had been made, I asked the headmaster how the globe was being used. He was reluctant to talk about it, even to show it. Finally when he brought it out, I saw that it was a plastic globe, torn and flattened, which was a natural thing to have happened to a plastic globe in a school for little children. A matter of detail had prevailed in the end.

Adapted from Krishna Kumar (1999). The woman with a broom: A meditation on education, India International Centre Quarterly, Vol. 26, No. 3 (Monsoon 1999). <http://www.jstor.org/stable/23005461>

The policy ideas mentioned in the first paragraph are:

- a) Clear and precise
- b) Local and regional
- c) Worthwhile but vague
- d) Brilliant and beautiful

What is the main theme of this passage?

- a) National Education Policy
- b) Attention to detail
- c) Operation Blackboard
- d) Plastic globes

According to the author, who is responsible for the situation?

- a) Secretaries and Joint Secretaries
- b) Primary schoolchildren
- c) Headmasters
- d) Operation Blackboard

The headmaster was reluctant to show the author the globe because

- a) it was non-functional
- b) it was cheap
- c) he did not believe in Operation Blackboard
- d) it was in use

Which of the following comes closest in meaning to the phrase 'a distinct odium'?

- a) a certain elegance
- b) a deep dislike
- c) a profound thought
- d) a feeling of joy

Read the following passage and answer the questions that follow:

[T]he national policy on education is also full of such ideas — correct and worthy of everyone's support, but much too general to be followed up in action. I know from my personal experience of attending policy-meetings how typical it is of senior civil servants like a secretary or joint secretary to say that we, the members, need only to decide the broad principles or plan, and not worry about 'matters of detail'. A distinct odium and indifference is attached to those words — 'matters of detail'. Lower level officials and clerks are supposed to look after them. It happens all the time. Major schemes failed to make a difference because matters of detail were not worked out by the same people who proposed the schemes. Despite repeated failure, we don't learn the point that matters of detail are the heart of educational reform, or for that matter, reform in any sphere.

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- d) a feeling of joy

Read the following passage and answer the questions that follow:

Today, we read a lot about yet another era of development, which began in the late 1990's. People refer to this newest era with varying names, such as "finance capitalism" and "post-Fordist accumulation." Some scholars depict this era as a mere repackaging of the previous era, designed to foster the same ideals while avoiding earlier criticisms (Evans and Sewell 2013; Harvey 2005). Others highlight important shades of difference. From the perspective of labour, in particular, people decry the contemporary era as more capital-intensive than ever before. Many economies, they claim, are experiencing capital deepening, or increasing organic composition of capital, through new technologies that are making labour less important, if not entirely redundant. Capital's dependence on labour, therefore, is said to be thinning, which in turn is fostering "jobless growth." Scholars and policymakers are scrambling, therefore, to understand the long-term effects on the working poor of growing phenomena such as the "gig economy" and "roboticization." There is little consensus on what sector will absorb the majority of the labour force. At the same time, and in some contradiction to fears of labour's redundancy, scholarship on the swelling mass of "informal" or "precarious" labour is rising. Capital's reliance on these workers is being increasingly acknowledged, but, unlike in previous eras, these workers are not regulated by state law (some are explicitly excluded from state regulation, while others are de facto excluded through lack of enforcement of the law). In essence, therefore, there appears to be a new class division emerging, not just between capital and labour but within labour, between formal and informal workers.

Agarwala, R. (2018). The development of labour under contemporary capitalism. *Sociology of Development*, 4(3), 239-260.

How do scholars refer to the new era of development?

- a) Finance Capitalism
- b) Post Fordist accumulation
- c) Mere repackaging of the previous era
- d) All the above

What could the contemporary era be called from the perspective of labour?

- a) More capital-intensive than ever before
- b) Finance capitalism
- c) Post-Fordist accumulation
- d) All the above

What is fostering 'jobless growth'?

- a) Deepening capital through new technologies
- b) Thinning dependence of capital on labour.
- c) Capital's dependence on labour
- d) Both (a) and (b)

Which sector will absorb the majority of the labour force in the new era?

- a) Gig economy and roboticization
- b) Informal sector
- c) Both (a) and (b)
- d) None of the above

What is the new class division emerging in the contemporary era?

- a) Capital and labour
- b) Formal and informal workers
- c) Gig workers and informal sector workers
- d) Both (a) and (b)

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General and Quantitative Reasoning Ability

The latest global estimates indicate that 160 million children – 63 million girls and 97 million boys – were in child labour globally at the beginning of 2020, accounting for almost 1 in 10 of all children worldwide. Seventy-nine million children – nearly half of all those in child labour – were in hazardous work that directly endangers their health, safety and moral development.

(Child labour: Global estimates 2020, Trends and the road forward. A report by International Labour Organization and United Nations Children's Fund, 2021)

According to the report, around what percentage of the children involved in child labour are in hazardous work?

- a) 10%
- b) 50%
- c) 25%
- d) 75%

नवीनतम वैश्विक अनुमानों से पता चलता है कि वर्ष 2020 की शुरुआत में 160 मिलियन (16 करोड़) बच्चे बाल मज़दूर थे। इनमें 63 मिलियन (6.3 करोड़) लड़कियाँ और 97 मिलियन (9.7 करोड़) लड़के थे। यह संख्या दुनिया भर के कुल बच्चों में लगभग हर 10 में से 1 बच्चे की है। कुल बाल मज़दूरों का लगभग आधा हिस्सा यानी 79 मिलियन (7.9 करोड़) जोखिम वाले कार्यों में लगा हुआ था। यह सीधे तौर पर उनके स्वास्थ्य, सुरक्षा और नैतिक विकास को नुकसान पहुँचाता है।

(चाइल्ड लेबर: ग्लोबल एस्टिमेंट्स 2020, ट्रेंड्स एण्ड द रोड फॉरवर्ड. अ रिपोर्ट बाई इन्टरनेशनल लेबर ऑर्गनाइजेशन एण्ड यूनाइटेड नेशन्स चिल्ड्रेन'स फण्ड, 2021)

रिपोर्ट के अनुसार, बाल मज़दूरी में लगे कुल बच्चों में से लगभग कितने प्रतिशत बच्चे जोखिम वाले कार्यों में लगे हुए हैं?

- a) 10%
- b) 50%
- c) 25%
- d) 75%

The latest global estimates indicate that 160 million children – 63 million girls and 97 million boys – were in child labour globally at the beginning of 2020, accounting for almost 1 in 10 of all children worldwide. Seventy-nine million children – nearly half of all those in child labour – were in hazardous work that directly endangers their health, safety and moral development.

(Child labour: Global estimates 2020, Trends and the road forward. A report by International Labour Organization and United Nations Children's Fund, 2021)

What is the percentage difference between the number of boys engaged in child labour and the number of girls engaged in child labour?

- a) 53.9%
- b) 35.1%
- c) 21.2%
- d) 60.1%

नवीनतम वैश्विक अनुमानों से पता चलता है कि वर्ष 2020 की शुरुआत में 160 मिलियन (16 करोड़) बच्चे बाल मजदूर थे। इनमें 63 मिलियन (6.3 करोड़) लड़कियाँ और 97 मिलियन (9.7 करोड़) लड़के थे। यह संख्या दुनिया भर के कुल बच्चों में लगभग हर 10 में से 1 बच्चे की है। कुल बाल मजदूरों का लगभग आधा हिस्सा यानी 79 मिलियन (7.9 करोड़) जोखिम वाले कार्यों में लगा हुआ था। यह सीधे तौर पर उनके स्वास्थ्य, सुरक्षा और नैतिक विकास को नुकसान पहुँचाता है।

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बाल मजदूरी में लगे लड़कों और लड़कियों की संख्या के बीच कितने प्रतिशत का अन्तर है?

- a) 53.9%
- b) 35.1%
- c) 21.2%
- d) 60.1%

The latest global estimates indicate that 160 million children – 63 million girls and 97 million boys – were in child labour globally at the beginning of 2020, accounting for almost 1 in 10 of all children worldwide. Seventy-nine million children – nearly half of all those in child labour – were in hazardous work that directly endangers their health, safety and moral development.

(Child labour: Global estimates 2020, Trends and the road forward. A report by International Labour Organization and United Nations Children's Fund, 2021)

What proportion of children were found to be involved in child labour in 2020 in comparison to the entire population of world's children?

- a) 10%
- b) 47.5%
- c) 50%
- d) Information not available

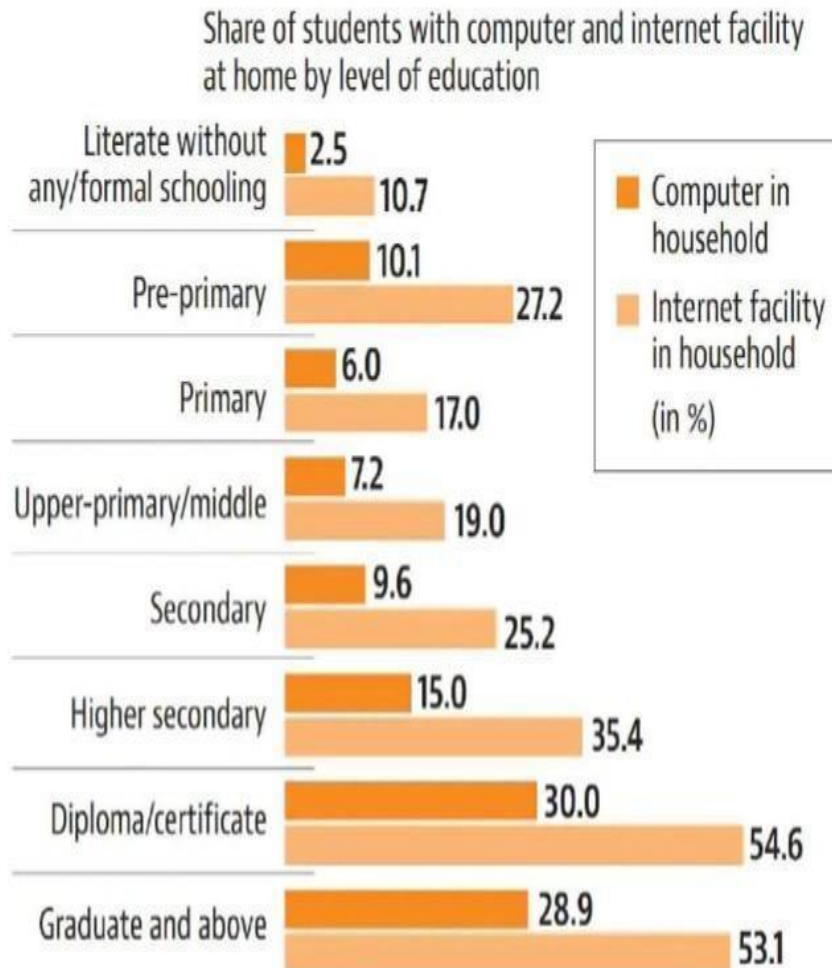
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वर्ष 2020 में, दुनिया के कुल बच्चों की तुलना में कितने प्रतिशत बच्चे बाल मजदूरी में संलग्न पाए गए?

- a) 10%
- b) 47.5%
- c) 50%
- d) जानकारी उपलब्ध नहीं है

Given below is a chart showing computer and internet facility at different levels of education. Based on the data in the chart answer the following questions.



Across all levels of education, the percentage of students having internet facility at household is higher than the percentage having a computer.

- a) True
- b) False
- c) Can't Say
- d) None of the above

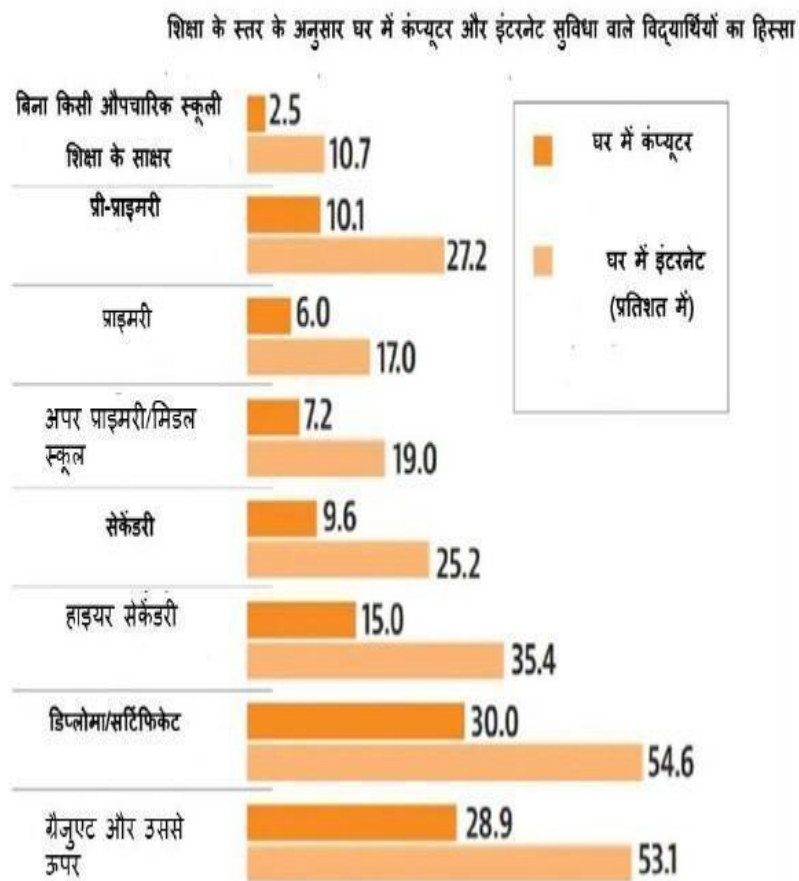
What is the difference in share of students with computers pursuing higher secondary and diploma certificate levels of education?

- a) 10
- b) 15
- c) 20
- d) 25

Highest share of students with both computer and internet facility at home is observed at which level of education?

- a) Pre-primary
- b) Higher Secondary
- c) Diploma/Certificate
- d) Graduate and Above

नीचे दिया गया चार्ट विभिन्न शैक्षिक स्तरों पर कम्प्यूटर और इंटरनेट सुविधाओं को दर्शाता है। चार्ट के आधार पर आगे दिए गए सवालों का जवाब दें।



सभी शैक्षिक स्तरों पर, घर में इंटरनेट सुविधा वाले विद्यार्थियों का प्रतिशत, कम्प्यूटर वाले विद्यार्थियों के प्रतिशत से अधिक है।

- सही
- गलत
- कहा नहीं जा सकता
- उपरोक्त में से कोई नहीं

हायर सेकेंडरी और डिप्लोमा/सर्टिफिकेट स्तर की शिक्षा प्राप्त करने वाले विद्यार्थियों के बीच कम्प्यूटर की सुविधा के प्रतिशत में कितना अन्तर है?

- a) 10
- b) 15
- c) 20
- d) 25

घर में कम्प्यूटर और इंटरनेट, दोनों सुविधाओं के साथ सबसे अधिक विद्यार्थी किस शैक्षिक स्तर पर पाए गए हैं?

- a) प्री-प्राइमरी
- b) हायर सेकेंडरी
- c) डिप्लोमा/सर्टिफिकेट
- d) ग्रेजुएट और उससे ऊपर

Following table shows the distribution of Anganwadi centers, creche and workers in Anganwadi across five districts of Karnataka (2020-21). Answer the questions that follow.

District	Creche	Number of Children	Anganwadi located in own Building	Number of Anganwadi workers	Total number of Anganwadis
Belagavi	104	2600	3181	5174	5331
Haveri	8	200	1435	1902	1918
Kolar	12	300	1122	2080	2080
Chitradurga	45	1125	1724	2324	2333
Shivamogga	29	725	1917	2439	2439

Source: Karnataka at a glance

Average number of children per creche in Chitradurga

- a) 22
- b) 24
- c) 23
- d) 25

Percentage of Anganwadis located in own building

- a) 66.5%
- b) 69.2%
- c) 74%
- d) 79%

Angawadis with shortage of workers in descending order (Each Anganwadi should have one Anganwadi worker)

A. Belagavi	B. Haveri
C. Kolar	D. Chitradurga
E. Shivamogga	

- a) B, A, D
- b) A, B, D
- c) B, D, A
- d) D, B, A

नीचे दी गई तालिका कर्नाटक के पाँच जिलों में आँगनवाड़ी केन्द्रों, क्रेश (बाल देखभाल केन्द्र) और आँगनवाड़ी कार्यकर्ताओं के वितरण को दर्शाती है (2020-21)। आगे दिए गए सवालों का जवाब दें।

जिला	क्रेश	बच्चों की संख्या	खुद के भवन में स्थित आँगनवाड़ी	आँगनवाड़ी कार्यकर्ताओं की संख्या	आँगनवाड़ी की कुल संख्या
बेलगावी	104	2600	3181	5174	5331
हावेरी	8	200	1435	1902	1918
कोलार	12	300	1122	2080	2080
चित्रदुर्ग	45	1125	1724	2324	2333
शिवमोग्गा	29	725	1917	2439	2439

स्रोत : कर्नाटक एट अ ग्लान्स

चित्रदुर्ग में प्रति क्रेश औसत बच्चों की संख्या है :

- a) 22
- b) 24
- c) 23
- d) 25

अपने खुद के भवन में स्थित आँगनवाड़ी केन्द्रों का प्रतिशत है:

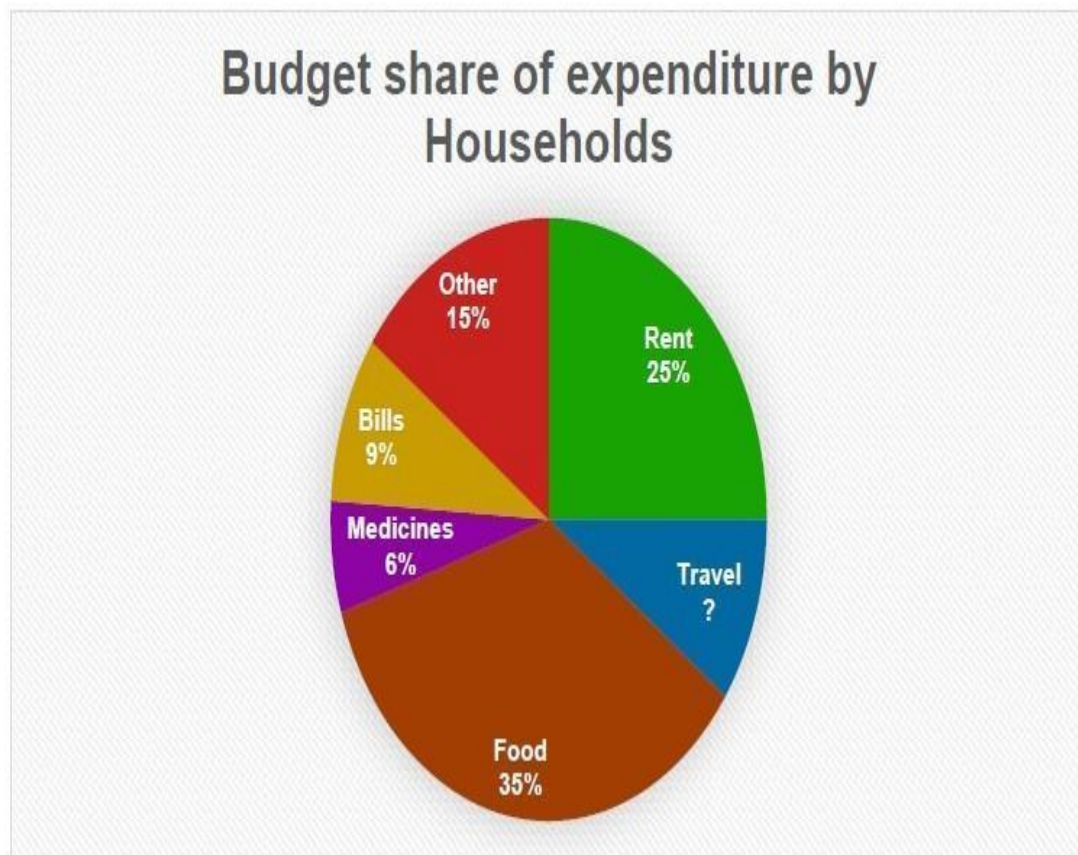
- a) 66.5%
- b) 69.2%
- c) 74%
- d) 79%

घटते क्रम में कार्यकर्ताओं की कमी वाली आँगनवाड़ियाँ (प्रत्येक आँगनवाड़ी में एक कार्यकर्ता होना चाहिए) :

- | | |
|--------------|---------------|
| A. बेलगावी | B. हावेरी |
| C. कोलार | D. चित्रदुर्ग |
| E. शिवमोग्गा | |

- a) B, A, D
- b) A, B, D
- c) B, D, A
- d) D, B, A

The graph below shows the budget share of expenditure by households



Percentage of household expenditure on Travel?

- a) 9
- b) 10
- c) 11
- d) 13

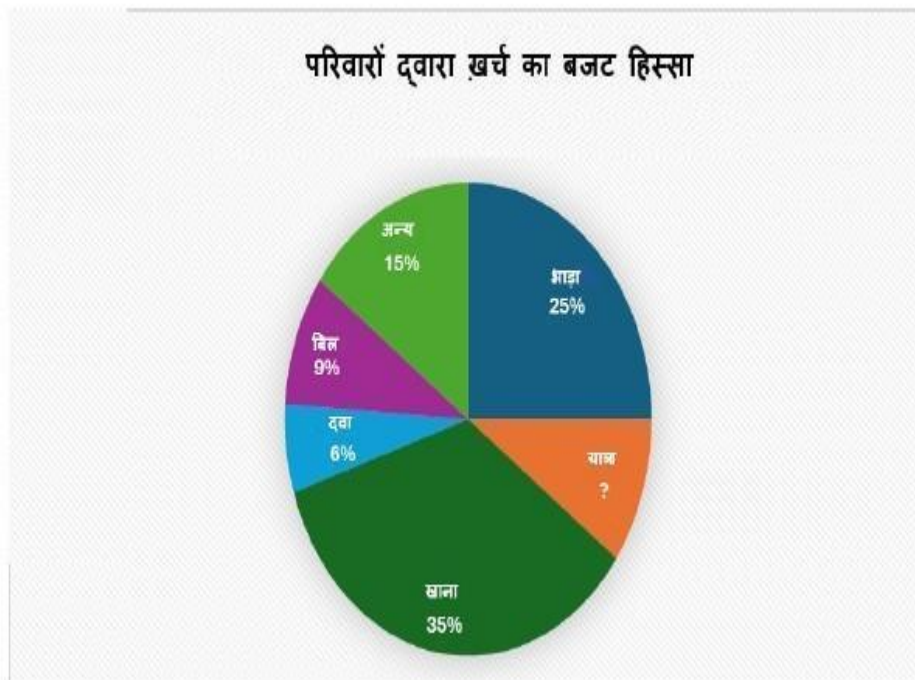
What fraction of the households expenditure is on Rent, Medicines and Bills

- a) $\frac{2}{5}$
- b) $\frac{7}{12}$
- c) $\frac{9}{19}$
- d) $\frac{5}{9}$

If the household has spent Rupees 6000 on Medicines then what is the total expenditure of the household?

- a) 1,10,000
- b) 1,15,000
- c) 1,00,000
- d) 95,000

नीचे दिया गया ग्राफ परिवारों द्वारा किए गए खर्च के बजट हिस्से को दर्शाता है।



परिवार द्वारा यात्रा पर व्यय का प्रतिशत कितना है?

- a) 9
- b) 10
- c) 11
- d) 13

परिवार के खर्च का कितना हिस्सा भाड़ा, दवाइयों और बिलों पर खर्च होता है?

- a) $\frac{2}{5}$
- b) $\frac{7}{12}$
- c) $\frac{9}{19}$
- d) $\frac{5}{9}$

यदि परिवार ने दवाइयों पर 6000 रुपए खर्च किए, तो परिवार का कुल खर्च कितना है?

- a) 1,10,000
- b) 1,15,000
- c) 1,00,000
- d) 95,000

A woman bought 6 dresses at ₹500 each, 3 jackets at ₹900 each, and 10 handbags at ₹800 each. What is the average expenditure per article?

- a) 721.05
- b) 930.65
- c) 1000.05
- d) 621.05

एक महिला ने ₹500 प्रति ड्रेस की दर से 6 ड्रेस, ₹900 प्रति जैकेट की दर से 3 जैकेट और ₹800 प्रति हैंडबैग की दर से 10 हैंडबैग खरीदे। प्रति वस्तु औसत व्यय कितना है?

- a) 721.05
- b) 930.65
- c) 1000.05
- d) 621.05

The **average weight** of **40 students** in a school was calculated as **55 kg**. It was later found that the weight of one student was wrongly recorded as **67 kg**, whereas their actual weight was **57 kg**. What is the **actual average weight** of the students? (rounded off to 2 decimal places)

- a) 54.75
- b) 58.25
- c) 53.25
- d) 55.05

एक स्कूल में 40 विद्यार्थियों का औसत वज़न 55 किलोग्राम पाया गया। बाद में पता चला कि एक विद्यार्थी का वज़न ग़लती से 67 किलोग्राम दर्ज कर लिया गया था, जबकि उसका वास्तविक वज़न 57 किलोग्राम था। विद्यार्थियों का वास्तविक औसत वज़न कितना है? (दशमलव के दो स्थान तक)

- a) 54.75
- b) 58.25
- c) 53.25
- d) 55.05

A travel enthusiast spent ₹78,560 on **flight tickets** and ₹45,230 on **hotel bookings**. The **remaining 27%** of the total amount he had was kept for **food and other expenses**. What was the **total amount** he initially had (rounded value)?

- a) 1,69,575
- b) 1,75,695
- c) 1,55,375
- d) 1,89,775

यात्रा पसन्द करने वाले एक व्यक्ति ने फ्लाइट टिकट पर ₹78,560 और होटल बुकिंग पर ₹45,230 खर्च किए। उसने कुल राशि का 27% भोजन और अन्य खर्चों के लिए रखा। शुरू में उसके पास कुल कितने रुपए थे (पूर्णांकों में मान)?

- a) 1,69,575
- b) 1,75,695
- c) 1,55,375
- d) 1,89,775

Social Awareness

Manthan, a 1976 film made by director Shyam Benegal was produced by

- a) Manmohan Desai
- b) 500000 Farmers of Gujarat
- c) State of Gujarat
- d) Yash Johar

श्याम बेनेगल द्वारा निर्देशित सन 1976 में बनी फिल्म 'मन्थन' के निर्माता थे,

- a) मनमोहन देसाई
- b) गुजरात के 5 लाख किसान
- c) गुजरात सरकार
- d) यश जौहर

The International Bank for Reconstruction and Development (IRBD) is known today as

- a) International Monetary Fund
- b) WHO
- c) UNICEF
- d) World Bank

अन्तर्राष्ट्रीय पुनर्निर्माण और विकास बैंक (आईआरबीडी) को आज किस नाम से जाना जाता है?

- a) अन्तर्राष्ट्रीय मुद्रा कोष
- b) विश्व स्वास्थ्य संगठन
- c) यूनीसेफ
- d) विश्व बैंक

Mid-day meal scheme was first introduced in India in which state

- a) West Bengal
- b) Madhya Pradesh
- c) Tamilnadu
- d) Karnataka

भारत के किस राज्य में सबसे पहले 'मध्याह्न भोजन योजना' की शुरुआत हुई थी?

- a) पश्चिम बंगाल
- b) मध्य प्रदेश
- c) तमिलनाडु
- d) कर्नाटक

Under the Minimum Wages Act, 1948, which of the following authorities is responsible for fixing and revising the minimum wage rates in India?

- a) The State Government
- b) The Central Government
- c) Both State and Central Government
- d) Local District Authorities

न्यूनतम मजदूरी कानून, 1948 के तहत, निम्नलिखित में से कौन-सा प्राधिकरण भारत में न्यूनतम मजदूरी की दरों को तय करने और उनमें बदलाव करने के लिए उत्तरदायी है?

- a) राज्य सरकार
- b) केन्द्र सरकार
- c) राज्य सरकार और केन्द्र सरकार, दोनों
- d) स्थानीय जिला प्राधिकारी

The Jarawa and Sentinelese communities are inhabitants of:

- a) Ladakh
- b) Andamans
- c) Jharkhand
- d) Lakshadweep

जारवा और सेंटिनली जनजाति समुदाय के लोग कहाँ के निवासी हैं?

- a) लद्दाख
- b) अण्डमान
- c) झारखण्ड
- d) लक्षद्वीप

Which of the following books was written by Dr. B.R. Ambedkar, focusing on the social and economic issues of the Dalits and untouchables in India?

- a) "The Discovery of India"
- b) "Annihilation of Caste"
- c) "India's Struggle for Independence"
- d) "The Autobiography of an Unknown Indian"

भारत में रहने वाली दलित और अस्पृश्य जातियों के सामाजिक और आर्थिक मुद्दों को केन्द्र में रखकर डॉ.बी.आर. अम्बेडकर ने निम्नलिखित में से कौन-सी पुस्तक लिखी है?

- a) भारत : एक खोज
- b) जाति का उन्मूलन
- c) भारत का स्वतंत्रता संघर्ष
- d) एक अज्ञात भारतीय की आत्मकथा

In which of his works did Rabindranath Tagore portray the dangers of blind nationalism, particularly during the Swadeshi movement in Bengal?

- a) "Gitanjali"
- b) "The Postmaster"
- c) "The Home and the World"
- d) "Kabuliwala"

अपनी किस रचना में रवीन्द्रनाथ टैगोर ने खासतौर पर बंगाल में स्वदेशी आन्दोलन के दौरान अति-राष्ट्रवाद के खतरों को दिखाया है?

- a) गीतांजलि
- b) द पोस्ट मास्टर
- c) द होम एण्ड द वर्ल्ड
- d) काबुलीवाला

Which of the following is the primary objective of NITI Aayog, which replaced the Planning Commission in 2015?

- a) To implement government policies for national defense
- b) To create a centralized economic planning system for India
- c) To foster cooperative federalism and promote sustainable development through state partnerships
- d) To regulate trade policies and external affairs for India

सन 2015 में योजना आयोग की जगह नीति आयोग ने ले ली है, इस नीति आयोग का प्राथमिक उद्देश्य क्या है?

- a) राष्ट्रीय रक्षा के लिए सरकारी योजनाओं को लागू करना
- b) भारत के लिए एक केन्द्रीकृत आर्थिक योजना सिस्टम बनाना
- c) सहकारी संघवाद को बढ़ावा देना और राज्य सरकारों के साथ मिलकर सस्टेनेबल विकास को बढ़ावा देना
- d) भारत की व्यापार नीतियों और विदेशी मामलों को विनियमित करना

The term Anthropocene refers to:

- a) A period when it is human activity that has the greatest impact on the environment
- b) Anthropology is the recognized as the most important discipline in all the universities across the world
- c) Locations where the earliest signs of human civilizations are found
- d) A period when human population is fast decreasing

‘एन्थ्रोपोसीन’ शब्द का क्या मतलब है?

- a) एक ऐसा समय जिसमें मानवीय गतिविधियों का पर्यावरण पर बहुत अधिक प्रभाव हुआ
- b) दुनिया भर के सभी विश्वविद्यालयों में नृ-विज्ञान (एन्थ्रोपोलॉजी) को सबसे महत्वपूर्ण विषय के रूप में मान्यता प्राप्त है
- c) वह जगह, जहाँ मानवीय सभ्यता के प्राचीनतम सबूत मिले हों
- d) एक ऐसा दौर, जब मानव आबादी तेज़ी से घट रही है

What is the primary objective of the POSHAN Abhiyaan launched by the Government of India?

- a) To promote digital literacy in rural areas
- b) To reduce the prevalence of malnutrition among children, pregnant women, and lactating mothers
- c) To provide free health insurance to children under 12
- d) To improve infrastructure in rural schools

भारत सरकार द्वारा आरम्भ किए गए POSHAN (पोषण) अभियान का प्राथमिक उद्देश्य क्या है?

- a) ग्रामीण इलाकों में डिजिटल साक्षरता को बढ़ावा देना
- b) बच्चों, गर्भवती महिलाओं और स्तनपान कराने वाली माताओं में कुपोषण की सम्भावनाओं को कम करना
- c) 12 वर्षों से कम उम्र के बच्चों को मुफ्त बीमा सुरक्षा प्रदान करना
- d) गाँवों के स्कूल को बेहतर सुविधाएँ प्रदान करना

What was the primary purpose of establishing Shantiniketan by Rabindranath Tagore?

- a) To promote agricultural education
- b) To create a center for arts and education based on Indian culture
- c) To serve as a summer retreat for writers
- d) To establish a university for scientific research

शान्ति निकेतन की स्थापना के पीछे रवीन्द्रनाथ टैगोर का मुख्य उद्देश्य क्या था?

- a) कृषि की शिक्षा को बढ़ावा देना
- b) कला और शिक्षा का एक ऐसा केन्द्र बनाना जो भारतीय संस्कृति पर आधारित हो
- c) गर्मियों के मौसम में लेखकों के लिए आरामदेह एकान्त देने वाली जगह तैयार करना
- d) वैज्ञानिक अनुसन्धान के लिए एक विश्वविद्यालय स्थापित करना

ECE Descriptive

Instructions

- There are two parts in this question paper.
- Part 1 has three questions. You are required to choose and answer only ONE of them.
- Part 2 has three statements. You are required to choose and answer only ONE of them.
- Each response should be around **300-400 words.**
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.

Part 1

Select any ONE of the following three questions.

- I. Why is the early childhood period considered a crucial stage in a child's life? How does it help lay the foundation for their overall development and future learning?
- II. Think about your own childhood experiences. How have these experiences helped shape your ideas about the best ways young children learn?
- III. How does play support young children's learning and development in early childhood education? Explain the benefits of incorporating play-based learning in the curriculum.

Part 2

Select any ONE of the following three questions

- I. Imagine you are a preschool teacher. What effective methods would you use to engage a young child in learning?
- II. John Dewey believed that classrooms should reflect real-life situations, giving children the chance to learn through hands-on activities and reflection. Elaborate on this idea with examples.
- III. Rabindranath Tagore emphasized creativity and self-expression in education. Why is it important to encourage these qualities in young children, and how do they benefit their development?

निर्देश

- इस प्रश्न पत्र में दो भाग हैं।
- भाग 1 में तीन प्रश्न हैं। आपको उनमें से किसी एक प्रश्न का उत्तर देना है।
- भाग 2 में तीन कथन दिए गए हैं। आपको उनमें से किसी एक प्रश्न का उत्तर लिखना है।
- प्रत्येक प्रश्न का उत्तर लगभग 300-400 शब्दों में होना चाहिए।
- ध्यान रखें कि आपका उत्तर स्पष्ट शब्दों में व्यवस्थित रूप से लिखा होना चाहिए। लिखे जा रहे उत्तर में विषय के साथ आलोचनात्मक दृष्टिकोण अपनाया जाना चाहिए।

भाग 1

निम्नलिखित तीन प्रश्नों में से किसी एक प्रश्न का उत्तर लिखिए।

- I. आरम्भिक बाल्यावस्था को बच्चे के जीवन का एक महत्वपूर्ण चरण क्यों माना जाता है? यह उनके समग्र विकास और भविष्य में सीखने के लिए नींव रखने में कैसे मदद करता है?
- II. अपने बचपन के अनुभवों को याद करें। इन अनुभवों ने छोटे बच्चों के सीखने के सर्वोत्तम तरीकों के बारे में आपके विचारों को आकार देने में कैसे मदद की है?
- III. आरम्भिक बाल्यावस्था शिक्षा में खेल किस प्रकार छोटे बच्चों के सीखने और विकास में मददगार होता है? पाठ्यक्रम में खेल-आधारित शिक्षा को शामिल करने से होने वाले लाभों की व्याख्या कीजिए।

भाग : 2

निम्नलिखित तीन प्रश्नों में से किसी एक प्रश्न का उत्तर लिखिए।

- I. मान लीजिए कि आप किसी प्री-स्कूल में शिक्षक/शिक्षिका हैं। यहाँ के छोटे बच्चों को सीखने की प्रक्रिया में शामिल करने के लिए आप कौन-से प्रभावी तरीके अपनाएँगे?
- II. जॉन ड्यूई का मानना है कि बच्चों को व्यावहारिक गतिविधियों और चिन्तन के माध्यम से सीखने का मौका देने के लिए कक्षाओं में वास्तविक जीवन की स्थितियों का माहौल होना चाहिए। उनके इस विचार को उदाहरण सहित विस्तार से समझाइए।
- III. रवीन्द्रनाथ टैगोर ने शिक्षा में रचनात्मकता और आत्म-अभिव्यक्ति, को काफी महत्व दिया है। छोटे बच्चों में इन गुणों को क्यों बढ़ावा दिया जाना चाहिए, और इन गुणों से बच्चों के विकास में क्या लाभ होगा?

MA Language

Instructions

- There are four questions in this section. You are required to **choose and answer only two of them.**
 - Each response should be around **300-400** words.
 - Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.
-
- I. Please provide the title, summary, and your interpretation of a poem that holds personal significance to you. Explain the reasons underlying its special significance.
 - II. There is a widespread belief that anyone can teach a language in primary school. Do you agree with this belief? Discuss.
 - III. How can teaching in a student's home language help keep their culture alive and make them feel more connected to who they are? What could go wrong if we only focus on teaching in home languages and do not think about the other languages spoken in society?
 - IV. What are some of the ways in which literature can be used in a language textbook? Give examples from your own languages and experiences.

निर्देश

- इस सेक्शन में चार प्रश्न हैं। आपको इनमें से किन्हीं दो प्रश्नों के उत्तर लिखने हैं।
 - प्रत्येक प्रश्न का उत्तर लगभग 300-400 शब्दों में होना चाहिए।
 - ध्यान रखें कि आपका उत्तर स्पष्ट शब्दों में व्यवस्थित रूप में लिखा होना चाहिए। लिखे जा रहे उत्तर में विषय के साथ आलोचनात्मक दृष्टिकोण अपनाया जाना चाहिए।
- I. आपको व्यक्तिगत रूप से कौन-सी कविता पसन्द है? उस कविता का सारांश लिखते हुए उसकी व्याख्या कीजिए। इसके साथ यह भी बताइए कि यह कविता आपके लिए इतनी महत्वपूर्ण क्यों है?
 - II. बहुत सारे लोग मानते हैं कि प्राथमिक कक्षाओं में कोई भी भाषा पढ़ा सकता है। क्या आप इस बात से सहमत हैं? चर्चा कीजिए।
 - III. विद्यार्थियों को उनकी घर की भाषा में शिक्षा देना, उनकी संस्कृति को ज़िन्दा रखने में कैसे मददगार होता है और उन्हें अपनी पहचान के साथ ज़्यादा जुड़ा हुआ महसूस कराता है? अगर हम विद्यार्थियों को समाज की किसी भी अन्य भाषा में पढ़ाने के बजाय उसे सिर्फ घर की भाषा में ही शिक्षा देते हैं, तो इसके क्या दुष्परिणाम हो सकते हैं?
 - IV. भाषा की पाठ्य पुस्तकों में साहित्य का इस्तेमाल किन तरीकों से किया जा सकता है? अपनी भाषा और अपने अनुभवों से उदाहरण दीजिए।

Instructions

- Please answer one question each from the two sections.
- Each response should be around 300-400 words.
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topic.

Section 1

- I. Some people believe that those who are good at mathematics have inborn qualities, whereas others believe that mathematics is learned through practice and experience. What are your views on this?

OR

- II. Do you agree or disagree with the following sentence: "Mathematics is all about knowing how to solve problems using rules, procedures and formulas". Justify your answer with examples and arguments.

Section 2

- I. If we join the midpoints of the sides of any quadrilateral, we obtain another quadrilateral. Determine what kind of quadrilateral is formed and justify your answer. What happens if the original quadrilateral is a rectangle or a parallelogram? What specific quadrilateral is formed in these two special cases? Provide reasoning for your answers.

OR

- II. I have a budget of ₹1000 to buy new shirts and pants. A shop sells shirts for ₹200 each and pants for ₹300 each. How many shirts and pants can I buy within my budget? Consider all possible cases, including buying only shirts or only pants. How many different solutions are possible? Write a general rule which can capture all the possible solutions.

निर्देश

- नीचे दो सेक्शन दिए गए हैं। प्रत्येक सेक्शन में से एक प्रश्न का उत्तर लिखें।
- प्रत्येक प्रश्न का उत्तर लगभग 300-400 शब्दों में होना चाहिए।
- ध्यान रखें कि आपका उत्तर स्पष्ट शब्दों में व्यवस्थित रूप में लिखा होना चाहिए। लिखे जा रहे उत्तर में विषय के साथ आलोचनात्मक दृष्टिकोण अपनाया जाना चाहिए।

अनुभाग 1

- I. कुछ लोगों का मानना है कि जो गणित में अच्छे होते हैं, उनमें यह प्रतिभा जन्मजात होती है, जबकि कुछ लोगों का मानना है कि गणित को अभ्यास और अनुभव के द्वारा सीखा जा सकता है। इस बारे में आपका क्या मानना है?

अथवा

- II. “गणित का मतलब है नियमों, प्रक्रियाओं और सूत्रों का इस्तेमाल करके समस्याओं को हल करना सीखना।” आप इस मत से सहमत हैं या असहमत हैं? उदाहरणों और युक्तियों से अपने उत्तर को पुष्ट कीजिए।

अनुभाग 2

- I. अगर हम किसी चतुर्भुज की भुजाओं के मध्य-बिन्दुओं को मिला दें, तो हमें एक और चतुर्भुज प्राप्त होता है। बताएँ कि यह किस प्रकार का चतुर्भुज बनता है? अपने उत्तर की पुष्टि कीजिए। अगर मूल चतुर्भुज एक आयत या समान्तर चतुर्भुज है, तो क्या होता? इन दो विशेष स्थितियों में कौन-सा विशिष्ट चतुर्भुज बनता? अपने उत्तरों के लिए तर्क दीजिए।

अथवा

- II. मेरे पास नई शर्ट और पैंट खरीदने के लिए ₹1000 का बजट है। एक दुकान ₹200 प्रति शर्ट और ₹300 प्रति पैंट बेचती है। मैं अपने बजट में कितनी शर्ट और पैंट खरीद सकता हूँ? सभी सम्भावनाओं पर विचार करें, जिसमें केवल शर्ट या केवल पैंट खरीदना भी शामिल है। अलग-अलग कितने समाधान सम्भव हैं? एक सामान्य नियम लिखें जो सभी सम्भावित समाधानों को जाहिर/प्रकट कर सके।

MA Science

Instructions

- There are four questions in this section. You are required to **choose and answer only two of them.**
 - There are sub-questions within each question. Please answer all the sub-questions depending on your choice of questions.
 - Each numbered question (which includes all the sub-questions) could have a response of about **300-400 words** in total
- I. Please go through the figure given below. Which plant behaviour is shown in the figure? Explain why plants show this behaviour and how it helps them.

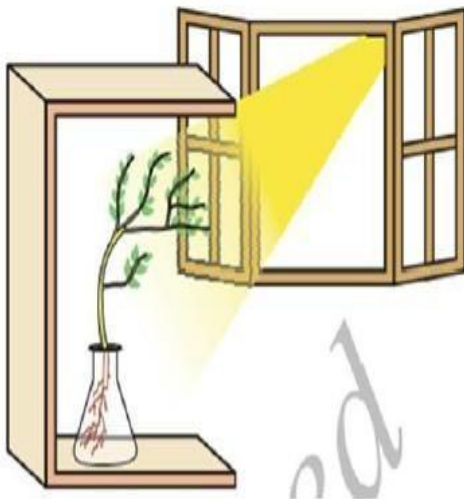


Figure Source: NCERT

- II. Probably you have seen that when we keep ice cubes in a glass tumbler, the outer surface of the tumbler turns wet. You could even see water droplets accumulating on its surface. Make an illustration of this. Explain how water droplets form on the outer surface of the tumbler.
- III. Go through the diagram below showing a simple electric circuit in which a copper wire is placed parallel to and over a compass needle.

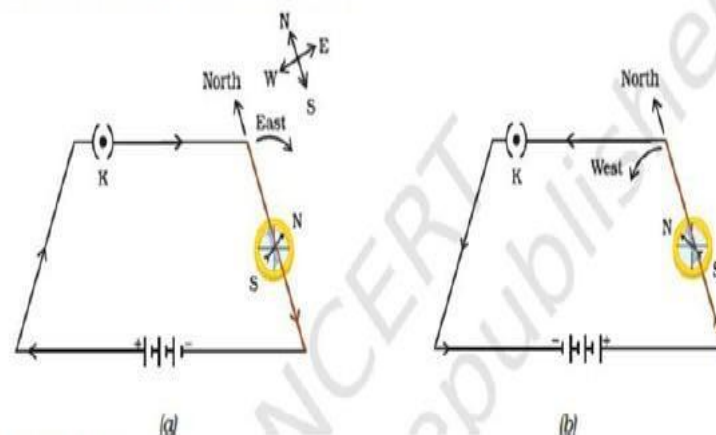


Figure Source: NCERT

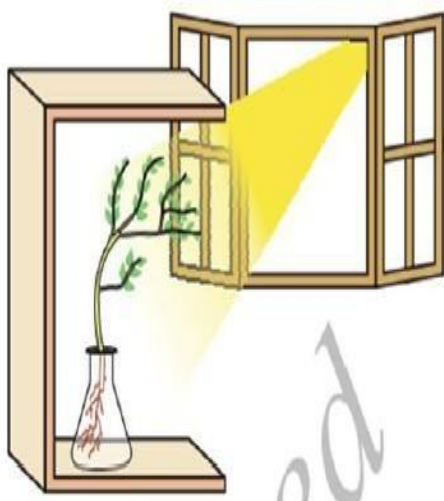
Describe the arrangement in the two circuits. What are the effects observed in circuit (a) and the changes in circuit (b)? Draw a diagram to explain the direction of motion of the current with respect to the magnetic field and the deflection of the needle. How will you explain this in the form of a simple rule to students?

- IV. Provide an example of a food web and outline the different trophic levels within a food chain. Discuss the aspects of an ecological community that can be studied through food webs.

निर्देश

- इस सेक्शन में चार प्रश्न हैं। इनमें से किन्हीं दो प्रश्नों के उत्तर लिखें।
- प्रत्येक प्रश्न में कुछ उप-प्रश्न हैं। आपके चुनाव के अनुसार उन प्रश्नों का उत्तर अनिवार्य रूप से लिखें।
- इनमें से प्रत्येक (सभी उप-प्रश्नों को मिलाकर) प्रश्न का उत्तर लगभग कुल 300-400 शब्दों में लिखें।

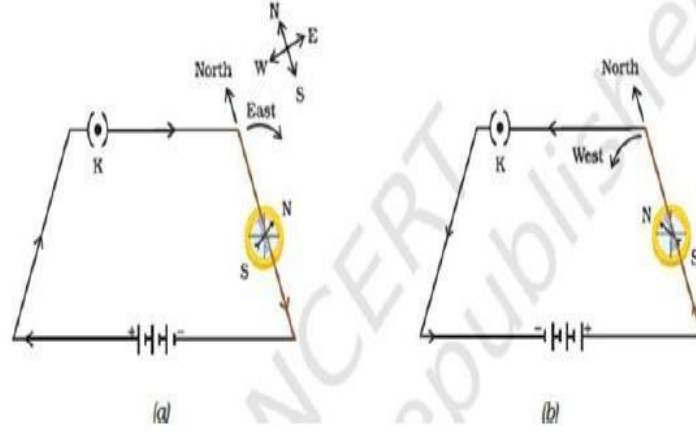
- I. नीचे दिए गए चित्र को ध्यानपूर्वक देखें। इस चित्र में पौधे के किस व्यवहार को दिखाया गया है? समझाएँ कि पौधे ऐसा क्यों करते हैं और इससे उन्हें किस तरह की मदद मिलती है?



चित्र का स्रोत : NCERT

- II. आपने ध्यान दिया होगा कि जब हम काँच के गिलास में बर्फ के टुकड़े डालते हैं, तब उसकी बाहरी सतह गीली हो जाती है। यहाँ तक कि आप गिलास की बाहरी सतह पर पानी की जमा बूँदें देख सकते हैं। इसका चित्र बनाते हुए समझाइए कि काँच के गिलास की बाहरी सतह पर पानी बूँदें कैसे बनती हैं?

- III. नीचे के चित्र में सामान्य इलेक्ट्रिक सर्किट को दिखाया गया है। इस सर्किट में कम्पास नीडल के समानान्तर और ऊपर की ओर ताम्बे की तार लगाई गई है।



चित्र का स्रोत : NCERT

इन दोनों सर्किट्स की व्यवस्था की व्याख्या करें। सर्किट (a) में क्या प्रभाव दिखाई पड़ रहे हैं तथा सर्किट (b) में क्या परिवर्तन दिखाई पड़ते हैं? चुम्बकीय क्षेत्र के सापेक्ष धारा (करंट) की जाने की दिशा और नीडल के विक्षेपण को समझाने के लिए एक आरेख बनाएँ। आप इसे विद्यार्थियों को एक सरल नियम के रूप में कैसे समझाएँगे?

- IV. खाद्य जाल का एक उदाहरण देकर खाद्य शृंखला के भीतर विभिन्न पोषण स्तरों की रूपरेखा तैयार करें। खाद्य जालों के माध्यम से पारिस्थितिक समुदाय के किन पहलुओं का अध्ययन किया जा सकता है? चर्चा कीजिए।

MA Social

Instructions

- There are four questions in this section. You are required to **choose and answer only two of them.**
 - Each response should be around **300-400 words.**
 - Please answer the questions using ideas, concepts, theories or perspectives from either one or more social science disciplines like Geography, Sociology, Economics, History and Political science as relevant.
 - Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.
-
- I. One of the biggest challenges in Indian education is the quality of teachers. Some schools are fortunate in getting teachers who know both their subject as well as how to teach. However, many schools struggle to get teachers who have both these abilities. Discuss with reasons and examples.
 - II. The poorest are often the worst affected by natural calamities. Do you agree with this view? Please explain.
 - III. Climate change and global warming are affecting regions worldwide. How do you think these changes might impact your local environment and community?
 - IV. Bidhan, a 10-year-old student, wakes up early from bed, eats breakfast and attends private tuition before going to a government school. On the other hand, his friend Naeem also wakes up early and goes to deliver newspapers door-to-door regularly and is able to attend the same government school occasionally. What could be the possible reasons behind the two children having unequal access to education?

निर्देश

- इस सेक्शन में चार प्रश्न दिए गए हैं। इनमें से किन्हीं दो प्रश्नों का उत्तर लिखिए।
 - प्रत्येक प्रश्न का उत्तर लगभग 300-400 शब्दों में होना चाहिए।
 - हर एक प्रश्न का उत्तर लिखते समय आवश्यकता के अनुसार भूगोल, समाजशास्त्र, अर्थशास्त्र, इतिहास और राजनीति विज्ञान जैसे समाज विज्ञान के विषयों में प्रयोग किए जाने वाले सिद्धान्तों, दृष्टिकोणों, विचारों, अवधारणाओं का इस्तेमाल करें।
 - ध्यान रखें कि आपका उत्तर स्पष्ट शब्दों में व्यवस्थित रूप में लिखा होना चाहिए। लिखे जा रहे उत्तर में विषय के साथ आलोचनात्मक दृष्टिकोण अपनाया जाना चाहिए।
- I. भारतीय शिक्षा व्यवस्था में शिक्षकों की गुणवत्ता एक बड़ी चुनौती है। कुछ स्कूल खुशकिस्मत होते हैं कि उन्हें ऐसे शिक्षक मिल जाते हैं जिन्हें अपने विषय का ज्ञान होने के साथ-साथ उसके शिक्षण के तरीकों का भी ज्ञान होता है। हालाँकि बहुत से स्कूलों को ऐसे योग्य शिक्षक नहीं मिल पाते हैं। इसके कारण बताते हुए उदाहरणसहित चर्चा कीजिए।
 - II. अक्सर प्राकृतिक आपदाओं का सबसे ज्यादा नुकसान गरीबों को उठाना पड़ता है। क्या आप इस विचार से सहमत हैं? व्याख्या कीजिए।
 - III. जलवायु परिवर्तन और वैश्विक तापन (ग्लोबल वार्मिंग) दुनिया के सभी हिस्सों को प्रभावित कर रहे हैं। क्या यह आपके स्थानीय वातावरण और आपके समुदाय पर प्रभाव डाल सकता है, विचार कीजिए।
 - IV. बिधान एक दस साल का विद्यार्थी है। वह सुबह जल्दी उठ जाता है। नाश्ता करता है और एक सरकारी स्कूल जाने से पहले किसी प्राइवेट ट्यूशन में भी जाता है। दूसरी ओर, उसका दोस्त नईम भी जल्दी उठ जाता है और हर दिन घर-घर जाकर अखबार पहुँचाता है। वह भी उसी सरकारी स्कूल में पढ़ता है, पर स्कूल कभी-कभी ही जा पाता है। इन दोनों बच्चों को एक समान शिक्षा न मिल पाने के क्या कारण हो सकते हैं?