

Reading Comprehension

(पठन बोध परीक्षण)

(This section will Only be in English)

(यह अनुभाग केवल अंग्रेजी में होगा)

Passage I

The supply-demand problem of education has many interesting aspects to it. The numbers of youth wanting higher education has shot up but the supply suffers on various counts. First, government sources are quoted in the news that there is a shortage of 30-40% faculty in colleges and universities at all levels. I have not found data in support of this claim. Second, almost anyone who is thinking of education says that the syllabi are outdated. Third, industry and business complain that the outcome of education - quality of job applicants is extremely bad but we have no measure of how good or bad it is. Graduation certificates, like school certificates, have lost credibility and meaning. Further, considering that about 90% of the Indian workforce is in the unorganized sector where hiring is quite informal, certificates and diplomas count less than a reference trusted by the employer. And yet, parents want their children to go to colleges and complete graduation. There is a certain helpless faith in our educational institutions that they will somehow deliver at least for “my” child. At the same time, we do not rely totally on these institutions. At appropriate times we also send children to private tutors. ASER 2017 shows that nearly 40% of students attending government schools go for tuitions. ASER has been pointing out that in the Eastern states around Bihar, massive proportions of school children go to private tutors.

-- Madhav Chavan, “Giving the emperor new clothes”, *Beyond Basics: ASER Report 2017*,
<http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202017/aser2017fullreportfinal.pdf>

Question 1

According to the author, the demand for higher education

Answer Option (a) Has decreased

Answer Option (b) Has remained the same

Answer Option (c) Has increased

Answer Option (d) There is no data on this.

Correct Answer (c) Has increased

Question 2

What exactly needs to be done to the syllabus?

Answer Option (a) It needs to be changed.

Answer Option (b) It is fine as it is.

Answer Option (c) There should be more discussion about it.

Answer Option (d) It needs to be revised.

Correct Answer (d) It needs to be revised.

Question 3

Which of the following claims does the passage make?

Answer Option (a) Employers trust diplomas and certificates.

Answer Option (b) Education system faces multiple challenges.

Answer Option (c) Unorganized sector trusts the education system.

Answer Option (d) Private schools are better than government schools.

Correct Answer (b) Education system faces multiple challenges.

Question 4

In the passage, "credibility" means:

Answer Option (a) Lack of belief

Answer Option (b) Believability

Answer Option (c) Accuracy

Answer Option (d) Monetary value

Correct Answer (b) Believability

Question 5

Read the following statements.

Statement A: There is a shortage of 30-40% faculty in colleges and universities.

Statement B: The pupil-teacher ratio in colleges and universities is high.

Which of the following options is correct?

Answer Option (a) Statement B is an appropriate implication of statement A

Answer Option (b) Statement A is an appropriate implication of statement B.

Answer Option (c) Statement A is false but statement B is true.

Answer Option (d) Statement B is false but statement A is true.

Correct Answer (b) Statement B is an appropriate implication of statement A

Passage II

Up to the age of 12 all the knowledge I gained was through Gujarati, my mother tongue. I knew then something of Arithmetic, History and Geography. Then I entered a High school. For the first three years the mother tongue was still the medium. But the school-master's business was to drive English into the pupil's head. Therefore more than half of our time was given to learning English and mastering its arbitrary spelling and pronunciation. It was a painful discovery to have to learn a language that was not pronounced as it was written. It was a strange experience to have to learn the spelling by heart.... However, for the first three years, it was comparatively plain sailing.

The pillory began with the fourth year. Everything had to be learnt through English – Geometry, Algebra, Chemistry, Astronomy, History, and Geography. The tyranny of English was so great that even Sanskrit or Persian had to be learnt through English, not through the mother tongue. If any boy spoke in the class in Gujarati which he understood, he was punished. It did not matter to the teacher if a boy spoke bad English which he could neither pronounce correctly nor understand fully. Why should the teacher worry? His own English was by no means without blemish. It could not be otherwise. English was as much a foreign language to him as to his pupils. The result was chaos. We the boys had to learn many things by heart, though we could not understand them fully and often not at all.... I know now that what I took four years to learn of Arithmetic, Geometry, Algebra, Chemistry and Astronomy, I should have learnt easily in one year, if I had not to learn them through English but Gujarati. My grasp of the subjects would have been easier and clearer. My Gujarati vocabulary would have been richer. I would have made use of such knowledge in my own home. This English medium created an impassable barrier between me and the members of my family, who had not gone through English schools.... I was fast becoming a stranger in my own home. I certainly became a superior person. Even my dress began to undergo imperceptible changes. What happened to me was not an uncommon experience. It was common to the majority.... High schools were schools for cultural conquest by the English. The knowledge gained by the three hundred boys of my high school became a circumscribed possession. It was not for transmission to the masses.

-- Gandhi, M. K. 1999. "The Collected Works of Mahatma Gandhi (Electronic Book), New Delhi, Publications Division Government of India, 98 volumes", Vol. 73, <http://www.gandhiserve.org/e/cwmg/cwmg.htm>

Question 1

Why was everything plain sailing during the first three years?

Answer Option (a) The school-master was well trained.

Answer Option (b) The medium of teaching was the mother tongue.

Answer Option (c) The syllabus was easy.

Answer Option (d) There were only a few subjects.

Correct Answer (a) The medium of teaching was the mother tongue.

Question 2

“His own English was by no means without blemish.” This means:

Answer Option (a) The teacher made mistakes in English.

Answer Option (b) The students made mistakes in English.

Answer Option (c) The teacher’s English was excellent.

Answer Option (d) The students understood what the teacher was saying.

Correct Answer (a) The teacher made mistakes in English.

Question 3

The author says that if the medium of education was Gujarati instead of English, many things would happen. Which of following claims is the author **not** making:

Answer Option (a) He would have learnt faster.

Answer Option (b) His Gujarati vocabulary would have been richer.

Answer Option (c) His English would have improved.

Answer Option (d) His dress would not have changed.

Correct Answer (c) His English would have improved.

Question 4

Which of the following statements are true?

Statement A: The teachers were functioning as instruments for (the English people??)

Statement B: English was connecting the author with the masses.

Statement C: The author always wanted to study in the English medium.

Answer Option (a) Statement C is incorrect, but statement A and B are correct.

Answer Option (b) Statement A is correct, but statement B and C are incorrect.

Answer Option (c) Statement B is correct, but statement A and C are incorrect.

Answer Option (d) Statement A is incorrect, but statement B and C are correct.

Correct Answer (b) Statement A is correct, but statement B and C are incorrect.

Question 5

What do “imperceptible changes” mean?

Answer Option (a) Visible changes

Answer Option (b) Almost invisible changes

Answer Option (c) Sudden changes

Answer Option (d) Recent changes

Correct Answer Almost invisible changes

Passage III

Deliberative Democracy and Education

Democracy presupposes inclusion of all and absence of discrimination. Therefore, one pointer to such criteria could be the common good (sarva jan hitaya). It is at least theoretically possible to refer all decisions to the greater common good, if we are in possession of such a commodity. However, it is no mean task to manufacture a notion of common good in a multicultural society where the moral and social values of different groups and communities may be at variance with each other, where economic interests of different groups and communities may be in conflict with each other. That is where rational public discourse comes into picture. Understanding each other's positions, articulating what one's cherished way of life is, accommodating the view of others and arguing for space for one's own life style; demands a conversation tempered with concern for the other and guided by reason.

The common good need not necessarily be conceived as a golden principle discovered, formulated and fixed for all times to come. It could be conceived as a set of values evolving through rational public discourse among all the citizens. An evolving consensus among all the citizens through public deliberations where everyone takes part on equal footing and where reason is the only arbiter. This discourse has to be truly public in the sense of widest possible participation to be effective and of any value. This discourse cannot be limited to choice of voting at the election time. Every political decision and every policy has to be constantly and critically evaluated.

-- Extracts from "Deliberative Democracy and Education" by Rohit Dhankar

Question 1

Which of the following are the key elements for democracy to flourish?

- A. Reason
- B. Dialogue
- C. Pluralism
- D. Care

Answer Option (a) A, B and D.

Answer Option (b) A, B, and C

Answer Option (c) All of these

Answer Option (d) None of these

Correct Answer (c) All of these.

Question 2

Statement 1: Assertion (A): Rational public discourse is essential for democracy.

Statement 2: Reason (R): Public deliberations help in conceptualising common good.

Select the correct alternatives from the options given below.

Answer Option (a) A is true but R is not the reason for A.

Answer Option (b) A is true and R is the reason for A

Answer Option (c) Both A and R are true, but they are unrelated.

Answer Option (d) Both A and R are false.

Correct Answer (b) A is true and R is the reason for A.

Question 3

Why has the author used the word “deliberative” in the title?

Answer Option (a) Because he thinks that the notion of common good can be manufactured easily.

Answer Option (b) Because he thinks that rationality is not enough.

Answer Option (c) Because he thinks that values are not static.

Answer Option (d) Because he thinks that voting provides equal footing to everyone.

Correct Answer (c) Because he thinks that values are not static.

Question 4

Which of the following approaches towards democracy that the author is arguing for?

Answer Option (a) Considerate and passive

Answer Option (b) Arbitrary and rational

Answer Option (c) Majoritarian and common-sensical

Answer Option (d) Critical and dialogical

Correct Answer (d) Critical and dialogical

Question 5

What is the implication of the main ideas given in this passage?

Answer Option (a) Public participation is desirable but not mandatory for democracy.

Answer Option (b) Public participation is crucial in assessing policies in democratic societies.

Answer Option (c) Public participation depends upon the background of the people.

Answer Option (d) Public participation is essential in implementing government policies.

Correct Answer (b) Public participation is crucial in assessing policies in democratic societies.

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-longestshrubbery-vanished-without-trace>

1. 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

2. 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

3. 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

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

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

5. 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

Passage 2

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 reexamining 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.

1. 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

2. 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.

3. 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.

4. What was the duration of implementation of Lok Jumbish?

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

5. 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

Passage 3

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 COVID19 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-nutritionalgains.html>

6. 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)

7. 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

8. 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

9. 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

10. 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

Read the following passage and answer the questions that follow:

Hearing a shout, I turned around. He was fourteen years old at the time, and his right leg was crippled by childhood polio.

‘Telugu raadu,’ I apologized.

‘But I speak English!’ Chandru declared. I learnt that he studied in class nine and liked being in school.

‘Which subject do you like the most?’ I inquired. ‘Mathematics,’ he said, and I felt glad since it was also my favourite. Like a nerd sometimes does upon meeting another, I wrote three Maths questions and handed them over. My questions did not in the least faze Chandru. He rapidly wrote out the answers. My next three questions were harder, and the three followed were harder still, but each time Chandru took only a moment to respond, and each time he responded correctly.

Then with a mischievous grin, he swiveled the notebook around, grabbed the pen and wrote out three questions that I was to answer.

The boldness of this act caught me by surprise, but that was not as bad as the embarrassment that followed. I answered the first two questions that Chandru had posed, but I found myself struggling with the third.

Luckily for me, Chandru’s father came upon us at this time, and I had an opportunity to redirect the conversation. The father spoke not a word in English. The son stepped in to translate for us. We started speaking about the crops and the weather, but as soon as I politely could I posed the question: ‘What do you wish for your son to become?’

‘He reads every mathematics book that he can find,’ the father told me, ‘and he wants to become an engineer. But no one from around here has ever become an engineer’.

‘Besides’, he added after a pause, ‘it could be very expensive. My daughters were married just a few years ago. And we don’t have the money for a college education.’

Adapted from: Krishna A. The Broken Ladder. In: The Broken Ladder: The Paradox and the Potential of India’s One Billion. Cambridge University Press 2017

1. Who was fourteen years at that time when the author narrated this incident?

- a) The author
- b) Chandru
- c) Both Chandru and the author
- d) Chandru's sister

2. Who likes the subject Mathematics?

- a) The author and Chandru father
- b) Chandru's father
- c) Chandru and his father
- d) The author and Chandru

3. How many times did the author write Math questions for Chandru?

- a) Three questions, once
- b) Three questions, twice
- c) Three questions, thrice
- d) None of the above

4. What was the author struggling with?

- a) To find the answer to the third question which Chandru posed.
- b) To find the answers to all the questions Chandru posed.
- c) To remember Chandru's name
- d) All of the above.

5. Why was Chandru's father unable to support his college education?

- a) As college education is very expensive
- b) The father required Chandru's support
- c) Chandru's father had lost his crop
- d) Both (b) and (c)

Read the following passage and answer the questions that follow:

Special provisions for the advancement of the Backward Classes have been made in the Constitution of India in its chapters on 'Fundamental Rights' and 'Directive Principles of State Policy,' with a view to securing to all citizens social, economic and political justice, and equality of status and opportunity – goals stated in the Preamble to the Constitution. The courts have the special responsibility of judging whether state action under these special provisions fulfill in actual practice the general goal of social justice and equality enshrined in the Preamble, and also whether it is consistent with the other provisions of the Constitution. A tension between the special provisions for the advancement of the Backward Classes, defined as castes, and the goals stated in the Preamble, is built into the Constitution. This tension was aggravated by the addition of Article 15(4) to the chapter on 'fundamental rights,' by an amendment of the Constitution soon after its adoption. It is well known that it was added with a view to nullifying the courts' verdicts, striking down reservations for [Other Backward Classes] made by some states. –

From The Judicial and Sociological View of Other Backward Classes by A.M. Shah in Caste: Its Twentieth Century Avatar, M.N. Srinivas (Ed.), 199

In which of the following chapter/chapters does the Constitution of India make special provision for the advancement of the backward classes?

- e) Only in the chapter on 'Fundamental Rights'
- f) Only in the chapter on 'Directive Principles of State Policy'
- g) Both (a) and (b) above
- h) Neither (a) nor (b)

6. Which of the following goals of the Preamble finds a mention in the passage?

- a) Securing social, political, and economic justice
- b) Securing equality of status and opportunity
- c) Securing liberty of thought and belief
- d) Both (a) and (b) above

7. Which of the following is the special responsibility of the courts?

- a) Judging whether state actions fulfill the goals of the government
- b) Judging whether state actions fulfill the goals of social justice and equality in practice
- c) Judging whether the state actions are consistent with the other provisions of the Constitution
- d) (b) and (c) above

8. Which of the following is true about Article 15 (4) of the Constitution?

- a) The Article was part of the original Constitution

- b) It was added to the Constitution through an amendment
 - c) It was added to the Constitution by a directive of the courts.
 - d) (b) and (c) above
9. Which of the following is true about the tension between the goals stated in the Preamble and the special provisions made to the Backward Classes
- a) The tension was created with the addition of Article 15(4)
 - b) The tension existed before the addition of Article 15(4)
 - c) The tension was eased because of Article 15(4)
 - d) None of the above

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 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>

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. 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

3. 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

4. Which of the following does Phatik NOT miss?
 - a) Open country
 - b) Calcutta houses
 - c) Kite flying
 - d) His mother

5. 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>

6. 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

7. What is the main theme of this passage?

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

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

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

9. 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

10. 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:

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.

11. 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

12. 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

13. 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)

14. 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

15. 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)

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.

16. 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

17. 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

18. 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)

19. 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

20. 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)

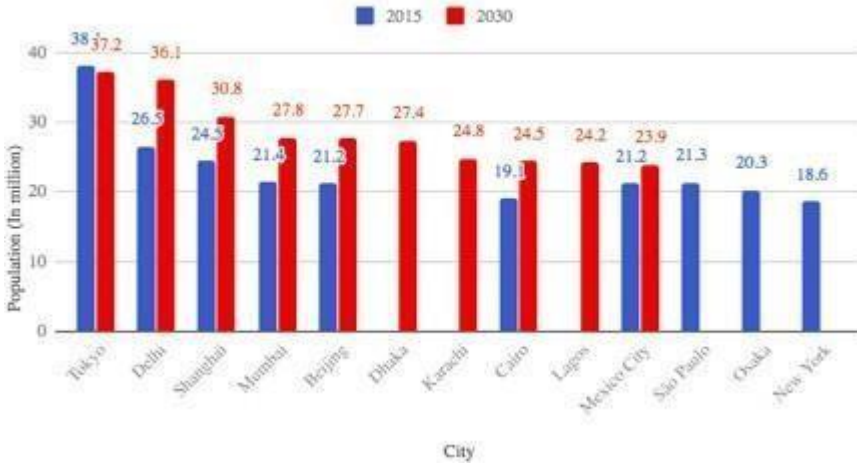
General and Quantitative Reasoning Ability

सामान्य और मात्रात्मक तार्किक क्षमता

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The following graph shows a comparison between the population of a few important cities in 2015 and 2030. Answer the following questions based on the graph.

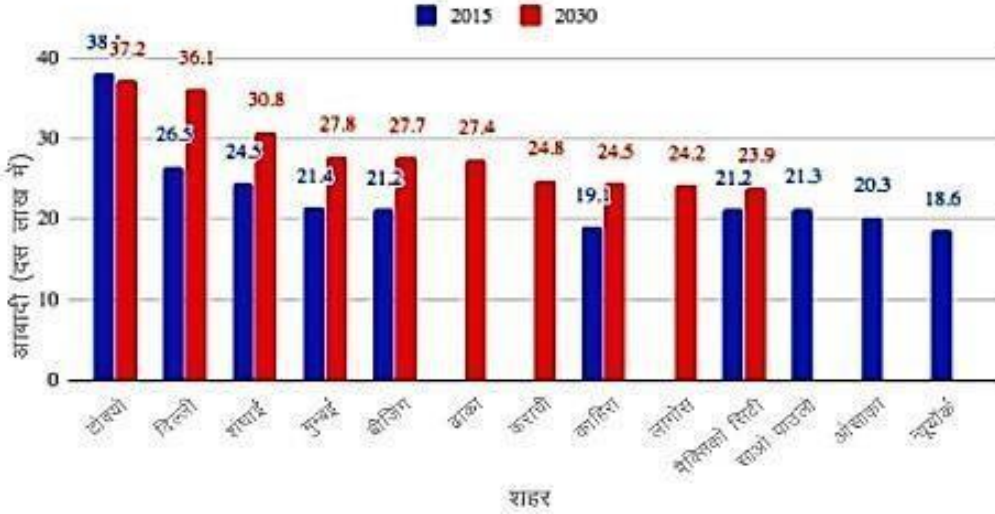
World's Biggest Cities By 2030



Source: ***In 2030, 39% of India's Population Will Be Urban***, SHREYA SHAH NOVEMBER 23, 2017, Indiaspend.com

यहाँ दिए गए ग्राफ में 2015 और 2030 में कुछ महत्वपूर्ण शहरों की जनसंख्या के बीच तुलना को दिखाया गया है। ग्राफ के आधार पर निम्नलिखित प्रश्नों के उत्तर दीजिए।

2030 तक विश्व के सबसे बड़े शहर



स्रोत: ***In 2030, 39% of India's Population Will Be Urban***, Shreya Shah, November 23, 2017, Indiaspend.com

1. Which city had the least urban population in the year 2015?

- Mexico City
- Cairo
- Sao Paulo
- New York

1. 2015 में ककस शहर की आबादी सबसे कम

थी? अ. मैक्सिको सिटी

ब. काहिरा

स. साओ पाउलो

द. न्यूयॉर्क

2. Which of the cities show the largest increase in urban population from 2015 to 2030?
- Cairo
 - Mumbai
 - Delhi
 - Shanghai
2. 2015 से 2030 तक कौनसे शहर नगरीय आबादी में सबसे ज़्यादा वृद्धि

दिखाएंगे? अ. कादहरा

ब. मुंबई

स. दिल्ली

द. शोंघाई

3. Which of the following statement is true?

a. Mumbai will have a greater increase in the urban population by 2030 than Delhi.

b. Mumbai's urban population is comparable to that of Beijing.

c. Mumbai exceeds Shanghai in terms of urbanization.

d. Delhi will have the largest urban population.

3. नमूनालखत में से कौनसा कथन सत्य है?

अ. दिल्ली की तुलना में 2030 तक मुंबई की शहरी आबादी में अधिक वृद्धि

होगी। ब. मुंबई की शहरी आबादी की तुलना बीजिंग से की जा सकती

है। स. मुंबई शहरीकरणके मामले में शोंघाई से आगे नकल गया है।

द. दिल्ली में सबसे ज़्यादा शहरी आबादी होगी।

- A. The table below gives the Minimum Support Prices (MSP) of a selected few Rabi and Kharif crops. Answer the following questions based on the table.

Table: Minimum Support Prices - Fixed by Government (Rs per quintal)

Commodity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
KHARIF CROPS							
PADDY	1360	1410	1470	1550	1750	1815	1868
JOWAR	1530	1570	1625	1700	2430	2550	2620
BAJRA	1250	1275	1330	1425	1950	2000	2150
MAIZE	1310	1325	1365	1425	1700	1760	1850

RAGI	1550	1650	1725	1900	2897	3150	3295
Tur (Arhar)	4350	4625	5050	5450	5675	5800	6000
MOONG	4600	4850	5225	5575	6975	7050	7196
URAD	4350	4625	5000	5400	5600	5700	6000

COTTON	3750	3800	3860	4020	5150	5255	5515
RABICROPS							
WHEAT	1450	1525	1625	1735	1840	1925	1975
BARLEY	1150	1225	1325	1410	1440	1525	1600
GRAM	3175	3500	4000	4400	4620	4875	5100
MASUR (LENTIL)	3075	3400	3950	4250	4475	4800	5100
JUTE	2400	2700	3200	3500	3700	3950	4225

Source: Department of Agriculture, Cooperation and Farmers Welfare, Govt of India.

अ. नीचे िी गई ताललका में कुछ चुननन्िी रबी और खरीफ़ फ़सलों का न्यूनतम समथणन मूल्य (MSP) िदिया गया है। ताललकाकेआधार पर ननम्रललखखत प्रश्ोकेउत्तर िीजजए।

ताललका : न्यूनतम समथणन मूल्य – सरकार द्वारा ननधाणररत (रुपए प्रनत जसवोटल)

पण्य*	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
खरीफ़ की फ़सलें							
धान	1360	1410	1470	1550	1750	1815	1868
ज्वार	1530	1570	1625	1700	2430	2550	2620
बाजरा	1250	1275	1330	1425	1950	2000	2150
मसका	1310	1325	1365	1425	1700	1760	1850
रागी	1550	1650	1725	1900	2897	3150	3295
तुअर (अरहर)	4350	4625	5050	5450	5675	5800	6000
मोंग	4600	4850	5225	5575	6975	7050	7196
डिड	4350	4625	5000	5400	5600	5700	6000
कपास	3750	3800	3860	4020	5150	5255	5515
रबी की फ़सलें							
गेहाँ	1450	1525	1625	1735	1840	1925	1975
जौ/जई	1150	1225	1325	1410	1440	1525	1600
चना	3175	3500	4000	4400	4620	4875	5100
मसूर	3075	3400	3950	4250	4475	4800	5100
जूट	2400	2700	3200	3500	3700	3950	4225

स्रोत : कृषर, सहकाररता एवों ककसान कल्याण षवभाग, भारत सरकार।

*पण्य=Commodity.

1. On an average the MSP for which of the following is the highest?

- (a) Maize
- (b) Paddy
- (c) Jowar
- (d) Bajra

Answer: Jawar

1. औसतन ननम्रललखखत में से ककसका न्यूनतम समथणन मूल्य सबसे अधधक है?

- (अ) मसका
- (ब) धान
- (स) जवार
- (ि)
- बाजरा

उत्तर : जवार

2. Between Cotton and Jute, which has a higher increase in the MSP from 2014-15 to 2020-21?

- (a) Cotton
- (b) Jute
- (c) Both are same
- (d) Cannot say

Answer: Jute

2. 2014-15 से 2020-21 तक कपास और जूट में से ककसके न्यूनतम समथणन मूल्य में अधधक बढ़ोतरी हुई है?

- (अ) कपास
- (ब) जूट
- (स) ि ोनों में समान बढ़ोतरी है
- (ि) कुछ कह नहीं सकते

उत्तर : जूट

3. Given the MSPs of the five pulses – Moong, Urad, Tur, Masur, and Gram, which one will have the highest market price?

- (a) Moong
- (b) Tur
- (c) Urad

(d) Cannot be determined from given data

Answer: Cannot be determined from given data

3. मों ग, डिड, अरहर, मसूर और चना —इन पाँच ि न्यूनतम समथणन मूल्यकेमद्ि ेनज़र ककसका बाज़ार ालोिकों मूल्य सबसे अधधक होगा?

(अ) मों

ग (ब)

अरहर

(स) डिड

(ि) िदए गए आँकड़ों से पता नहीं लगाया जा सकता है

उत्तर : िदए गए आँकड़ों से पता नहीं लगाया जा सकता है

A. Read the paragraph and answer the following questions.

As per the 2011 Census, Karnataka has a total population of 61,130,704; it was 52,850,562 in the 2001 Census. In the total population of Karnataka, male population is 31,057,742 and the female population is 30,072,962. The area of Karnataka is 191,791 sq. km with a density of 319 person per sq km. The Sex Ratio in Karnataka is 968 for each 1000 male and has increased since the last census of 2001 in which it was 964 per 1000 males. The child sex ratio is 943 per 1000 males and has decreased from 973 in the 2001 census. Literate population in 2011 is 41,029,323 out of which 22,808,468 are males and 18,220,855 are females.

(Source: <https://www.census2011.co.in/census/state/karnataka.html>)

अ. ननमूललखखत अनुच्छेि को पददए और आगे िदए गए प्रश्ोंकेउत्तर ि िजए।

2011 की जनगणनाके अनुसार, कनाणटक की कुल जनसँख्या 61,130,704 है; 2001 की जनगणना में यह 52,850,562 थी। कनाणटक की कुल जनसँख्या में पुरुर् जनसँख्या 31,057,742 और मदहला जनसँख्या 30,072,962 है। कनाणटक का क्षेत्रफल 191,791 वगण ककलोमीटर है और आबाि ि का घनत्व 319 व्यजसत प्रनत वण ककलोमीटर है। कनाणटक में ललोग अनुपात 968 प्रनत 1000 पुरुर् है, और इसमें 2001 की षपछली जनगणनाके बाि से वृद्धि हुई है जजसके अनुसार यह प्रनत 1000 पुरुर् ो के पर 964 था। बाल ललोगानुपात प्रनत 1000 पुरुर् ो के पर 943 है और यह 2001 की जनगणना में िजण 973 से कम हो गया है। 2011 में साक्षर आबाि ि 41,029,323 है, जजसमें से 22,808,468 पुरुर् और 18,220,855 मदहलाएँ हैं।

(स्रोत: <https://www.census2011.co.in/census/state/karnataka.html>)

1. What is the sex ratio in Karnataka in the year 2011?

(a) 943 per 1000 males

(b) 964 per 1000 males

(c) 968 per 1000 males

(d) 973 per 1000 males

Answer: 968 per 1000 males

1. 2011 में कर्नाटक में लिंगानुपात कितना है?

- (अ) 943 प्रति 1000 पुरुष
(ब) 964 प्रति 1000 पुरुष
(स) 968 प्रति 1000 पुरुष
(द) 973 प्रति 1000 पुरुष

उत्तर : 968 प्रति 1000 पुरुष

2. What is the population growth of Karnataka (in percentage) from the last census?

- (a) 50%
(b) 30%
(c) 25%
(d) 15%

Answer: 15%

2. पिछली जनगणना से इस जनगणना तक कर्नाटक की जनसंख्या में कितने प्रतिशत वृद्धि हुई है?

- (अ) 50%
(ब) 30%
(स) 25%
(द) 15%

उत्तर : 15%

3. Based on the narrative, which of the following statements is true?

- (a) Karnataka has a higher literacy rate for females as compared to males.
(b) While the sex-ratio has increased in 2011 as compared to 2001, child sex-ratio has decreased.
(c) Karnataka is the largest State in India, in terms of population density.
(d) Literacy rates in Karnataka are one of the highest in India.

Answer: While the sex-ratio has increased in 2011 as compared to 2001, child sex-ratio has decreased.

3. अनुच्छेद के आधार पर, निम्नलिखित में से कौनसा कथन सत्य है?

- (अ) कर्नाटक में पुरुषों की तुलना में महिलाओं में साक्षरता और अधिक है।
(ब) 2001 की तुलना में 2011 में जहाँ लिंगानुपात में वृद्धि हुई है, वहीं बाल लिंगानुपात में कमी आई है।
(स) जनसंख्या घनत्व की दृष्टि से कर्नाटक भारत का सबसे बड़ा राज्य है।
(द) कर्नाटक में साक्षरता और भारत में सबसे ज़्यादा है।

उत्तर : 2001 की तुलना में 2011 में जहाँ लिंगानुपात में वृद्धि हुई है, वहीं बाल लिंगानुपात में कमी आई है।

नीचे दी गई तालिका के आधार पर ददए गए प्रश्नो 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 िदए गए कथनों में से कौन-सा कथन गलत है?

- अनुसूचत जातत (SC) के ववद्याचिथयों का उत्तीर्ि प्रततशत अनुसूचत जनजातत (ST) के ववद्याचिथयों के उत्तीर्ि प्रततशत से बेहतर था।
- सभी ववद्याचिथयों का कुल उत्तीर्ि प्रततशत अनुसूचत जातत और अनुसूचत जनजातत के कुल ववद्याचिथयों के उत्तीर्ि प्रततशत से बेहतर था।
- अनुसूचत जातत के छात्रों का उत्तीर्ि प्रततशत अनुसूचत जातत की छात्राओं के उत्तीर्ि प्रततशत से कम था।
- अनुसूचत जनजातत के छात्रों का उत्तीर्ि प्रततशत अनुसूचत जनजातत की छात्राओं के उत्तीर्ि प्रततशत से कम था।

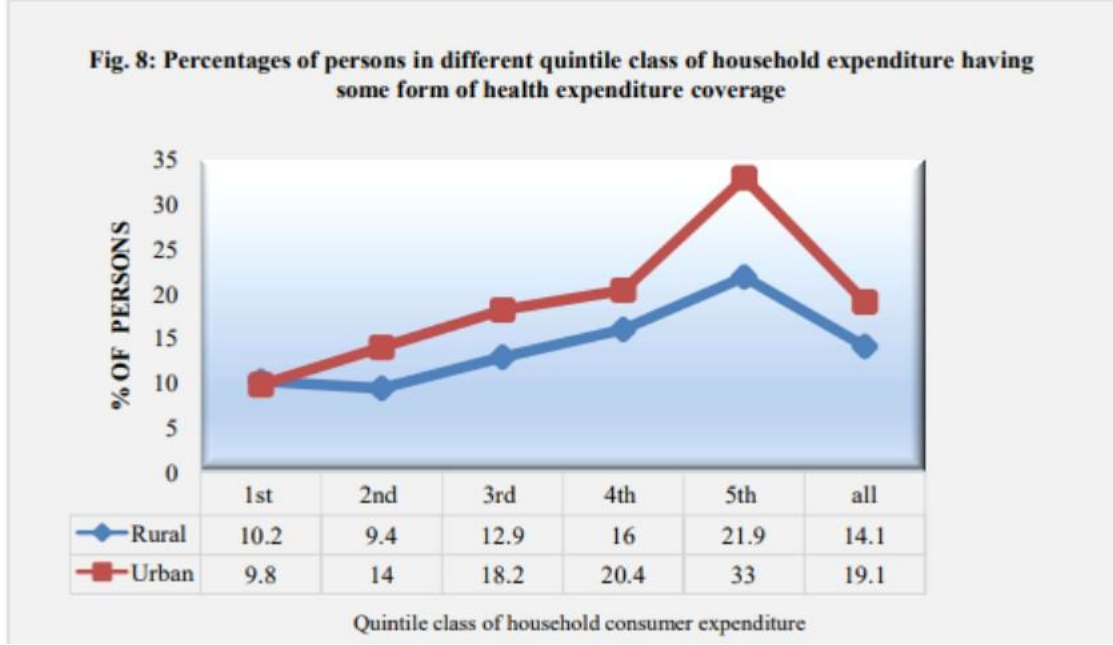
अनुसूचत जनजातत की कुल ककतनी छात्राएँ (लगभग) परीक्षा में अनुत्तीर्ि हुईं?

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

परीक्षा में शाममल होने वाले कुल अनुसूचत जातत के ववद्याचिथयों में से परीक्षा में शाममल होने वाली अनुसूचत जातत की छात्राओं का प्रततशत है –

- 8.3%
- 11.7%
- 43.5%
- 71.3%

नीचे ददए गए ग्राफ़केआधार पर ननचे ददए गए प्रश्ो का जवाब दें :



ग्रामीर् और शहरी क्षेत्रों में ककतने प्रततशत लोगोों कपास कोई स्वास् ्य सेवा कवरेज नहीं के है –

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

ग्रामीर् क्षेत्रों से तीसरे क्वन्टाइल और शहरी क्षेत्रों से चौथे क्वन्टाइल की ककतनी प्रततशत आबाि ी कपास कोई स्वास् ्य सेवा कवरेज नहीं के है –

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

ग्राफ़ डेटा से पता चलता है कक पूरी आबाि ी कमलए ग्रामीर् क्षेत्रों की तुलना में शहरी क्षेत्रों में स्वास् ्य व्यय कवरेज अिचक है।

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

पहले क्वन्टाइल में शहरी आबादी की कबीच स्वास्थ्य व्यय कवरेज उसी क्वन्टाइल में ग्रामीर आबादी की तुलना में अचक है।

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

ददए गए पाठ्ा केशकआधार पर ननचे ददए गए प्रश्ो का जवाब दीजजए : 2013-2014 से स्कूल डॉपआउट िर में सुिार हुआ है, लेककन कोववड-19 केकारर डॉपआउट िर में हुए सुिार में कुछ चगरावट िेखने को ममली है। खासकर, यह चगरावट प्राथममक कक्षाओं में िेखने को ममलती है। 2019-2020 के िौरान प्राथममक ववद्यालय में कुल डॉपआउट िर 1.5% थी। 2020-2021 में यह चगरकर 0.8% हो गई। 2021-2022 में यह िकर से बढकर 1.5% हो गई। हालाँकक, यह 2013-2014 की 4.7% डॉपआउट िर से काफ़ी बेहतर है। (स्रोत: िदहन्ि)।

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

- a) कोववड केकारर डॉपआउट होने वाले बच्ोों की सोंख्या में कमी आई।
- b) कोववड का स्कूल जाने वाले बच्ोों की सोंख्या पर कोई असर नहीं पेडा।
- c) कोववड के िौरान डॉपआउट िर 2013-14 की तुलना में कम थी।
- d) कोववड के िसूरे वर्ि में, प्राथममक ववद्यालय के बच्ोों की डॉपआउट िर पहले वर्ि की तुलना में बेहतर हुई।

नीचे िदए गए ककस वर्ि में प्राथममक ववद्यालय के बच्ोों की डॉपआउट िर सबसे कम थी?

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

वर्ि 2021-22 में प्राथममक ववद्यालय में डॉपआउट िर ककस वर्ि केसमान थी?

- a) 2017-18
- b) 2019-20

c) 2013-14

d) 2020-21

सभी कुत्ते भौंकते हैं। जैक एक कुत्ता है। इसमलए, जैक भौंकता है। वया

यह तनष्कर्ि मान्य है?

- a) हाँ, तनष्कर्ि मान्य है।
- b) नहीं, ों यह मान्य नहीं है।
- c) क और ख ि ोनों गलत हैं।
- d) कथन से यह तिना ि ररत नहीं केककया जा सकता।

यिद बाररश होती है, तो ज़मीन गीली हो जाती है। बाररश नहीं केहो रही है। वया हम यह तनष्कर्ि तनकाल सकते हैं कक ज़मीन गीली नहीं केहै?

- a) हाँ, हम यह तनष्कर्ि तनकाल सकते हैं कक ज़मीन गीली है।
- b) नहीं, ों हम यह तनष्कर्ि नहीं केतनकाल सकते कक ज़मीन गीली नहीं केहै।
- c) क और ख ि ोनों गलत हैं।
- d) ज़मीन गीली है और बाररश होगी।

यिद BORN को ROBIN, GOLD को LOGID और MILK को LIMIK मलखा जाता है, तो GOAT को इस प्रकार मलखा जाएगा –

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

जब घडी 6:30 िदखा रही हो, तो घण् टे की सुई और ममनट की सुई कबीच का कोर् होगा-

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

कथन 1 : साइककल चलाना एक अच् छी काडडिय ोवस्कुलर कसरत है।

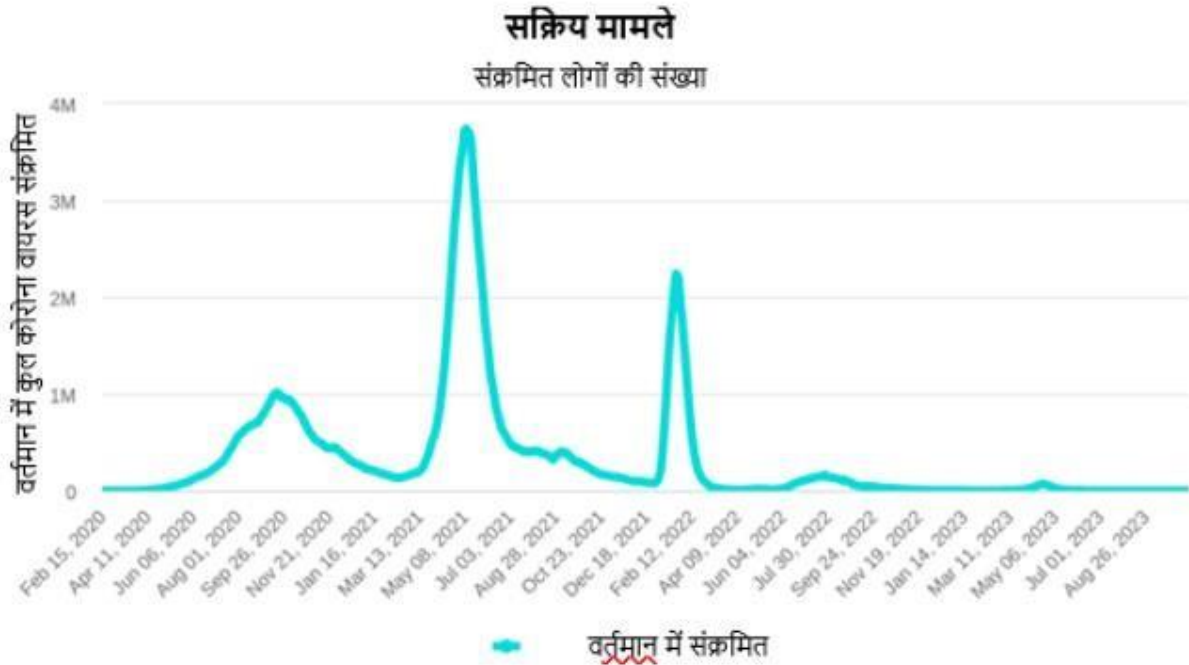
कथन 2 : घुटने की चोट केतुरन् त बा ि साइककल चलाने की सलाह नहीं के ि ी जाती है।

उपरोवत 2 कथनों के िआार पर नीचे िदए गए तनष्कर् ो के में से कौन-सा तनष्कर्ि तनकाला जा सकता है?

- i. साइकल चलाना घुटने के स्वास्थ्य के लिए बुरा है।
 - ii. साइकल चलाने से हड्डियों 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)

खण्ड 2- मात्रात्मक रीजनिंग

नीचे दिए गए चार्ट के आधार पर सवाल 1 से 4 के जवाब दीजिए।



(नोट: y-अक्ष पर 1M = 1 मिलियन = 10 लाख)

निम्नलिखित महीनों के में से, ककस महीने में कोवड-19 के सबसे कम सक्रिय मामले देखे गए?

- a) सितंबर 2020
- b) जुलाई 2022
- c) जुलाई 2021
- d) अगस्त 2020

अक्टूबर 2021 में कोवड-19 के कुल सक्रय मामलों की संख्या कतनी थी?

- a) 20 लाख से कम लेकिन 10 लाख से ज़्यादा
- b) 5 लाख से ज़्यादा लेकिन 10 लाख से कम
- c) 5 लाख से कम
- d) कोई सक्रय मामला रिज नहीं हुआ

ननम् नललणखत में से कौन-सा महीना कोवड-19 संक्रमण के मामले में सबसे खराब रहा?

- a) रिवरी 2022
- b) मई 2021
- c) अगस्त 2020
- d) जुलाई 2021

नीचे दिए गए कथनों में से कौन-सा गलत है?

- a) साल 2020 में कुल सक्रय मामलों की संख्या कभी भी 1 लाख से अधक नहीं हुई।
- b) साल 2023 में जनजीवन सामान्दय हो गया।
- c) भारत में सक्रय मामलों की संख्या कभी भी 40 लाख से ऊपर नहीं गई।
- d) साल 2023 में कोवड के कोई सक्रय मामले सामने नहीं आए।

नीचे दी गई तालिका के आधार पर सवालों के जवाब दीजिए :

प्रति बच्चे के जन्म पर अपनी जेब से किया जाने वाला औसत चिकित्सा खर्च (Average Out-of-Pocket Medical Expenditure) (रुपयों में)

ग्रामीण	पहला क्विन्टाइल	दूसरा क्विन्टाइल	तीसरा क्विन्टाइल	चौथा क्विन्टाइल	पाँचवाँ क्विन्टाइल	कुल
सरकारी/सार्वजनिक अस्पताल	1095	1270	1286	1461	1559	1305
निजी अस्पताल	14710	16244	16270	19171	21805	18501
चैरिटेबल ट्रस्ट / एनजीओ द्वारा चलाए जाने वाले अस्पताल	9815	10041	11073	9807	13035	11060
कुल	2894	3800	4504	6390	9879	5357

शहरी	पहला क्विन्टाइल	दूसरा क्विन्टाइल	तीसरा क्विन्टाइल	चौथा क्विन्टाइल	पाँचवाँ क्विन्टाइल	कुल
सरकारी/सार्वजनिक अस्पताल	1616	1926	2092	2138	1992	1874
निजी अस्पताल	18675	20719	29364	26056	28857	25096
चैरिटेबल ट्रस्ट / एनजीओ द्वारा चलाए जाने वाले अस्पताल	14765	14987	12742	23395	24989	16463
कुल	7206	9002	15876	17660	23599	13292

ग्रामीण क्षेत्रों में सरकारी सुवधाओं पर प्रनत व्यजक्त सबसे अचधक खिच ककस जक्न्दटाइल (पोंचमोंश) की जनसोंख्या पर ककया जा रहा है? (जक्न्दटाइल, ववतरणकेअलग-अलग दहस्सों की तुलना करने में िमि के ललए डेटोकएक सेट को पााँच बराबर भागों में ववभाजजत करने का एक तरीका है। हर एक जक्न्दटाइल डेटा का 20% ि शाि ता है। इसमें पहला जक्न्दटाइल सबसे कम मान रखता है और पााँचवााँ जक्न्दटाइल सबसे अचधक मान रखता है।)

- चौथा जक्न्दटाइल
- पााँचवााँ जक्न्दटाइल
- तीसरा जक्न्दटाइल
- पहला जक्न्दटाइल

बच्ोंकेजन्दम पर प्रनत व्यजक्त खिच ग्रामीण क्षेत्रों में शहरी क्षेत्रों की तुलना में अचधक है।

- सही
- गलत
- कहा नहींजों ा सकता है
- उपरोक्त मेंसेकोई नह

नीचे िदए गए पाठयोंशकेआधार पर सवालोंनेकजवाब ि िजजए :

कम् पनी X और कम् पनी Y तीन उत्पाि श्रेणयों में प्रनतस्पधी हैं: हाई-एों ड, लमड-रेंज और बजट।

- हाई-एों ड श्रेणी में, कम् पनी X 56.5% बाज़ार में दहस्सेि ारीकसाथ 12 लमललयन रुपए की बबक्री करती है। वहीं कम् पनी Y केपास 7 लमललयन रुपए की बबक्रीकसाथ 32.4% बाज़ार की दहस्सेि ारी है।
- लमड-रेंज श्रेणी में, कम् पनी X की बाज़ार में 50.2% दहस्सेि ारीकसाथ 9 लमललयन रुपए की बबक्री है। वहीं कम् पनी Y की दहस्सेि ारी 41.3% है और बबक्री 8 लमललयन रुपए है।

• बजट श्रेणी में, कम्पनी Y 49.6% की बाज़ार दहस्सेि ारी और 6.2 लमललयन रुपए की बबक्री के साथ सबसे आगे है। वहीं कम्पनी X 39.8% बाज़ार में दहस्सेि ारी के साथ 4.8 लमललयन रुपए कमाती है। हाई-एंड श्रेणी में कम्पनी X और कम्पनी Y की बाज़ार दहस्सेि ारी में क्ा अन्द तर है?

- a) 24.1%
- b) 23.5%
- c) 22.9%
- d) 25.6%

12 कम्पनी Y को ककस उत्पाि श्रेणी में बाज़ार की दहस्सेि ारी में बढ़त हालसल है?

- a) हाई-एंड श्रेणी b) लमड-रेंज श्रेणी c) बजट श्रेणी d) सभी श्रेणी

लमड-रेंज श्रेणी में कम्पनी Y और कम्पनी X की बबक्री का अनुपात क्ा है?

- a) 8:9 b) 9:10 c) 10:9 d) 9:8

एक गाँव में िो तरहे कलोग रहते हैं। एक सच्े जो हमेशा सच बोलते हैं और िसूरे झूिे जो हमेशा झूि बोलते हैं। अगर कोई व्यजक्त कहता है, "मैं झूि ा हॉ," तो वह कौन है?

- a) सच्ा होना चादहए
- b) झूि ा होना चादहए
- c) तय नहीं ककया जा सकता
- d) क, ख और ग सभी गलत हैं

नीचे िी गई सोंख्याओं क अनुक्रम पर ववचार करें: 2, 4, 8, 14, 22, ___ अनुक्रम में अगली सोंख्या क्ा होगी ?

- a) 32 b) 30 c) 34 d) 28 13

अलीशा िस साल पहले नरचगस से उम्र में 4 गुना बड़ी थी। अगर 10 साल बाि, अलीशा की उम्र नरचगस की उम्र से िोगुनी होगी, तो अलीशा की मौजूि ा उम्र क्ा है?

- a) 20 b) 40 c) 50 d) 60

एक कक्षा में पाँच ववद्याथी क, ख, ग, घ और ड हैं। उनमें से हर ववद्याथी िुटबॉल, कक्रके ट, बैडलम के टन, बास्के टबॉल और टेननस में से केवल एक खेल खेलता है। नीचे िी गई जानकारी हमें बताती है कक :

- क िुटबॉल खेलता है।
- ख कक्रके ट या बैडलमोंटन नहीं खेलता है।
- ग टेननस खेलता है।

- बास्केटबॉल खेलने वाला व्यक्ति घ नहीं है।
- ड या तो बैडलमोंटन या बास्केटबॉल खेलता है।

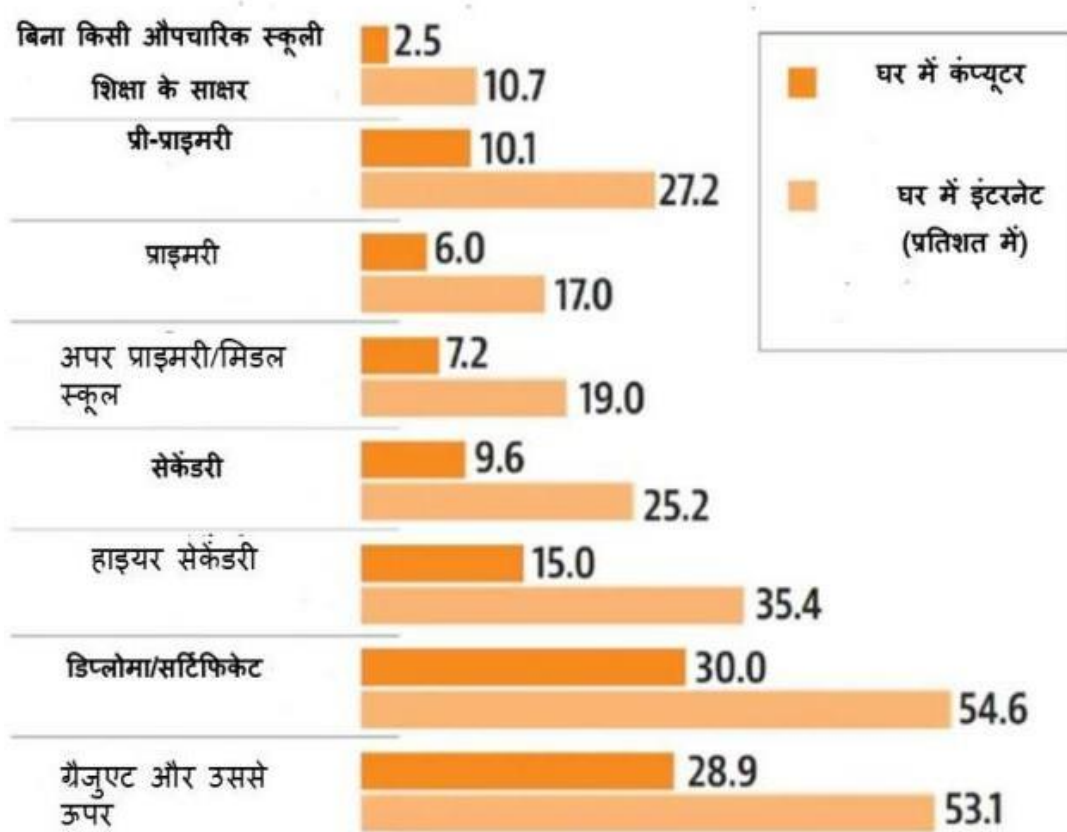
घ कौन-सा खेल खेलता है?

a) ककरकेट b) बास्केटबॉल c) बैडलमोंटन d) िी गई जानकारी से तय नहीं करकया जा सकता है।

14 मोबाइल सेवा िप्राता X केअन्द तरा ि प्रीय रोलम पैकेज की कीमत विष 2022 में 500 रुपए और मोबाइल सेवा िप्राता Y की कीमत 600 रुपए थी। सेवा िप्राता X केपैकेज की कीमत हर साल 40 रुपए और सेवा िप्राता Y के पैकेज की कीमत हर साल 20 रुपए बढ़ती है। आने वाले ककस विष में िोनों सेवा िप्राताओंकेपैकेज की कीमत बराबर होगी?

- a) 2024 b) 2025 c) 2030 d) 2027

शिक्षा के स्तर के अनुसार घर में कंप्यूटर और इंटरनेट सुविधा वाले विद्यार्थियों का हिस्सा



सभी शैक्षिक स्तरों पर, घर में िोने ि सुवधा वाले ववद्याचषयों का प्रनतशत, कम ्यू िर वाले ववद्याचषयोंके प्रनतशत से अचधक है।

- a) सही
b) गलत

- c) कहा नहीं जा सकता
d) उपरोक्त में से कोई नहीं

हायर सेकेंडरी और डड्लोमा/सिहषकफके ि स्तर की मशक्षा प्रात् करने वाले ववद्याचथषयोी कबीच कम ्रियर की सुववधा के प्रनतशत में ककतना अन् तर है?

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

घर में कम ्र्यूि र और डीं रनेि , दोनों सुववधाओं कसाथ सबसे अचधक ववद्याथी ककस शैक्षक स्तर पर पाए गए हैं?

- a) प्री-प्राइमरी
b) हायर सेकेंडरी
c) डड्लोमा/सिहषकफके ि
d) गेजुि ए और उससे ऊपर

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

चत्रदगु ष में प्रनत क्रेश औसत बच्ों की संख्या है :

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

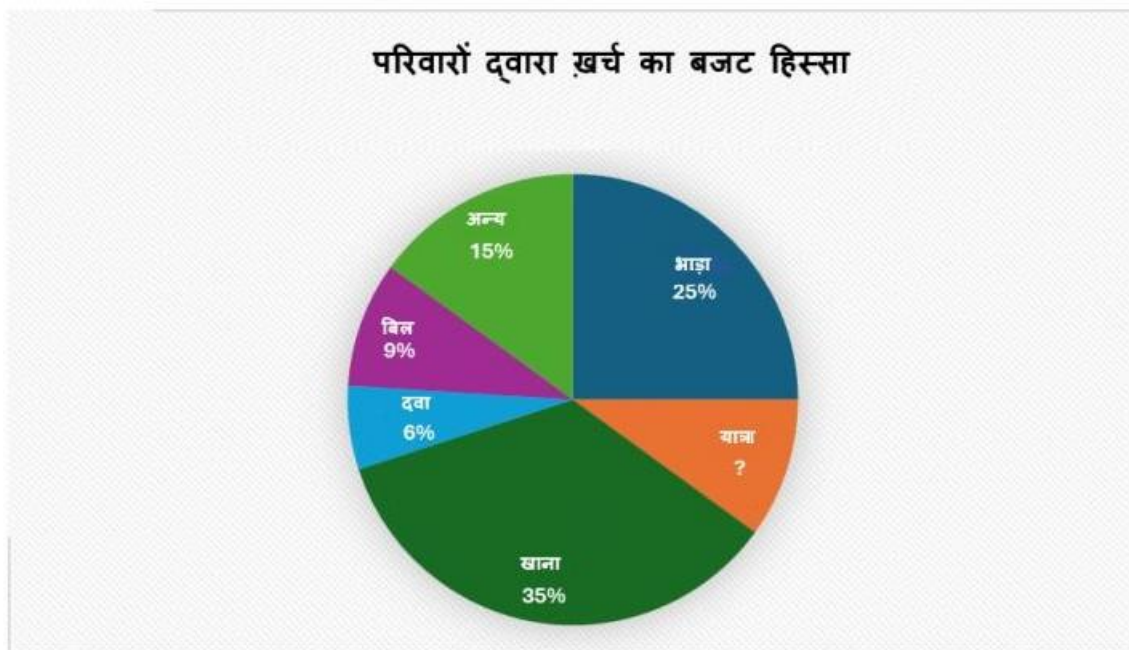
अपने खुद के भवन में शसस्थत आँगनवाड़ी केन् रों का प्रनतशत है:

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

5 िघते क्रम में कायषकताषओं की कमी वाली आँगनवाडडयाँ (प्रत्येक आँगनवाड़ी में एक कायषकताष होना चाहए) :

- A. बेलगावी B. हावेरी C. कोलार
 D. चचत्रदगु ष E. मशवमोग्गा
- a) B, A, D
 b) A, B, D
 c) B, D, A
 d) D, B, A

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



पररवार द्वारा यात्रा पर व् यय का प्रनतशत ककतना है?

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

पररवारके खचष का ककतना हहस्सा भाड़ा, दवाइयों और बबलों पर खचष होता है?

- a) 2/5 b) 7/12 c) 9/19 d) 5/9

यहद पररवार ने दवाइयों पर 6000 रुपए खचष ककए, तो पररवार का कुल खचष ककतना है?

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

एक महहला ने ₹500 प्रनत रेस की दर से 6 रेस, ₹900 प्रनत जैके ि की दर से 3 जैके ि और ₹800 प्रनत हैंडबैग की दर से 10 हैंडबैग ि रीदे। प्रनत वस्तुऔसत व्यय ककतना है?

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

एक स्कूल में 40 ववद्याचथष ा के का औसत वज़न 55 ककलोग्राम पाया गया। बाद में पता चला कक एक ववद्याथी का वज़न गलती से 67 ककलोग्राम दजष कर मलया गया था, जबकक उसका वास्तवक वज़न 57 ककलोग्राम था। ववद्याचथष्यों का वास्तवक औसत वज़न ककतना है? (दशमलवकेदो स् थान तक)

- 54.75 b) 58.25 c) 53.25 d) 55.05

यात्रा पसन् द करने वाले एक व् यशसक्त ने फ्लािडि िहिक पर ₹78,560 और होि ल बुककों ग पर ₹45,230 खचष ककए। उसने कुल रामश का 27% भोजन और अन्य खर्चोंकमलए ररा। शुरू में उसके पास कुल ककतने रुपए थे (पूणाओंकों में मान)?

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

Social Awareness
सामाजिक जागरूकता

Multiple choice questions:

बहु-विकल्पीय प्रश्न :

1. Which of these groups benefitted the most from the Green Revolution?

- a. Subsistence farmers
- b. Small farmers
- c. Large farmers
- d. Medium farmers

1. हररत क्राजन्त से इनमें से ककस समूह को सबसे अधधक लाभ हुआ? अ.

गुज़र-बसर की िेती करने वाले ककसान

ब. छोटे ककसान

स. बड़े ककसान

ि . मध्यम ककसान

2. Which of these are challenges with regard to fulfilling the goals of the Paris climate agreement for India:

- a. Reducing dependence on coal because of the large numbers of people employed in the sector
- b. the trajectory of India's economic
- c. the high cost of technology transfer for alternative energies
- d. All of the above
- e. None of the above

2. भारतकेलए पेरस जलवायु समझौतेकेलक्ष्यों को पूरा करनेकेसम्बन्ध में इनमें से कौन-सी चुनौतियाँ हैं :

अ. कोयलेकेक्षेत्र में बड़ी सोख्या में लोगोंको कायणरत होनेकेकारण, कोयले पर ननभणरता को कम करना ब.

भारत की अधणव्यवस्था का प्रक्षेप-पथ

स. वैकजल्पक ऊजाणकेलए प्रौद्योधगकी हस्तान्तरण की उच्च लागत

ि . उपयुणसत सभी

य. इनमें से कोई भी नहीं

3. Article 15 of the Indian Constitution secures the citizens from discrimination by the State on the

grounds of: race, caste, sex or place of birth or any of them

- a. Religion
- b. Caste & Race
- c. Sex
- d. Place of Birth
- e. All of the above

3. भारतीय सौषवधान का अनुच्छेि 15 नागररकों को राज्य द्वारा भेि भाव से ननम्र में से ककस आधार पर सुरक्षकत करता है :

- अ. धमण
- ब. जानत और नस्ल
- स. ललोग
- ि . जन्म स्थान
- य. उपयुणसत सभी

4. Some of the exclusionary practices within the caste system is practised by members of the following religious communities in India:

- a. Hindus
- b. Christians
- a. Muslims
- b. Sikhs
- c. All of the above

4. भारत में ननम्रलखखत धालमणक समुि ायों में से ककसके िसस्ोों द्वारा जानत व्यवस्थाकेभीतर कुछ बदहटकरण प्रथाओं का अभ्यास ककया जाता है :

- अ.
- दहन्ि
- ब.
- ईसाई
- स. मुसलमान
- ि . लिस
- य. उपयुणसत सभी

5. The criminalisation of certain tribal groups began in which of the following periods:

a. Pre-colonial

- b. Colonial period
- c. Post-colonial
- d. Does not happen in India

5. ननमूललखखत में से ककस कालिण्ड में कुछ जनजातीय समूहों का अपराधीकरण शुरू हुआ :

- अ. पूर्व-औपनिवेशिक काल
- ब. औपनिवेशिक काल
- स. उत्तर-औपनिवेशिक काल
- ि . भारत में ऐसा नहीं होता है

6. Avijit Banerjee, Esther Dufflo and Michael Kremer won the Nobel prize in Economics in 2019 for which of the following contributions

- a. Antipoverty research
 - b. Climate Change
 - c. Behavioural Finance
 - d. Common-pool resources
2. अलभजीत बनजी, एस्टर डफलो और माइकल क्रेमर ने ननमूललखखत में से ककस योगानके लए 2019 में अथणशास्त्र का नोबेल पुरस्कार जीता :

- अ. गरीबी ननवारण अनुसन्धान
- ब. जलवायु पररवतणन
- स. व्यवहारवाि ि षवत्त-व्यवस्था
- ि . सावणजाननक-सौचय सौसाधन

3. Who is the author of 'The Discovery of India'?

- a. Mahatma Gandhi
- b. Bal Gangadhar Tilak
- c. Jawaharlal Nehru
- d. Vallabhbhai Patel

7. ि डडस्कवरी ऑफ़ इंडिया के लेि क

- कौन हैं? अ. महात्मा गांधी
- ब. बाल गंगाधर नतलक
- स. जवाहर लाल नेहरू

डि . वल्लभ भाई पटेल

8. In a Parliamentary democracy such as in India, which of the following organs of the government holds supremacy?

- a. Legislature
- b. Executive
- c. Judiciary
- d. Bureaucracy

4. भारत जैसे सौंसीय लोकतंत्र में, सरकारकेननमूललखखत अोंगों में से कौनसा सवोच स्थान ररता है? अ.

षवधानयका

ब. कायणपाललका

स. न्यायपाललका

डि . नौकरशाही

5. Which of the options is **not** the feature of the NEP (New Education Policy)?

- a. Children be taught in their mother tongue, local language or regional language when possible
- b. Mandatory instruction in the official language of the state through the primary years irrespective of a child's mother tongue
- c. Mandatory schooling between 3-18 years
- d. A unified body for higher education excluding medical and legal education

9. ननमूललखखत षवकल्पों में से कौनसा षवकल्प एनईपी (नई लशक्षा नीनत) की षवशेताण नह है?

अ. जहाँ तक सम्भव हो बच्ों को उनकी मातृ भाषा, स्थानीय भाषा या क्षेत्रीय भाषा में पढ़ाया जाए

ब. बच्ों की मातृ भाषा का खयाल ककए बबना प्राथमक वर्ों के में अननवायणतः राज्य की आधकाररक भाषा में लशक्षण स. 3-18 वेकबीच अननवायण स्कूली लशक्षा

भाग 3 ककस नीततकेतहत मानव सौंसांन ववकास मंत्रालय का नाम िबलकर मशक्षा मंत्रालय कर िदया गया –

- a) सिव मशक्षा अमभयान 2002
- b) मशक्षा का अिचकार 2009 (RTE)
- c) राष्ट्रीय मशक्षा नीतत 2020 (NEP)
- d) राष्ट्रीय माध्यमक मशक्षा अमभयान 2009 (RMSA)

तनयमचगरी दहल्सकेडोंगररया कौंि आिदवामसयों ने िप्रिशन ककया था –

- a) सरकार द्वारा हाइडरो-इलेक्ट्रिक डैम बनाने के खलाफ़
- b) एक प्रमसद्धि बहु-राष्ट्रीय कम्पनी द्वारा बावसाइट की खनन गततवविचर्योके खलाफ़
- c) व्यापक स्तर पर खेती के मलए कृषक कम्पतनयोके द्वारा उनकी ज़मीनोके अततक्रमके खलाफ़
- d) शहरीकरण के मलए उनके जोंगलोके हटाने के खलाफ़

भारत का सवोच नागरक सम्मान है –

- a) पद्म ववभूर्ण
- b) भारत रत्न
- c) पद्म श्री
- d) इनमें से कोई नही के

भारत में ककस क्षेत्र के योगान के मलए ज्योततबा िले को जाना जाता है –

- a) पर्यावरणीय सौरक्षक
- b) कृषक सम्बन्धी ववकास
- c) मदहलाओके मशक्षा और समाज सुधार
- d) राजनीतक काय

तनममलखखत में से कौन-सा तनमाक कय सेत्रल ववस्टा प्रोजेवट में शाममल है –

- a) इततहास का एक अत्याकृतनक सोंग्रहालय
- b) पूरी तरह तनजी रेलवे स्टेशन
- c) नई सोंस
- d) इनमें से कोई नही के

हाल ही में भारत सरकार द्वारा पेश की गई भारतीय न्याय सोंदहता ककसकी जगह लेगी –

- a) व्यक्तगत कानूनों की
- b) भारतीय नागरक सोंदहता की
- c) भारतीय िण्ड सोंदहता की
- d) सोंसिय कायवादहयोके की

आचार सोंदहता की आयुष्मान भारत िप्रानमन्त्री जन आरोग्य योजना (AB PM-JAY) में अब वो लाभाथी भी शाममल होंगे जो –

- a) ककसी भी आय श्रेर्ी में 70 साल और उससे अचक उम्रकेसीतनयर मसदटजन हैं
- b) ककसी भी आय श्रेर्ी में 60 साल और उससे अचक उम्रकेसीतनयर मसदटजन हैं
- c) बीपीएल (गरीबी रेखाकेनीचे) श्रेर्ी में 70 साल और उससे अचक उम्रकेसीतनयर मसदटजन हैं
- d) बीपीएल (गरीबी रेखाकेनीचे) श्रेर्ी में 60 साल और उससे अचक उम्रकेसीतनयर मसदटजन हैं

2024केमलए ि ा ि ा साहब ि ाल्के पुरस्कार ककसे ममला?

- a) ममथुन चक्रवती
- b) ममूटी
- c) अममताभ बच्च
- d) रजनीकान् त

महात्मा गाँ िी राष्ट्रीय ग्रामीर् रोजगार गारण् टी अचतनयम (मनरेगा) की एक खास ववशेताण है –

- a) केवल कुशल मिज़स्कीकेमलए रोजगार
- b) पैकृत घरकीकेमलए जॉब काडि का तनयम
- c) शहरी ववकास पररयोजनाओं की ि के डड केग
- d) खासतौर पर कृषर्केक्षेत्र में रोजगार

शाकन्त तनकेतन की स्थापनाकेपीछे रवीन्नाथ टैगोर का मुख्य उद्वि श्य वया था?

- a) कृषर् की मशक्षा को बढ़ावा ि ेना
- b) कला और मशक्षा का एक ऐसा केन् र बनाना जो भारतीय सैकृतत पर िआररत हो
- c) गमिमयीकेमौसम में लेखकीकेमलए आरािमेह एकान् त ि ेने वाली जगह तैयार करना
- d) वैज्ञातनक अनुसन्ि ानकेमलए एक ववश्ववद्यालय स्थावपत करन

हाल ही में प्रकालशत हेमा सलमनत की ररपोिट नीचे िदए गए ववकल्पीों में से ककस पर प्रकाश डालती है?

- a) भारतकेतटीय क्षेत्रों में इको-टूररज्म
- b) ग्रामीण भारत में युवा लड़ककयीों की तस्करी
- c) काियस् थल पर यौन उत्पीड़न
- d) केरल में िकल्म उद्योग में मदहलाओं की काम करने की जस्थनतयाँ

भारत सरकार द्वारा शुरू की गई अजननपथ योजना मुख्य रूप से ककससे जुड़ी है?

- a) सशस्त्र बलोंकेकलिमयीकेकललए एक नई भती पहल

- b) सेवाननवत्, सरकारी कमिच ाररयोीकललए एक पेंशन योजना
- c) मेडडकल डडग्री प्राप्त करने वाले ववद्याचिथयोीकललए एक स्कॉलरलशप प्रोग्राम
- d) एक ग्रामीण बुननयािी ढाँचा ववकास योजना 15

राष्ट्रीय लशक्षा नीनत (NEP) 2020 नीचे िी गई ककस शैक्षणक सौरचनाकेअमल पर जोर िेती है?

- a) 8+4 b) 5+3+3+4 c) 10+2 d) 9+3

भारतकेसवोच् न्दयायालयकेि..... सले ने ववशाखा और अन्दय बनाम राजस्थान राज्य मामले में नीचे िदए गए ववकल्पोों में से ककसके ललए िदशानिनेश तय ककए :

- a) मदहलाओीकललए समान वेतन से इनकार
- b) राजस्थान राज्य में काले दहरणों का अवैध लशकार
- c) काियस् थल पर यौन उत्पीड़न
- d) राजस्थान राज्य में बाल वववाहकेमामले

सोंववधान की नीचे िी गई ककस ववशेषताकेकारण भारत का सवोच् न्दयायालय नागररकोीकककसी भी मौललक अचधकार में िबलाव या सोंशोधन करने से भारतीय सोंिस को रोक सकता है?

- a) मूल सौरचना लसद्धान्द त
- b) सोंववधान द्वारा िी गई सोंघवािी की गारोंटी
- c) राज्यकेनीनत-निनेशक लसद्धान्द तों में िदशानिनेश
- d) सोंववधानकेभाग II में शालमल नागररकता से जुड़े अनुच्छेि

सोंववधान : ि मेककों ग ऑफ़ ि कॉजन्दस्टट्यूशन ऑफ़ इंडडया नामक टेलीववजन शोंखला का निनेशन ककसने ककया?

- a) म्णाल सेन
- b) मीरा नायर
- c) वयाम बेनेगल
- d) मणणरत्नम

आयुष्मान भारत डडजजटल लमशन (ABDM) का उद्दिेवय है-

- a) शहरी क्षेत्र में इोंटरनेट कनेजक्टववटी िप्रान करना
- b) ग्रामीण क्षेत्र में इोंटरनेट कनेजक्टववटी िप्रान करना
- c) एकीकृत डडजजटल स्वास् य की आधारभूत सौरचना बनाना
- d) पहाड़ी क्षेत्र में इोंटरनेट कनेजक्टववटी िप्रान करना

1997 में अपनाए गए कोटो प्रोटोकॉल का मुख्य उद्देश्य क्या है?

- a) अन्तर्राष्ट्रीय व्यापार को रेगुलेट करना
- b) ग्रीनहाउस गैस उत्सर्जन को कम करके जलवायुपरिवर्तन का मुकाबला करना
- c) जैव विविधता को बढ़ावा देना
- d) वैश्विक स्वास्थ्य मानकों में सुधार करना

भारत में किस अन्तर्राष्ट्रीय संधि और उत्थान को बढ़ावा देने के लिए बी.आर. अम्बेडकर ने कंसंसामाजिक आन्दोलन का नेतृत्व किया?

- a) स्वदेशी आन्दोलन
- b) असहयोग आन्दोलन
- c) महाड़ सत्याग्रह
- d) भारत छोड़ो आन्दोलन

'ओस्लो संधि' समझौतों की एक शृंखला थी। इसका उद्देश्य नीचे दिए गए विकल्पों में से कनके बीच कसंधि को हल करना था:

- a) चेचन्या और रूस
- b) ललबेशन टाइगिस ऑफ़ तलमल ईलम और श्रीलंका सरकार
- c) बोजस्रया और हजेगोववना
- d) किललस्तीन और इज़राइल

वयाम बेनेगल द्वारा ननदेमशत सन 1976 में बनी कफल्म 'मन्थन' कननमाषता थे,

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

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

- a) अन्तर्राष्ट्रीय मुरा कोर्
- b) ववव स्वास्थ्य सोंगठन

b) यूनीसेफ d) ववव व बैंक

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

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

न्यूनतम मज़दरूनी कानून, 1948 के तहत, नमनमलखखत में से कौन-सा प्राचधकरण भारत में न्यूनतम मज़दरूनी 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 शसज़ला प्राचधकारी

जारवा और सेिहनली जनजानत समुदाय के लोग कहाँ के ननवासी हैं?

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

भारत में रहने वाली दमलत और अस्पृश्य जानतयों के सामाशसजक और आचथकष मुद्दों को केन्द्र में ररकर डॉ.बी.आर. अम बेडकर ने नमनमलखखत में से कौन-सी पुस्तक मिली है?

- a) भारत : एक िोज
- b) जानत का उन्मूलन
- c) भारत का स्वतंत्रता सौघषण
- d) एक अज्ञात भारतीय की आत्मकथा

अपनी ककस रचना में रवीन्द्रनाथ ठेगोर ने खासतौर पर बंगाल में स्वदेशी आन्दोलन के दौरान अनतराष्ट्रवादी के खतरों को हिदाया है?

- a) गीतांजलि
- b) दपोस्तिमास्तिर

- c) द होम एण्ड द वल् डष
- d) काबुलीवाला

सन 2015 में योजना आयोग की जगह नीनत आयोग ने ले ली है, इस नीनत आयोग का प्राथममक उद्देवय क्ा है?

- a) राष्ट्र ीय रक्षाकेमलए सरकारी योजनाओं को लागूकरना
- b) भारतकेमलए एक केन् कृत आचथषक योजना मसस्ि म बनाना
- c) सहकारी सौघवाद को बढावा देना और राज्य सरकारोंकेसाथ ममलकर सस्ि नेबल ववकास को बढावा देना
- d) भारत की व्यापार नीनतयों और ववदेशी मामलों को ववननयममत करना

'एन् रोपोसीन' शब्द का क्ा मतलब है?

- a) एक ऐसा समय शसजसमें मानवीय गनतववचधयों का पयाषवरण पर बहुत अचधक प्रभाव हुआ
- b) दनुनया भरकेसभी वववववद्यालयों में न-ववज्ञान (एन् रोपोलॉजी) को सबसे महत्त्वपूणष ववयणकेरूप में मान्यता प्रात् है
- c) वह जगह, जहाँ मानवीय सभ्यताकेप्राचीनतम सबूत ममले हों
- d) एक ऐसा दौर, जब मानव आबादी तेज़ी से िघ रही है

भारत सरकार द्वारा आरम भ ककए गए POSHAN (पोणण) अमभयान का प्राथममक उद्देवय क्ा है?

- a) ग्रामीण इलाकों में डडखशसजल साक्षरता को बढावा देना
- b) बच्ों, गभषवती महहलाओं और स्तनपान कराने वाली माताओं में कुपोणण की सम भावनाओं को कम करना
- c) 12 वर् के से कम उम्रकेबच्ों को मुफ्त बीमा सुरक्षा प्रदान करना
- d) गाँवोंकेस्कूल को बेहतर सुववधाएँप्रदान करन

Writing Ability (Descriptive questions)

लेखन क्षमता (वर्नात्मक प्रश्न)

Instructions:

- A. You can choose to respond to any **one of the three** questions below.
- B. In descriptive questions we consider your overall ability to respond to a given issue of importance in the domains of education, development and public policy.
- C. Your response will be assessed for the following aspects; (a) your ability to take an informed position, (b) application of critical thinking, (c) inclusion of diverse perspectives, and (d) coherent writing.
- D. Each answer should be not more than 400 words in length. Avoid writing in bullet point forms.

ननदेश :

अ. आप नीचे िदए गए तीन प्रश्नों में से किसी एक का उत्तर ि सकते हैं।

ब. वणणनात्मक प्रश्नों में हम लशक्षा, षवकास और सावणजननक नीनतकेक्षेत्र में महत्वकेएक मुद्ि पर प्रनतकक्रया

ि ने की आपकी समग्र क्षमता पर षवचार करते हैं।

स. आपकी प्रनतकक्रया का मूल्यांकन ननम्रललखखत पहलुओंके ललए ककया जाएगा;

(क) एक जानकारी भरा नज़ररया बनाने की आपकी क्षमता, (ि) समालोचनात्मक धचन्तन का अमल कर पाना,

(ग) षवषवध दृजटटकोणों का

समावेशन, और (घ) सुसोंगत लेि न।

ि . प्रत्येक उत्तर 400 शब्ि ो के से अधधक नहीं होना चादहए। बुलेट पॉइण्टकेरूप में लिलने से बचें।

1. Do you agree that Indian society is gender-biased? If you agree, what remedies do you suggest for it?

1. सया आप सहमत हैं कक भारतीय समाज में ललोग-भेि व्याप्त है? यिद आप इससे सहमत हैं तो इसके ननवारणके ललए आप सया उपाय सुझाते हैं?

2. Right to education is an effective measure to curb child labour in India. Comment.

2. भारत में बाल-श्रम को रोकनेके ललए लशक्षा का अधधकार एक प्रभावी उपाय है। षववेचना कीजजए।

3. The COVID-19 crisis has highlighted the need for strengthening local governments in India. Discuss.

3. कोषवड-19 सोंकट ने भारत में स्थानीय सरकारों को मज़बूत करने की आवश्यकता को रेि ा केककत ककया है। चचाण कीजजए।

4. क्ा भारत में ग्रेजुएट बेरोज़गारी की समस्ा पुरानी पाठ्यचयाि केकारण है? ववमिश करें।

5. कई राज्यों ने सरकारी बसों में मदहलाओंकेललए मुफ्त बस यात्रा शुरू की है। क्ा आपको लगता है कक यह ज़रूरी है? अपने मतकेललए उचचत तिक ि े के।

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