

Round 1

General Instructions for the APU Entrance Test for selection to MBA (Development Management) Program

1. This paper has four sections as listed below:
 - a. Section I: Reading & Comprehension, 10 multiple choice questions
 - b. Section II: Quantitative Aptitude and Data Interpretation, 10 multiple choice questions
 - c. Section III: Social awareness, 10 multiple choice questions
 - d. Section IV: Scenario based questions, 3 short essay questions (around 100-125 words)
2. The duration of the exam is **2 hours**.
3. Each section will have its own cut-off. Hence, please take adequate time for each section and do not ignore any section. Some sections may take more time to complete than others.
4. Zero marks will be awarded for wrong answers or if the question is left blank. There is no negative marking for selecting the wrong answer.
5. You can attempt the sections in any order. Within a section, you will be able to navigate questions only in a sequential manner.
6. You are allowed to use a simple calculator for the exam, but **ONLY** the one provided on the screen and not any physical calculator of your own.
7. The question paper begins from the next page.

SECTION I OF IV: READING & COMPREHENSION

Directions: In questions 1-3 below, choose the option that best captures the essence of the passage.

1. The National Education Policy (NEP), 2020 introduced sweeping changes to India's education system, placing significant focus on foundational literacy, flexible curriculum design, mother-tongue instruction, and digital inclusion. It encourages a shift from rote learning to competency-based learning. However, its success hinges on effective state-level implementation, teacher training, and infrastructure upgradation.

- a) NEP 2020 will transform Indian education through digitisation and online learning at all levels
- b) While NEP 2020 proposes major reforms, its impact will depend on how well it is implemented on _____ the _____ ground
- c) The policy introduces a radical curriculum model that makes English the medium of instruction across _____ all _____ states
- d) The NEP 2020 aims to replace exams with practical skill tests in all government schools

2. India's Aspirational Districts Programme (ADP) was launched in 2018 with the aim to quickly and effectively transform 112 most under-developed districts across India. The programme emphasizes convergence of central and state schemes, collaboration among bureaucrats and civil society, and competition among districts through monthly performance indicators. Notably, it relies heavily on data and ranking to drive administrative accountability and citizen-focused delivery.

- a) ADP focuses on ranking districts so they can compete fairly
- b) The ADP seeks to ensure citizens benefit from central schemes with minimal state involvement
- c) The ADP intends to replace state schemes with centrally administered initiatives in backward districts
- d) The ADP uses performance data to drive competition and collaboration among districts for better development outcomes

3. The Saubhagya scheme, launched in 2017, aimed to provide electricity connections to all households in India. While infrastructure for last-mile connectivity was set up rapidly, challenges such as low power demand, irregular supply, and affordability of usage remained. Critics noted that merely providing connections did not ensure reliable access or economic upliftment, especially in rural and tribal areas. Yet, the scheme did help highlight gaps in India's power delivery and laid the foundation for further reforms.

- a) Saubhagya succeeded in providing electricity to every rural household, thus solving the power problem _____ in _____ India
- b) While Saubhagya connected many households to the grid, real access was hampered by deeper structural _____ and _____ economic _____ challenges

- c) Saubhagya's success was primarily due to local entrepreneurs and decentralized solar panels
- d) The main objective of Saubhagya was to increase revenue for electricity bodies

Directions for questions 4-5: Based on the short passage presented below, answer the questions that follow.

These are Mahatma Gandhi's words penned in 1936: "I would say that if the village perishes, India will perish too. It will be no more India. Her own mission in the world will get lost. The revival of the village is possible only when it is no more exploited. Industrialization on a mass scale will necessarily lead to passive or active exploitation of the villagers as the problems of competition and marketing come in. Therefore, we have to concentrate on the village being self-contained, manufacturing mainly for use. Provided this character of the village industry is maintained, there would be no objection to villagers using even the modern machines and tools that they can make and can afford to use. Only they should not be used as a means of exploitation of others."

4. Gandhi argued that large-scale industrialization would lead to the exploitation of villagers. What alternative did he propose?

- a) Developing villages as self-contained units producing mainly for their own use
- b) Encouraging villagers to migrate to urban centres for work
- c) Replacing all traditional practices with modern technology
- d) Expanding marketing networks to sell village products globally

5. What condition did Gandhi place on the use of modern machines in villages?

- a) They should only be imported from abroad
- b) They should be used without any restrictions
- c) They should not become a means of exploiting others
- d) They must replace all traditional village industries

Directions for questions 6-10: Read the following article and answer questions that follow.

The Central Board of Secondary Education (CBSE) issued a directive on 22 May 2025. A few newspapers published editorials sharply criticizing this directive. These editorials and related opinion pieces were profoundly misleading, and I was surprised that they found a place in these usually high-quality publications.

Since the criticism was all about the CBSE directive to introduce teaching in the mother tongue in primary classes, let's first examine what the directive actually says. It states that the first language of literacy (denoted as R1) – the language in which the child first learns to read and write -- should be the child's mother tongue. If that is impractical due to the presence of children with different

mother tongues (multiple languages) in the same classroom, the next most familiar language of the children —often the locally widespread language —should be used. To put it more directly: children should learn to read and write first in a language they already know.

The CBSE circular further clarifies that R1 should naturally serve as the medium of instruction for other subjects, including literacy in a second language (R2). It adds that once a child gains literacy in both R1 and R2, either language can be used for teaching other subjects.

Even the misguided criticism from these quarters acknowledges what global research, experience, and common sense affirm: Children learn to read and write far more effectively in a language they already know. This is because their existing linguistic and social knowledge is leveraged, allowing them to simply connect known words to written symbols. Conversely, teaching literacy in an unfamiliar language compounds the difficulty, as children must simultaneously learn a new language and the capacity of reading and writing.

After conceding this fundamental principle, how do the authors of these pieces go so wrong? The error lies in assertions of the sort as in the lead editorial of a prominent newspaper on 28 May: “applying the same logic uniformly across India’s vast multilingual CBSE ecosystem introduces significant complexities. In cities and towns where classrooms host students from a wide array of linguistic backgrounds....how should a classroom with multiple languages be managed? Which language should be prioritized?”

Such arguments suggest that the critics either did not read the CBSE directive fully or failed to understand it—or even more likely, are driven by a quiet yet visceral outrage at the idea of English being displaced, as most of their related arguments reveal.

6. According to the CBSE directive mentioned in the passage, what is considered the ideal first language (R1) for literacy in primary classes?

- a) Hindi, as it is the most widely spoken language in India
- b) English, as it is aspirational and globally relevant
- c) A mix of Hindi and English, as they cover most urban children
- d) The child’s mother tongue, or if impractical, the next most familiar local language

7. Which of the following best summarizes the author’s stance on the editorial criticisms of the CBSE directive?

- a) The criticisms are well-informed but overly alarmist
- b) The criticisms overlook the directive’s nuance and are possibly motivated by bias towards English
- c) The criticisms offer practical alternatives to the directive
- d) The criticisms reflect genuine logistical challenges of implementing the policy

8. Which of the following statements is **NOT supported** by the passage?

- a) Critics believe that multilingual classrooms present serious implementation challenges for the directive
- b) Children learn to read better when the language of instruction is familiar to them
- c) The CBSE directive recommends using English as R1 in diverse classrooms
- d) Editorials against the directive appeared in major newspapers

9. Why does the author refer to the critics' argument as possibly being "driven by a quiet yet visceral outrage"?

- a) Because the critics failed to consult educators before writing
- b) Because the directive explicitly bans English in early education
- c) Because the critics may be emotionally invested in maintaining English as the dominant instructional language
- d) Because the critics proposed an unrealistic implementation timeline

10. Based on the passage, which of the following can be inferred?

- a) Teaching literacy in a familiar language builds on the child's existing knowledge base
- b) English is an ideal R1 in multilingual classrooms due to its neutral status
- c) The CBSE directive requires all subjects to be taught only in R1 throughout schooling
- d) The editorial criticisms were largely aligned with the directive's recommendations

— END OF READING & COMPREHENSION SECTION —

SECTION II OF IV: QUANTITATIVE APTITUDE AND DATA INTERPRETATION

1. A health NGO set aside ₹18 lakh for a one-year project, expecting to spend evenly across 12 months. In the first four months, it spent ₹7.2 lakh. Looking at this trend, the finance officer wonders if there is overspending in the project. If the same trend continues, by how much will the project exceed its annual budget?

- a) ₹2.4 lakh
- b) ₹3.6 lakh
- c) ₹4.2 lakh
- d) ₹5.4 lakh

2. An organisation working in rural development employs 180 field staff who engage with communities and 45 office staff who handle administration. The founder of the organisation decides to have a 3:1 ratio of field to office staff to ensure better support. How many office staff must be added to achieve this balance?

- a) 5
- b) 10
- c) 15
- d) 20

3. In a district, 18% of children dropped out of school before an initiative by an NGO. After the program, the dropout rate fell to 12%. The education officer wants to report this as an improvement, in terms of a percentage reduction. What is the reduction in dropout rate?

- a) 5%
- b) 16%
- c) 50%
- d) $33\frac{1}{3}\%$

4. A microfinance organisation disbursed loans of ₹40,000 each to 80 women in one block and ₹25,000 each to 120 women in another. The monitoring team wants to know the average loan size per woman across both groups. What is the average?

- a) ₹29,000
- b) ₹30,000
- c) ₹31,000
- d) ₹32,000

5. An NGO organises health camps where the cost per patient is partly fixed and partly variable. The total cost for 200 patients was ₹1,20,000, and for 300 patients, it was ₹1,65,000. If the organisation expects 500 patients at the next camp, what will be the total cost?

- a) ₹2,40,000
- b) ₹2,55,000
- c) ₹2,70,000
- d) ₹2,85,000

6. An NGO working in the education sector conducted a mathematics test in a government school to assess learning outcomes. On analyzing the results, the team observed that the average score of boys was 68, while the average score of girls was 76. The overall class average came out to be 71.2, which lay between the two group averages. What is the ratio of the number of boys to the number of girls?

- a) 4:3
- b) 2:3
- c) 5:4
- d) 3:2

7. A livelihoods NGO reports that 80% of rural women who work, end up working in agriculture. Another NGO claims that 80% of agricultural work is done by women. Which of the following is true?

- a) The two claims are the same, stated in different words
- b) The two claims contradict each other
- c) The claims may or may not be consistent with each other
- d) Both claims are necessarily false

8. An NGO runs training in two districts, Phulera and Phaphund.

- In Phulera, 600 youth enrolled, and 80% completed training. Of those who completed, 75% secured jobs, which equals **X**.
- In Phaphund, 500 youth enrolled, and 70% completed training. Of those who completed, 90% secured jobs, which equals **Y**.

Which of the following statements is true:

- a) $X > Y$
- b) $Y > X$
- c) $X = Y$
- d) Can't say based on information provided

Directions: Study the table below to answer questions 9-10:

State	Average Literacy Rate in 2017-18 (in %)	Female Literacy Rate in 2017-18 (in %)	Infant Mortality Rate (2019)
Kerala	96.2	95.2	6 per 1,000 live births
Bihar	70.9	60.5	29 per 1,000 live births
Rajasthan	69.7	57.6	35 per 1,000 live births
Tamilnadu	82.9	77.9	15 per 1,000 live births

9. Which state has the highest female literacy rate among the four states?

- a) Bihar
- b) Rajasthan
- c) Tamil Nadu
- d) Kerala

10. Suppose each state has 100,000 live births in a year. Estimate the difference in the number of infant deaths between Kerala and Rajasthan.

- a) 2,900 fewer deaths in Kerala
- b) 2,900 more deaths in Kerala
- c) 2,500 fewer deaths in Rajasthan
- d) 2,500 more deaths in Rajasthan

— END OF QUANTITATIVE APTITUDE AND DATA INTERPRETATION SECTION —

SECTION III OF IV: SOCIAL AWARENESS

1. Poshan Abhiyaan, an overarching scheme for holistic nourishment, is Government of India's flagship scheme to improve nutritional outcomes for children, adolescent girls, pregnant women and lactating mothers. The Abhiyaan was launched on 8th March, 2018. Poshan Abhiyaan seeks to address the challenges of malnutrition through a strategic shift in nutrition content and delivery by creating a convergent ecosystem to develop and promote practices that nurture health, wellness and immunity. Which of the following Sustainable Development Goal targets does this NOT influence directly?

- a) Universal access to safe and nutritious food
- b) Equal access to quality pre-primary education
- c) End all preventable deaths under five years of age
- d) End all forms of malnutrition

2. App-based delivery workers and cab drivers often lack benefits such as health insurance, paid leave, or retirement savings because they are usually not treated as regular employees. Which key issue from a policy perspective does this highlight most directly?

- a) Job automation in urban India
- b) Increasing number of smartphone users
- c) Decline of traditional industries
- d) Absence of social security for gig workers

3. Which of the following is NOT a fundamental right enshrined in the Indian constitution?

- a) Right against exploitation
- b) Right to education
- c) Right to freedom of religion
- d) Right to equality

4. The Constitution prohibits discrimination on grounds of religion, race, caste, sex, or place of birth (Article 15). Which of the following government measures is a direct application of this principle in addressing social inequalities?

- a) Providing reservation in educational institutions for disadvantaged groups
- b) Instituting purely merit based prizes in universities for toppers
- c) Promoting space research
- d) Introducing compulsory military service for all citizens

5. During the pandemic, the government and civil society organisations provided free food and rations to migrant families who had lost work in cities. What does this reflect about the working conditions of migrant workers?

- a) They have secure savings and assets in cities
- b) They rely heavily on daily wages with little or no savings
- c) They prefer rural work over urban jobs
- d) They were unwilling to take health precautions

6. Dr Ambedkar said “...On the 26th of January 1950, we are going to enter into a life of contradictions. In politics we will have equality, and in social and economic life we will have inequality...” Which of the below best represents Dr Ambedkar’s concerns post 26th of January 1950?

- a) We will break caste barriers
- b) We may neither break caste barriers nor address regional variations in India
- c) We may break caste barriers but not address economic disparities in India
- d) We may neither break caste barriers nor address economic disparities in India

7. The National Education Policy (2020) states that ‘...the education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background...’ Which of the following best describes the policy goal behind this statement?

- a) Inclusive Education
- b) Merit-based Education
- c) Need-based Education
- d) Contextual Education

8. Which of these is NOT a challenge faced by non-profits in India?

- a) Funding uncertainty
- b) Talent retention
- c) Government subsidies to all NGOs automatically
- d) Compliance with reporting requirements

9. In which sector do ASHA workers primarily operate?

- a) Rural banking
- b) Rural sustainability
- c) Health
- d) All of the above

10. Match the following:

Column A	Column B
i. NITI Aayog	p. Rural employment scheme
ii. MGNREGA	q. Solar-powered irrigation
iii. PMAY	r. Policy think tank
iv. KUSUM	s. Housing for all

- a) i-r, ii-p, iii-s, iv-q
- b) i-r, ii-s, iii-q, iv-p
- c) i-p, ii-q, iii-r, iv-s
- d) i-p, ii-r, iii-q, iv-s

— **END OF SOCIAL AWARENESS SECTION** —

SECTION IV OF IV: SCENARIO BASED QUESTIONS

Directions: In questions 1-3 below, you have been given certain scenarios. Please share your views in 100-125 words for each question.

1. You are part of the senior management of an NGO. You have to choose between hiring an experienced candidate who demands a high salary and a fresh graduate who fits the budget but needs more training. What factors would influence your decision?

2. You are a Program Manager for an organisation that seeks to improve farmers' livelihoods. A government official asks for a small personal "facilitation fee" to process your request for free seeds for farmers faster, before the sowing season ends. Your organisation can easily afford the amount. What would you do and why?

3. You are the founder of an NGO that utilizes Corporate Social Responsibility (CSR) funds to improve school infrastructure. A donor insists that their logo be placed prominently on every wall of a school renovated by your NGO. However, the school management is uncomfortable with this demand by the donor. What would you do and why?

— **END OF SCENARIO BASED QUESTIONS SECTION** —

Round 2

General Instructions for the APU Entrance Test for selection to MBA (Development Management) Program

1. This paper has four sections as listed below:
 - a. Section I: Reading & Comprehension, 10 multiple choice questions
 - b. Section II: Quantitative Aptitude and Data Interpretation, 10 multiple choice questions
 - c. Section III: Social awareness, 10 multiple choice questions
 - d. Section IV: Scenario based questions, 3 short essay questions (around 100-125 words)
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SECTION I OF IV: READING & COMPREHENSION

Directions: In questions 1-3 below, choose the option that best captures the essence of the passage.

1. It's a common conundrum: A nonprofit rolls out what it believes will be an impactful program, only to run into cultural traditions and taboos that result in constituents resisting an initiative that might dramatically improve their lives. In many cases, the solution is a matter of sequencing, where opening constituents' minds to a program's promise precedes efforts to execute the program itself. Behavior change campaigns that challenge stigma and discrimination have long been a core part of the strategy for reversing the global HIV epidemic. More broadly, most of us are stuck in deeply grooved patterns of seeing and acting - behaviors that blind us to fresh possibilities for transformative change.

a) Nonprofits often fail because they design programs without considering funding needs and therefore, financial sustainability must always precede cultural acceptance

- b) The passage emphasizes that effective nonprofit programs must first address cultural resistance and entrenched behaviors before implementation
- c) The text argues that HIV is the only context where behavior change matters, making cultural traditions less relevant in other kinds of programs
- d) According to the passage, transformative change primarily depends on introducing new technologies, since traditions and stigma rarely obstruct progress

2. A new mother often finds herself at a crossroads, caught between traditional knowledge and modern medical advice. Decisions about what to eat, how to care for herself, and how to feed her baby are shaped not just by personal choice but by family members, cultural traditions, and societal expectations. These deeply ingrained influences can sometimes override even the most well-designed healthcare interventions. Design researchers in public health must recognize that knowledge alone is not always enough - effective interventions need to account for home realities and cultural traditions that shape behavior in ways medical advice cannot address.

- a) New mothers follow only modern medical advice for childcare, so health interventions must emphasise on modern medicine only
- b) New mothers prefer to follow traditional knowledge over modern medical advice for childcare, so such traditions must eventually replace modern medicine
- c) Family and cultural traditions often outweigh medical advice, so health interventions must consider these realities.
- d) Personal choice of new mothers for medical advice in childcare is the sole factor that governs health interventions

3. "I am a farmer from Naukha Daiya village in the Loon region of Bikaner district, Rajasthan. For the past few years, our land and livelihoods have been affected by the construction of solar energy plants. The government is carrying out large-scale land acquisition and cutting down trees in huge numbers in the area. One of the trees being cut is Rajasthan's state tree, the *khejri*. The *khejri* is not an ordinary tree. It is the identity of the desert and an integral part of life and culture here. Having grown up in its shade, I know how it enriches the soil even in dry climates, regulates temperature, and provides fodder for our livestock. Its leaves feed camels, goats, and sheep. This sustains animal husbandry in villages, which is the backbone of the local economy."

- a) The expansion of solar energy in Rajasthan has brought prosperity to farmers by enhancing economic opportunities and providing more jobs
- b) The concern around solar projects is largely cultural, since *khejri* trees are valued for tradition but have little ecological or economic importance
- c) Rajasthan's farmers oppose solar energy because they prefer to rely solely on animal husbandry, rather than diversify into alternative income opportunities
- d) Large-scale solar projects threaten livelihoods by cutting down vital trees like the *khejri*, which sustains soil, livestock, and the rural economy

Directions for questions 4-5: Based on the short passage presented below, answer the questions that follow.

Non-profit institutions tend not to give priority to performance and results. In a business, there is a financial bottom line. Profit and loss are not enough by themselves to judge performance, but at least they are something concrete. Whether business executives like it or not, profit certainly will be used to measure their performance. When non-profit executives, however, face a risk-taking decision, they must first think through the desired results - before the means of measuring performance and results can be determined. In a business, performance is what the customer is willing to pay for. The non-profit does not get paid for performance. But it does not get money for good intentions, either.

4. What is the “bottom line” used to judge performance in a business, as it appears above?
- a) Customer satisfaction
 - b) Employee motivation
 - c) Profit and loss
 - d) Risk-taking decisions
5. What is the key difference between business and non-profit performance measurement highlighted in the passage?
- a) Businesses measure performance with financial outcomes, while non-profits must define results before measurement
 - b) Non-profits focus on good intentions, while businesses ignore intentions
 - c) Businesses take more risks, while non-profits avoid them
 - d) Both measure performance by the money they receive

Directions for questions 6-10: Read the following article and answer questions that follow.

Would you want a camera watching over you at your desk all day? Your answer, like mine, is likely a resolute no. The thought itself is intrusive; a violation of the most rudimentary of our space and autonomy. These are important not only for us to think and work, but also for our basic dignity. Why, then, do so many find it perfectly acceptable to advocate for this very setup in our schools and classrooms?

Let’s be clear. This is not about installing cameras in school corridors or driveways for safety. This is about cameras specifically positioned to monitor teachers turning classrooms into a panopticon. Such surveillance is not just highly intrusive, it is also disruptive to the functioning of the class. It signifies a deep underlying mistrust of the teacher and the classroom as a community, and a profound misunderstanding of education and human nature.

Streaming cameras in classrooms and other such approaches are knee-jerk responses to the complex challenge of building accountability in our education system – an oversimplistic,

centralised “solution”. That word ‘accountability’ itself is fraught with oversimplification, carried over from its over usage in simpler, often mechanistic, or unidimensional environments such as businesses. In endeavours such as teaching the notion of responsibility is far more real, which in other words is ‘internal accountability’ – holding oneself accountable for a professional ethic and purpose.

We must recognize that this notion is not at odds with teachers being significantly responsible for the learning of our children; it is just that it adequately acknowledges that such learning is also significantly influenced by a complex interplay of other factors such socio-economic conditions, societal expectations, public investment, system culture, and more.

If we are serious about building a reasonably effective accountability system in school education, how should we proceed? The starting point is the recognition that we must build an ‘internal accountability’ system, not a mechanistic external one. This is because the latter is not going to enable good education. To achieve that objective, we must equally account for the fact that there are a range of characters in people, and even wider range of behaviours. Without doubt we need a functioning accountability system in education. But we will get there if we build everything on the realization that, at its core, education is a social-human endeavour. It thrives on connection, trust, and a shared sense of purpose. A camera in the classroom does not just watch; it silently undermines the very foundation upon which true education is built. We must choose to build that foundation up, not surveil its erosion from afar.

6. According to the passage, what is the problem with having a camera at one’s working space?

- a) It reduces productivity
- b) It violates personal space and autonomy
- c) It is too expensive
- d) It makes the worker nervous

7. What kind of camera use in schools does the author clarify is NOT the issue under discussion?

- a) Cameras in classrooms to monitor teachers
- b) Cameras used for online teaching
- c) Cameras used by students for projects
- d) Cameras installed in corridors and driveways for safety

8. According to the author, what should be the foundation of an effective accountability system in education?

- a) Internal accountability rooted in professional ethic and purpose
- b) Strict surveillance and monitoring
- c) Centralised mechanisms borrowed from businesses
- d) Standardized performance reviews of teachers

9. Which of the following is NOT supported by the passage?
- a) Teaching cannot be measured or evaluated in mechanistic ways
 - b) Education thrives on trust and shared purpose rather than surveillance
 - c) Surveillance in classrooms enhances dignity and autonomy of teachers
 - d) Socio-economic and cultural conditions also influence children's learning
10. By comparing classroom cameras to business accountability systems, the author implies that:
- a) Business-style accountability is equally effective in schools
 - b) Schools should copy accountability frameworks from corporations
 - c) Teachers should also focus only on measurable outcomes like businesses
 - d) Mechanistic accountability models ignore the complex nature of school education

— END OF READING & COMPREHENSION SECTION —

SECTION II OF IV: QUANTITATIVE APTITUDE AND DATA INTERPRETATION

1. *Poshan Mitr* is an NGO operating in Madhya Pradesh focusing on nutrition of children. They planned a 6-month pilot with a budget of ₹12 lakh, expecting to spend the same each month. After the first two months, they review expenses and find they already spent ₹5.20 lakh. Several emergency food purchases and extra travel costs pushed spending up. The programme lead worries the high early burn could blow the whole pilot budget if it continues at the same pace. If the current monthly spending rate continues for all 6 months, by how much will the project exceed its budget?
- a) ₹1.2 lakh
 - b) ₹2.4 lakh
 - c) ₹3.6 lakh
 - d) ₹4.8 lakh
2. *Swachh Saathi*, a non-profit organisation, runs door-to-door hygiene drives with 270 volunteers supported by 60 supervisors. After a field review the Director decides the programme needs a disciplined volunteer to supervisor ratio of 5 : 1 to improve oversight. The organisation must recruit the missing volunteers to reach that desired ratio while keeping supervisors the same. How many new volunteers should they recruit?
- a) 20
 - b) 30
 - c) 40
 - d) 50

3. In a cluster of villages, stunting among under-5 children was 38% before a year-long nutrition programme run by a social venture. After targeted counselling, supplementary feeding and community sessions, measured stunting falls to 29%. The Monitoring Officer wants to report the improvement as a percentage reduction relative to the original (pre-programme) rate. What is that percentage reduction?

- a) 23.7%
- b) 26%
- c) 29%
- d) 76.3%

4. A women's microfinance federation lent to women in two neighbouring blocks: Block A received loans of ₹15,000 each to 60 women; Block B received ₹18,000 each to 140 women. For a donor report, the programme coordinator needs a single headline figure for loans given out across the blocks. What is the average loan per woman across both blocks?

- a) ₹17,000
- b) ₹17,500
- c) ₹18,000
- d) ₹17,100

5. *Sehat* Mobile Clinic has costs made of a fixed setup fee and a variable per-patient cost. Last quarter the clinic recorded ₹90,000 total cost for 150 patients, and ₹150,000 for 350 patients during a busy month. The operations manager wants to budget for a big camp expecting 500 patients using the same cost structure. What will be the total cost for 500 patients?

- a) ₹1,80,000
- b) ₹2,10,000
- c) ₹2,25,000
- d) ₹1,95,000

6. A program lead of *Grameen Foundation* allocates ₹50 lakh across four states for a livelihood pilot, in the ratio 3 : 4 : 5 : 8 (for states A, B, C, D respectively). State teams must prepare project plans based on the funds they receive. State C begins drafting activities but needs to confirm its budget share. How much funding does State C receive?

- a) ₹12.5 lakh
- b) ₹10 lakh
- c) ₹15 lakh
- d) ₹20 lakh

7. Directions: Answer question 7 by studying the two statements below:

- **Statement I:** Every year, there is water-logging in the low-lying areas of Bangalore.
- **Statement II:** Bangalore does not implement its building guidelines strictly.

- a) Statement I has caused Statement II
- b) Statement II has caused Statement I
- c) The two Statements are completely unrelated
- d) Can't say based on information provided

8. There are two NGOs working in the field of sustainable agriculture.

- Nayi Roshni has a total staff size of 250. 30% of its employees are women. 20% of its women employees are post-graduates, which equals **X**.
- Naya Savera has a total staff size of 75. 40% of its employees are women. 60% of its women employees are post-graduates, which equals **Y**.

Which of the following statements is true:

- a) $X > Y$
- b) $Y > X$
- c) $X = Y$
- d) Can't say based on information provided

Directions: Study the table below to answer questions 9-10:

State	Total villages	Villages with access to all-weather road	Villages with ration shop
Andhra Pradesh	20,100	16,700	15,500
Karnataka	28,700	21,200	13,300
Kerala	1,600	1,500	1,400
Tamil Nadu	17,700	13,500	15,300
Telangana	15,500	14,100	12,600
India	6,41,400	4,24,300	3,17,000

9. Which state has the second highest percentage of villages with access to an all-weather road?

- a) Tamil Nadu
- b) Kerala
- c) Karnataka
- d) Telangana

10. How many of the five states have a greater proportion of villages with ration shop when compared to all of India?

- a) One state only
- b) Three states
- c) Four states
- d) All five states

— END OF QUANTITATIVE APTITUDE AND DATA INTERPRETATION SECTION —

SECTION III OF IV: SOCIAL AWARENESS

1. The Lakhpati Didi initiative encourages women to start micro-enterprises within their villages. It is aimed at training women in self-help groups (SHGs) so that they can earn a sustainable income of at least Rs 1 lakh per annum per household. Which of the following best describes this initiative?

- a) Growth with equity
- b) Gender inclusive economic growth
- c) Climate conscious economic growth
- d) Growth ensuring life with dignity

2. What are Gram Sabhas?

- a) Gram Sabhas are village level forums where local festivals are celebrated
- b) Gram Sabhas are village level courts of justice where trials are held
- c) Gram Sabhas are held by the Panchayat with villagers to discuss local governance issues
- d) Gram Sabhas are held by self-help groups to discuss loan and repayment issues

3. India ranked 130 out of 193 countries in the Human Development Report of 2025. What are the key dimensions of the Human Development Index (HDI)?

- a) Ability to lead a long and healthy life, access to education, and a decent standard of living
- b) Ability to lead a long and healthy life, political representation and per capita income
- c) Population control, industrial progress and a decent standard of living
- d) Access to education, decent standard of living and right to information

4. The Mahatma Gandhi National Rural Employment Guarantee Act, 2005 assures entitlement to which of the following?

- a) 100 days of work in a year
- b) Compensation if work not provided within stipulated period of time
- c) Work site facilities like first aid kit and creche
- d) All of the above

5. The Ujjwala Yojana is a Central Government scheme to make clean cooking fuel such as LPG available to the rural and deprived households which were otherwise using traditional cooking fuels such as firewood, coal and cow-dung cakes. Which of the following is NOT one of the possible benefits of this scheme?

- a) Reduced drudgery in fetching firewood
- b) Improved respiratory health
- c) Reduced dropout from school

d) Reduced deforestation

6. The Swachh Bharat Mission was initiated in 2014 and targeted making India Open Defecation Free (ODF). By 2019, the mission celebrated the construction of over 100 million individual household toilets, declaring more than 6 lakh villages ODF. Which of the following Sustainable Development Goal targets does this NOT influence directly?

- a) Sustainable management and use of natural resources
- b) End open defecation and provide access to sanitation and hygiene
- c) Fight communicable diseases
- d) Improve water quality, wastewater treatment, and safe reuse

7. Match the following schemes / programmes with the state where they are running:

Column A	Column B
i. Rythu Bandhu	p. Maharashtra
ii. Duare Sarkar	q. Karnataka
iii. Gruha Lakshmi	r. Telangana
iv. Ladki Bahin	s. West Bengal

- a) i-r, ii-p, iii-s, iv-q
- b) i-r, ii-s, iii-q, iv-p
- c) i-p, ii-r, iii-q, iv-s
- d) i-p, ii-q, iii-r, iv-s

8) The next nationwide population Census in India will take place in 2026. Which of the following are benefits resulting from conducting the Census?

- a) The Census provides an accurate estimate of the population and its gender breakup
- b) Knowing the geographical spread of population helps in ensuring equitable development
- c) Comparing current and previous Census data helps estimate the impact of government programmes

d) All of the above

9) The 106th Constitution amendment reserves one-third of the seats in the Lok Sabha and state legislative assemblies for women. Critics argue that women's reservation can lead to tokenistic representation, where women elected to office may not have the agency to effect meaningful change. Which of the following statements best represents this criticism?

- a) Women will not actually get elected in one-third of the seats
- b) The reservation policy will not actually get implemented on the ground
- c) A comprehensive approach that combines legal reforms with societal transformation is crucial to achieve meaningful gender parity
- d) The elected women representatives will not get to vote on bills in the Parliament

10) The Right to Information Act, 2005 allows citizens to seek information from the government, which should be provided within a stipulated time period. What does this Act's success tell us about information in government departments?

- a) Transparency in information ensures greater accountability in the government
- b) Before this Act was enacted, it was easy for citizens to obtain information in any government department
- c) Citizens cannot comprehend the information provided by government departments
- d) All information in government records is sensitive, hence it should not be revealed

— END OF SOCIAL AWARENESS SECTION —

SECTION IV OF IV: SCENARIO BASED QUESTIONS

Directions: In questions 1-3 below, you have been given certain scenarios. Please share your views in 100-125 words for each question.

1. You are managing a health project in a tribal area. The donor insists that their funds be used mainly for vaccination awareness. However, the community leaders keep demanding more investment in safe drinking water, which they see as a bigger health priority. How would you handle this situation?
2. You are the Director of an NGO focusing on education. Your interventions in the locality have mixed results: literacy improved for boys but not for girls. The donor expects a positive impact report for their annual review. Would you present the findings as they are, or highlight only the positive aspects?
3. As a Program Manager for health initiatives in a new geography, your field staff documents cases of poor service delivery in government health centres. Publishing the findings could pressure officials to act but might also strain your relationship with the local administration, risking cooperation in future projects. What would you do?

— END OF SCENARIO BASED QUESTIONS SECTION —