

Round 1

Section 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 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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Section 2 : GENERAL AND QUANTITATIVE REASONING

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
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

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

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

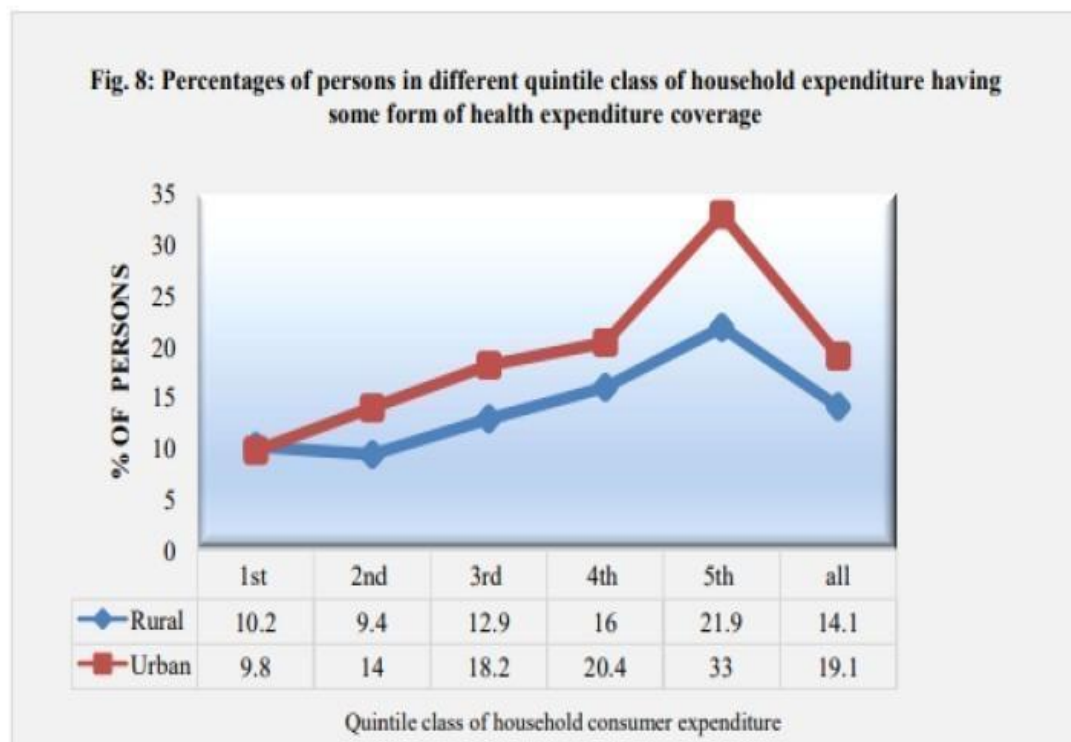
Which of the following statements is false?

- a) The pass percentage of SC students was better than ST students
- b) The pass percentage of all students together was better than both SC and ST students.
- c) The pass percentage of SC boys was poorer than SC girls.
- d) The pass percentage of ST boys was poorer than ST girls.

The percentage of SC girls appearing for the exam from the total number of SC students appearing for the exam is,

- 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

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
- d) 2021-22

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

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.

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.

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

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.

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)

Section 3: 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

The highest civilian award in India is

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

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

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

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

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

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

Who won the Dadasaheb Phalke Award for the year 2024?

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

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

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

Section 4: DESCRIPTIVE

MA Early childhood care and Education

Instructions

- There are four questions in this section. You are required to choose and answer three of them.
 - Each response should be around 250-300 words.
 - Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.
-
- I. National Education Policy (NEP, 2020) defines 3-8 years as the Foundational Stage of learning with its own curriculum. Why do you think this stage is called “foundational”?
 - II. “Play is a child’s work”. Respond to the statement keeping your experiences of interacting with children in mind.
 - III. Imagine you are a teacher in a preschool classroom. What would be the three most important features of your classroom? Give reasons to support your answer.
 - IV. Technology has permeated society in many ways. What are your opinions on electronic media/technology being part of early years learning?
-

MA EDUCATION - MATHS

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.

MA Education Language – Descriptive

- 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

MA
EDUCATION

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.

SCIENCE

MA EDUCATION SOCIAL STUDIES

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?*
-

Round 2

Section 1: 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.

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 him but occupied him day and night.

Adapted from "The Home-Coming" by Rabindranath Tagore (Trans. C F Andrews):
<http://www.gutenberg.org/files/2518/2518-h/2518-h.htm>

Which of the following does Phatik NOT miss?

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

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

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

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

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

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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....

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

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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:

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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
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General and Quantitative Reasoning Ability

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%

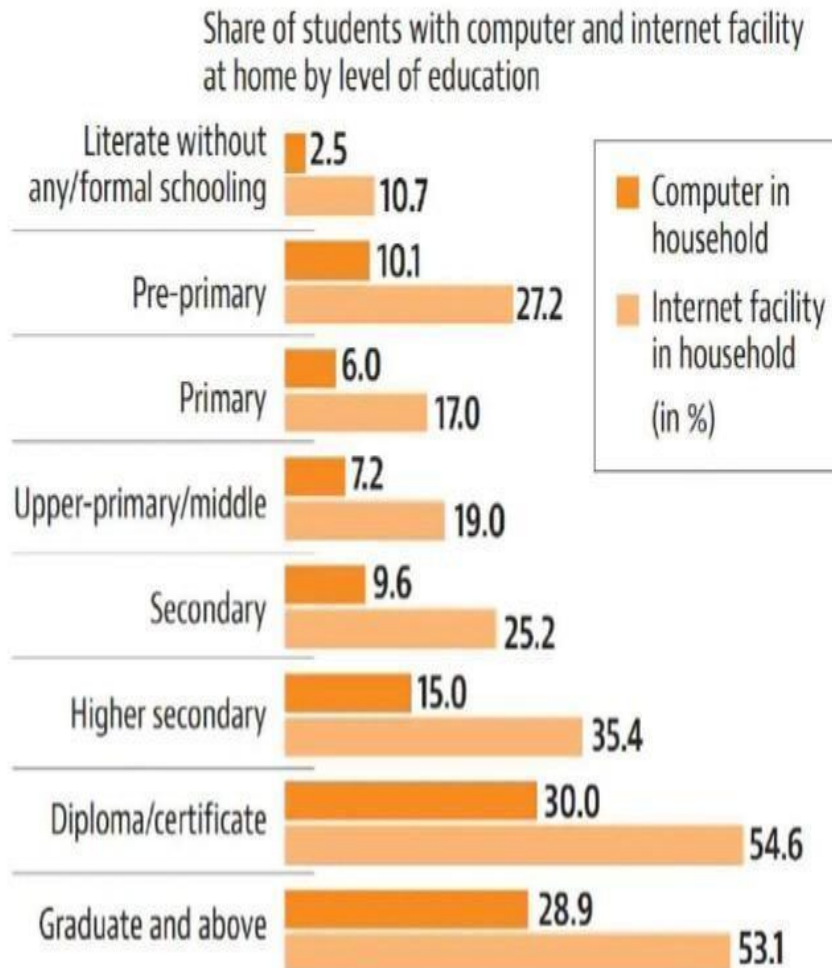
The latest global estimates indicate that 160 million children – 63 million girls and 97 million boys – were in child labour globally at the beginning of 2020, accounting for almost 1 in 10 of all children worldwide. Seventy-nine million children – nearly half of all those in child labour – were in hazardous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

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

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

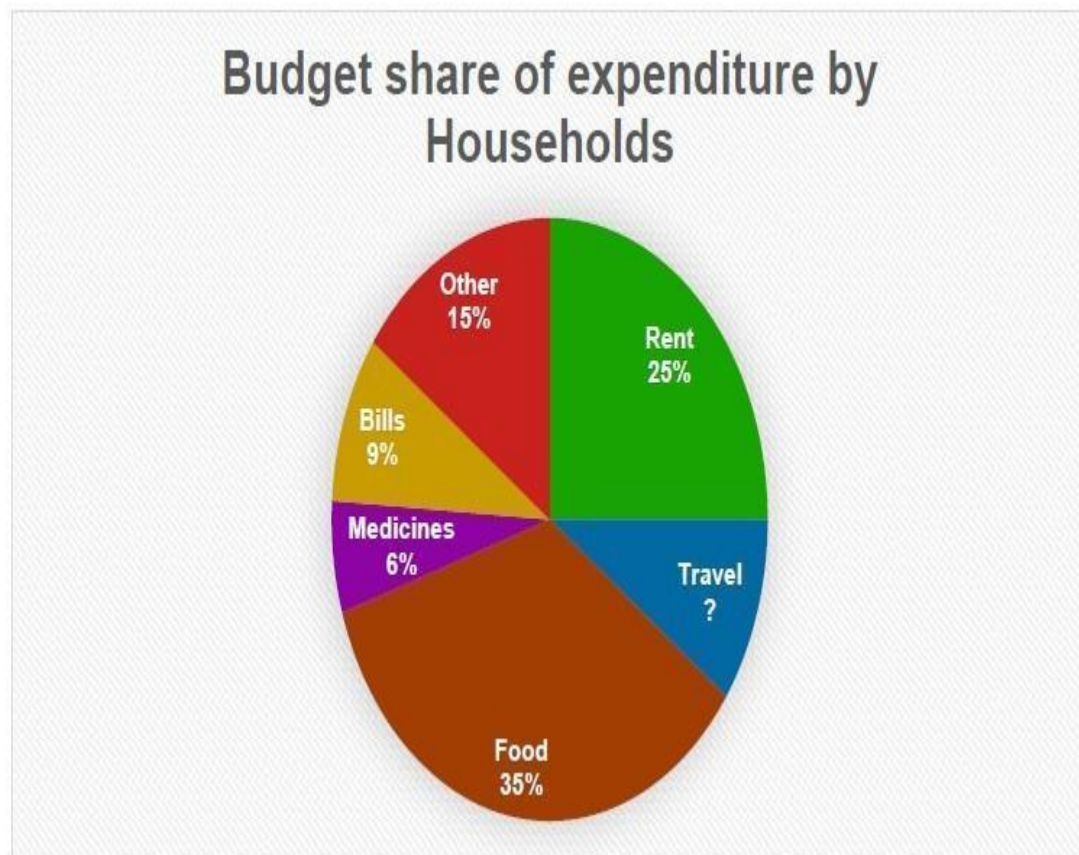
- a) 66.5%
- b) 69.2%
- c) 74%
- d) 79%

Anganwadis 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

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

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

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

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

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

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

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

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

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

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

The Jarawa and Sentinelese communities are inhabitants of:

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

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"

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"

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

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

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

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

Descriptive Questions (MA Development)

Instructions:

- It is mandatory that the student answer the Descriptive Essay.
- Type the response in English for the Descriptive Essay on the test screen.
- Answer any ONE of the questions given.
- Your answer should be between 400-600 words.

I. Is the problem of graduate unemployment in India due to an outdated curriculum? Discuss. OR

II. Several states have introduced free bus travel for women in government-owned buses. Do you think this is necessary? Justify your answer.

Instructions

- There are four questions in this section. You are required to **choose and answer three of them.**
- Each response should be around **250-300 words.**
- Please ensure that your answers are well-structured, clearly written, and demonstrate critical engagement with the topics.

- I. Why is play-based pedagogy considered a desired curricular practice? Explain with examples.
- II. Why do you think care and education should be critical elements during the early years?
- III. List a few ways in which schools and preschools can engage parents in active learning of their children.
- IV. Copying from the blackboard should be discouraged as a teaching practice in a classroom for young children. How would you justify the statement?

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.

MA Maths

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.

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.

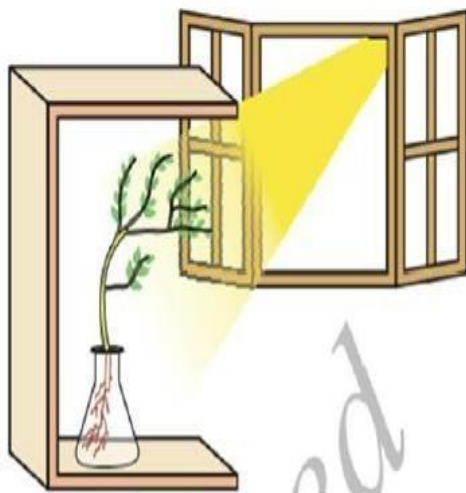


Figure Source: NCERT

- 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.

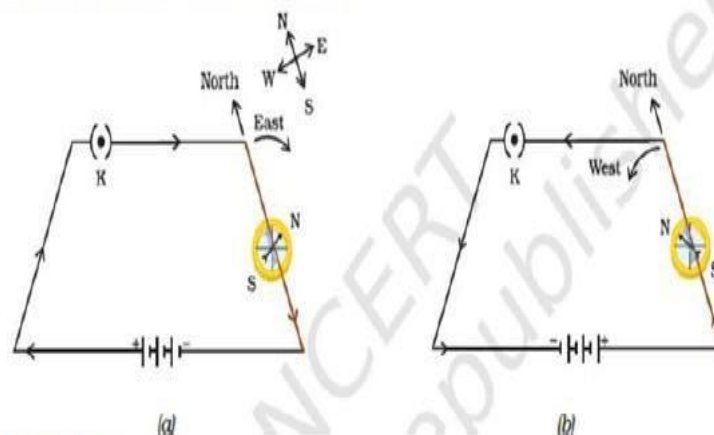


Figure Source: NCERT

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.

MA Social

- 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?