



UNIVERSITY GRANTS COMMISSION

NET BUREAU

SYLLABUS

Subject: GENERAL PAPER ON TEACHING & RESEARCH APTITUDE

Code No. : 00

PAPER-I

The main objective is to assess the teaching and research capabilities of the candidates. The test aims at assessing the teaching and research aptitude as well. Candidates are expected to possess and exhibit cognitive abilities, which include comprehension, analysis, evaluation, understanding the structure of arguments, deductive and inductive reasoning. The candidates are also expected to have a general awareness about teaching and learning processes in higher education system. Further, they should be aware of interaction between people, environment, natural resources and their impact on the quality of life.

The details of syllabi are as follows:

Unit-I Teaching Aptitude

- Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.
- Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
- Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.
- Methods of teaching in Institutions of higher learning: Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).

- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Elements and Types of evaluation, Evaluation in Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

Unit-II Research Aptitude

- Research: Meaning, Types, and Characteristics, Positivism and Post-positivistic approach to research.
- Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods.
- Steps of Research.
- Thesis and Article writing: Format and styles of referencing.
- Application of ICT in research.
- Research ethics.

Unit-III Comprehension

- A passage of text be given. Questions be asked from the passage to be answered.

Unit-IV Communication

- Communication: Meaning, types and characteristics of communication.
- Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication.
- Barriers to effective communication.
- Mass-Media and Society.

Unit-V Mathematical Reasoning and Aptitude

- Types of reasoning.
- Number series, Letter series, Codes and Relationships.
- Mathematical Aptitude (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).

Unit-VI Logical Reasoning

- Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies, Uses of language, Connotations and denotations of terms, Classical square of opposition.
- Evaluating and distinguishing deductive and inductive reasoning.
- Analogies.
- Venn diagram: Simple and multiple use for establishing validity of arguments.
- Indian Logic: Means of knowledge.
- Pramanas: Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabddhi (Non-apprehension).
- Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).

Unit-VII Data Interpretation

- Sources, acquisition and classification of Data.
- Quantitative and Qualitative Data.
- Graphical representation (Bar-chart, Histograms, Pie-chart, Table-chart and Line-chart) and mapping of Data.
- Data Interpretation.
- Data and Governance.

Unit-VIII Information and Communication Technology (ICT)

- ICT: General abbreviations and terminology.
- Basics of Internet, Intranet, E-mail, Audio and Video-conferencing.
- Digital initiatives in higher education.
- ICT and Governance.

Unit-IX People, Development and Environment

- Development and environment: Millennium development and Sustainable development goals.
- Human and environment interaction: Anthropogenic activities and their impacts on environment.
- Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.
- Impacts of pollutants on human health.
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal, Biomass, Nuclear and Forests.
- Natural hazards and disasters: Mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit, Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

Unit-X Higher Education System

- Institutions of higher learning and education in ancient India.
- Evolution of higher learning and research in Post Independence India.
- Oriental, Conventional and Non-conventional learning programmes in India.
- Professional, Technical and Skill Based education.
- Value education and environmental education.
- Policies, Governance, and Administration.

NOTE:

- (i) Five questions each carrying 2 marks are to be set from each Module.
- (ii) Whenever graphical/pictorial question(s) are set for sighted candidates, a passage followed by equal number of questions and weightage be set for visually impaired candidates.

UNIT – 3: COMPREHENSION

Section – 3: Key Facts and Figures

Passages

.....

Passage 1 (Dec 2004)

Read the following passage and answer the Question Nos. 11 to 15:

Each day at the Shantiniketan School starts with the Saraswati Vandana. When painting competitions are held in the school, images of Hindu gods and goddesses are most common. Sanskrit is a favorite subject of many a student. Nothing new about it except that 1200-odd students studying in the Hindu-run school are Muslims.

In 1983, when Ranchod bhai Kiri started Shantiniketan in the all-Muslim Juhapura area of Ahmedabad in Gujarat, only 20 percent of the students were, Muslims. But when riots involving the Muslims of Juhapura and the Hindus of nearby Jivrajpark - Vejalpur affected the locality, Hindus started migrating. Today, all the students are Muslims and the school is an unparalleled example of harmony. In the 2002, when a section of inflamed Muslims wanted the school closed, the parents of the students stood like a wall behind it.

Shantiniketan's principal says, "We never thought of moving the school out of the area because of the love and affection of the local Muslims. Indeed they value the high standard of education which we have set." Such is the reputation of the school that some of the local Muslim strongmen accused of involvement in communal riots are willing to protect the school during the riots.

The parents of Shantiniketan's students believe that it's the best school when it comes to the quality of the teaching. A large number of students have gone for both graduation and post-graduation studies. Significantly, the only Muslim teacher in the 40-member teaching Staff, Husena Mansuri, teaches Sanskrit. Infact, she is so happy at the school that she recently declined the principalship of another Muslim-run school. Some of the students' entries in a recent school painting competition were truly moving. One drew a picture of Bharat Mata with a mosque and temple, while another portrayed a boy tying rakhi to his sister. Truly, Shantiniketan is a beacon of hope that, despite the provocations from both communities, Hindus and Muslims can live side-by-side with mutual respect.

11. How the Shantiniketan school starts the day?

- A. National anthem
 - B. Prayer
 - C. Saraswati Vandana
 - D. Puja
12. Write the subject which is preferred by most of the students
- A. Hindi
 - B. English
 - C. Sanskrit
 - D. Gujarati
13. Who protects the school during the riot times?
- A. Local Muslims
 - B. Hindus
 - C. Politicians
 - D. Christians
14. Who is the teacher of Sanskrit?
- A. Ranchodbhai Kiri
 - B. Manisha Vakil
 - C. Husena Mansuri
 - D. Husena Khatoon
15. What is the hope despite the communal riots?
- A. Hindus and Muslims cannot live side by side
 - B. Hindus and Muslims can live side by side
 - C. Only Hindus can live
 - D. Only Muslims can live

Passage 2 (Dec 2005)

Read the following passage and answer the Question Nos. 11 to 15:

Knowledge creation in many cases requires creativity and idea generation. This is especially important in generating alternative decision support solutions. Some people believe that an individual's creative ability stems primarily from personality traits such as inventiveness, independence, individuality, enthusiasm, and flexibility. However, several studies have found that creativity is not so much a function of individual traits as was once believed, and that individual creativity can be learned and improved. This understanding has led innovative companies to recognize that the key to fostering creativity may be the development of an idea-nurturing work environment. Idea-generation methods and techniques, to be used by

individuals or in groups, are consequently being developed. Manual' methods for supporting idea generation, such as brainstorming in a group can be very successful in-certain situations.

However, in other situations, such an approach is either not economically feasible or not possible. For example, manual methods in group creativity sessions will not work or will not be effective when : (1) there is no time to conduct a proper idea-generation session; (2) there is a poor facilitator (or no facilitator at all); (3).it is too expensive to conduct an idea- generation session; (4) the subject matter is too sensitive for a face-to-face session; or (5) there are not enough participants, the mix of participants is not optimal, or there is no climate for idea generation. In such cases, computerized idea- generation methods have been tried, with frequent success.

Idea-generation software is designed to help stimulate a single user or a group to produce new ideas, options and choices. The user does all the work, but the software encourages and pushes, something like a personal trainer. Although idea- generation software is still relatively new, there are several packages on the market. Various approaches are used by idea-generating software to increase the flow of ideas to the user. Idea Fisher, for example, has an associate lexicon of the English language that cross-references words and phrases. These associative links, based on analogies and metaphors make it easy for the user to be fed words related to a given theme. Some software packages use questions to prompt the user towards new, unexplored patterns of thought. This helps users to break out of cyclical thinking patterns, conquer mental blocks, or deal with bouts of procrastination.

11. The author, in this passage has focused

- A. Knowledge creation
- B. Idea-generation
- C. Creativity
- D. Individual traits

12. Fostering creativity needs an environment of

- A. Decision support systems
- B. Idea-nurturing
- C. Decision support solutions
- D. Alternative individual factors

13. Manual methods for the support of idea-generation, in certain occasions

- A. Are alternatively effective
- B. Can be less expensive
- C. Do not need a facilitator
- D. Require a mix of optimal Participants

14. Idea-generation software works as if it is a:

- A. Stimulant
 - B. Knowledge package
 - C. User-friendly trainer
 - D. Climate creator
15. Mental blocks, bouts of procrastination and cyclical thinking patterns can be won when:
- A. Innovative companies employ electronic thinking methods
 - B. Idea-generation software prompts questions
 - C. Manual methods are removed
 - D. Individuals acquire a neutral attitude towards the software.

Passage 3 (Jun 2006)

Read the following passage and answer the Question Nos. 11 to 15:

The superintendence, direction and control of preparation of electoral rolls for, and the conduct of, elections to Parliament and State Legislatures and elections to the offices of the President and the Vice-President of India are vested in the Election Commission of India. It is an independent constitutional authority.

Independence of the Election Commission and its insulation from executive interference is ensured by a specific provision under Article 324 (5) of the constitution that the chief Election Commissioner shall not be removed from his office except in like manner and on like grounds as a Judge of the Supreme Court and conditions of his service shall not be varied to his disadvantage after his appointment.

In C.W.P. No. 4912 of 1998 (Kushra Bharat Vs. Union of India and other), the Delhi High Court directed that information relating to Government dues owed by the candidates to the departments dealing with Government accommodation, electricity, water, telephone and transport etc. and any other dues should be furnished by the candidates and this information should be published by the election authorities under the commission.

11. The text of the passage reflects or raises certain questions:
- A. The authority of the commission cannot be challenged
 - B. This would help in sopping the criminalization of Indian politics
 - C. This would reduce substantially the number of contesting candidates
 - D. This would ensure fair and free elections

12. According to the passage, the Election Commission is an independent constitutional authority. This is under Article No. :
- A. 324
 - B. 356
 - C. 246
 - D. 161
13. Independence of the Commission means:
- A. Have a constitutional status
 - B. Have legislative powers
 - C. Have judicial powers
 - D. Have political Powers
14. Fair and free election means:
- A. Transparency
 - B. To maintain law and order
 - C. Regional considerations
 - D. Role for pressure groups
15. The chief Election Commissioner can be removed from his office under Article:
- A. 125
 - B. 352
 - C. 226
 - D. 324

Passage 4 (Dec 2006)

Read the following passage and answer the Question Nos. 11 to 15:

After almost three decades of contemplating Swarovski-encrusted navels on increasing Rat abs, the Mumbai film industry is on a discovery of India and itself. With budgets of over 30 crore each, four soon to be released movies by premier directors are exploring the idea of who we are and redefining who the other is it is a fundamental question which the bling-bling, glare-sham and disham-disham tends to avoid. It is also a question which binds an audience when the lights go dim and the projector rolls: as a nation, who are we? As a people, where are we going?

The Germans coined a word for it, Zeitgeist which perhaps Yash Chopra would not care to pronounce. But at 12, he remains the person who can best capture it. After being the first to project am, the diasporic Indian on, screen in Lamhe in 1991, he has returned to his roots in a

new movie. Veer Zaara set in 1986, where Pakistan, the traditional other, the part that got away, is the lover and the saviour. In Subhas Ghai's Kisna, set in 1947, the other is the English woman. She is not a memsahib, but a mehbooba. In Ketan Mehta's The Rising, the East India Englishman is not the evil oppressor of, countless cardboard characterisations, which span the spectrum from Jewel in the Crown to Kranti, but an honourable friend.

This is Manoj Kumar's Dash Ki dharti with a difference: there is culture, not contentious politics; balleballe, not bombs: no dooriyan (distance), only nazdeekiyan (closeness).

All four films are heralding a new hero and heroine. The new hero is fallible and vulnerable, committed to his dharma, but also not afraid of failure-less of a boy and more of a man. He even has a grown up name: **Veer Pratap Singh in Veer- Zaara and Mahan** Bhargav in Swades.

The new heroine is not a babe, but often a bebe, dressed in traditional Punjabi clothes, often with the stereotypical body type as well, as in Bride and I Prejudice of Gurinder Chadha.

11. Which word Yash Chopra would not be able to pronounce?

- A. Bling + bling B. Zeitgeist
- C. Montaz D. Doorriyan

12. Who made Lamhe in 1991?

- A. Subhash Ghai B. Yash Chopra
- C. Aditya Chopra D. Sakti Samanta

13. Which movie is associated with Manoj Kumar?

- A. Jewel in the Crown
- B. Kisna
- C. Zaara
- D. Desh Ki dharti

14. Which is the latest film by Yash Chopra?

- A. Deewar
- B. Kabhi Kabhi
- C. Dilwale Dulhaniya La Jayenge
- D. Veer Zaara

15. Which is the dress of the heroine in Veer- Zara?

- A. Traditional Gujarati Clothes
- B. Traditional Bengali Clothes
- C. Traditional Punjabi Clothes
- D. Traditional Madrasi Clothes

Passage 5 (Jun 2007)

Read the following passage and answer the Question Nos. 11 to 15:

All political systems need to mediate the relationship between private wealth and public power. Those that fail risk a dysfunctional government captured by wealthy interests. Corruption is one symptom of such failure with private willingness-to-pay trumping public goals. Private individuals and business firms pay to get routine services and to get to the head of the bureaucratic queue. They pay to limit their taxes, avoid costly regulations, obtain contracts at inflated prices and get concessions and privatized firms at low prices. If corruption is endemic, public officials both bureaucrats and elected officials – may redesign programmes and propose public projects with few public benefits and many opportunities for private profit. Of course, corruption, in the sense of bribes, corruption in the sense of bribes, pay-offs and kickbacks, is only one type of government failure. Efforts to promote ‘good governance’ must be broader than anti-corruption campaigns. Governments may be honest but inefficient because no one has an incentive to work productively, and narrow elites may capture the state and exert excess influence on policy. Bribery may induce the lazy to work hard and permit those not in the inner circle of cronies to obtain benefits. However, even in such cases, corruption cannot be confined to ‘functional’ areas. It will be a temptation whenever private benefits are positive. It may be a reasonable response to a harsh reality but, over time, it can facilitate a spiral into an even worse situation.

11. The governments which fail to focus on the relationship between private wealth and public power are likely to become:
- A. Functional
 - B. Dysfunctional
 - C. Normal functioning
 - D. Good governance
12. One important symptom a bad governance
- A. Corruption
 - B. High taxes
 - C. Complicated rules and regulations
 - D. High Prices

13. When corruption is rampant, public officials always air at many opportunities for:
- A. Public Benefits
 - B. Public Profit
 - C. Private profit
 - D. Corporate gains
14. Productivity linked incentives to public/private officials in one of the indicatives for:
- A. Efficient government
 - B. Bad governance
 - C. Inefficient government
 - D. Corruption
15. The spiraling corruption can only be contained by promoting:
- A. Private profit
 - B. Anti-corruption campaign
 - C. Good governance
 - D. Pay-offs and kick backs

Passage 6 (Dec 2007)

Read the following passage and answer the Question Nos. 11 to 15:

Gandhi's overall social and environmental philosophy, is based on what human beings need rather than what they want: His early introduction to the teachings of Jams, Theosophists. Christian Sermons, Ruskin and 'Tolstoy, and most significantly the Bhagavad Gita, were to have profound impact on the development of Gandhi's holistic thinking on-humanity, nature and their ecological interrelation. His deep concern for the disadvantaged, the poor and rural population created an ambience for an alternative social thinking that was at once far-sighted, local and immediate. For Gandhi was acutely aware that the demands generated by the need to feed and sustain human life, compounded by the growing industrialization of India, far outstripped the finite resources of nature this might now a day appear naïve or commonplace, but such pronouncements were as rare as they were heretical a century ago. Gandhi was also concerned about the destruction, under colonial and modernist designs, of the existing infrastructures which had more potential for keeping a community flourishing, within ecologically - sensitive traditional patterns of subsistence, especially' in the rural areas, than did the incoming. Western alternatives based on nature-blind technology and the enslavement of human spirit and energies.

Perhaps the moral principle for which Gandhi is best known is that of active non-violence, derived from the traditional moral restraint of not injuring ` another being. The most refined expression of this value is in the great epic of the Mahabharata, (c.100 BCE to 200 CE), where moral development proceeds through placing constraints on the liberties. Desires and acquisitiveness endemic to human life. One's action is judged in terms of consequences and the impact it is likely to have on another. Jainas had generalized this principle to include all sentient creatures and bio communities alike. Advanced Jaina monks and nuns will sweep their path to avoid harming insects and even bacteria. Non-injury is a non-negotiable universal Prescription.

11. Which one of the following have a profound impact on the development of Gandhi's holistic thinking on humanity, nature and their ecological interrelations?
 - A. Jain teachings
 - B. Christian sermons
 - C. Bhagavad Gita
 - D. Ruskin and Tolstoy
12. Gandhi's overall social and environmental philosophy is based on human being':
 - A. Need
 - B. Desire
 - C. Wealth
 - D. Welfare
13. Gandhi's deep concern for the disadvantaged, the poor and rural population created and ambience for an alternative:
 - A. Rural Policy
 - B. Social Thinking
 - C. Urban Policy
 - D. Economic thinking
14. Colonial policy and modernization led to the destruction of:
 - A. Major Industrial Infrastructure
 - B. Irrigation Infrastructure
 - C. Urban Infrastructure
 - D. Rural Infrastructure
15. Gandhi's active non-violence is derived from:
 - A. Moral restraint of not injuring another being
 - B. Having liberties, desires and acquisitiveness
 - C. Freedom of action
 - D. Nature-blind technology and enslavement of human spirit and energies.

Passage 7 (Jun 2008)

Read the following passage and answer the Question Nos. 11 to 15:

The fundamental principle is that Article 14 forbids class legislation but permits reasonable classification for the purpose of legislation which classification must satisfy the twin tests of classification being founded on an intelligible differentia which distinguishes persons or thing that are grouped together from those that are left out of the group and that differentia must have a rational nexus to the object sought to be achieved by the Statute in question. The trust of Article 14 is that the citizen is entitled to equality before law and equal protection of laws.

In the very nature of things the society being composed of unequal's a welfare State will have to strive by both executive and legislative action to help the less fortunate in society to ameliorate their condition so that the social and economic inequality in the society may be bridged. This would necessitate a legislative application to a group of citizens otherwise unequal and amelioration of whose lot is the object of state affirmative action. In the absence of the doctrine of classification such legislation is likely to flounder on the bed rock of equality enshrined in Article 14. The Court realistically appraising the social and economic inequality and keeping in view the guidelines on which the state action must move as constitutionally laid down in Part IV of the Constitution evolved the doctrine of classification. The doctrine was evolved to sustain a legislation or State action designed to help weaker sections of the society or some such segments of the society in need of succor. Legislative and executive action may accordingly by sustained if it satisfies the twin tests of reasonable classification and the rational principle correlated to the object sought, to be achieved.

The concept of equality before the law does not involve the idea of absolute equality among human beings which is a physical impossibility. All that Article 14 guarantees is a similarity of treatment contra-distinguished from identical treatment. Equality before law means that among equals the law should be equal and should be equally administered and that the likes should be treated alike. Equality before the law does not mean that things which are different shall be as though they are the same. It of course means denial or any special privilege by reason of birth, creed or the like. The legislation as well as the executive government, while dealing with diverse problems arising out of an infinite variety of human relations must of necessity have the power of making special laws, to attain any particular object and to achieve that object I must have the power of selection or classification of persons and things upon which such laws are to operate.

11. Right to equality, one of the fundamental rights, is enunciated in the constitution under Part III, Article:
A. 12 B. 13 C. 14 D. 15
12. The main thrust of Right to equality is that it permits:
A. Class legislation
B. Equality before law and equal protection under the law
C. Absolute equality
D. Special privilege by reason of birth
13. The social and economic inequality in the society can be bridged by:
A. Executive and legislative action
B. Universal suffrage
C. Identical treatment
D. None of the above
14. The doctrine of classification is evolved to:
A. Help weaker sections of the society
B. Provide absolute equality
C. Provide identical treatment
D. None of the above
15. While dealing with diverse problems arising out of an infinite variety of human relations, the government:
A. Must have the power of making special laws
B. Must not have any power to make special laws
C. Must have power to withdraw equal rights
D. None of the above

Passage 8 (Dec 2008)

Read the following passage and answer the Question Nos. 11 to 15:

Radically changing monsoon patterns, reduction in the winter rice harvest and a quantum increase in respiratory diseases all part of the environmental doomsday scenario which is reportedly playing out in South Asia. According to a United Nations Environment Programme report, deadly three kilometer deep blanket of pollution comprising a fearsome, cocktail of ash, acids, aerosols and other particles has enveloped in this region. For India, already struggling to cope with a drought, the implication of this are devastating and further crop failure will amount to a life and death question for many Indians. The increase in premature deaths will have adverse social and economic consequences and a rise in morbidities will place an unbearable burden on our crumbling health system. And there is no one to blame but ourselves Both

official and corporate India has always been allergic to any mention of clean technology. Most mechanical two wheelers roll off the assembly line without proper pollution control system, Little effort is made for R & D on simple technologies, which could make a vital difference to people's lives and the environment.

However, while there is no denying that South Asia must clean up its act, sceptics might question the timing of the haze report. The Kyoto meet on climate change is just two weeks away and the stage is set for the usual battle between the developing world and the West, particularly the United States of America. President Mr. Bush has adamantly refused to sign any protocol, which would mean a change in American consumption level. U.N. environment report will likely find a place in the U.S. arsenal as it plants and accusing finger towards controls like India and China. Yet the U.S.A. can hardly deny its own dubious role in the matter of erasing trading quotas.

Richer countries can simply buy up excess credits from poorer countries and continue to pollute. Rather than try to get the better of developing countries, who undoubtedly have taken up environmental shortcuts in their bid to catch up with the West, the USA should take a look at the environmental profligacy, which is going on within. From opening up virgin territories for oil exploration to relaxing the standards for drinking water. Mr. Bush's policies are not exactly beneficial, not even to America's interests. We realize that we are all in this together and that pollution anywhere should be a global concern otherwise there will only be more tunnels at the end of the tunnel.

11. Both official and corporate India is allergic to:

- A. Failure of Monsoon
- B. Poverty and Inequality
- C. Slowdown in Industrial Production
- D. Mention of Clean Technology

12. If the rate of premature death increases it will:

- A. Exert added burden on the crumbling economy
- B. Have adverse social and economic consequences
- C. Make positive effect on our effort to control population
- D. Have less job aspirants in the society

13. According to the passage, the two wheeler industry is not adequately concerned about:

- A. Passenger safety on the roads
- B. Live cover insurance of the vehicle owner
- C. Pollution control system in the vehicle
- D. Rising cost of the two wheelers

14. What could be the reason behind timing of the haze report just before the Kyoto Meet?
- A. United Nations is working hand-in-glove with U.S.A.
 - B. Organizers of the forthcoming meet a tech a lesson to the U.S.A.
 - C. Drawing attention of the world towards devastating effects of environment degradation.
 - D. U.S.A. wants to use it as a handle against the developing countries in the forthcoming meet
15. Which of the following is the indication of environmental degradation in South Asia?
- A. Social and economic inequality
 - B. Crumbling health care system
 - C. Inadequate pollution control system
 - D. Radically changing monsoon pattern

Passage 9 (Dec 2009)

Read the following passage and answer the Question Nos. 13 to 18:

The decisive shift in British Policy really came about under mass pressure in the autumn and winter of 1945 to 46 - the months which Perderel Moon while editing Wavell's Journal has perceptively described as 'The Edge of a Volcano'. Very foolishly, the British initially decided to hold public trials of several hundreds of the 20,000 I.N.A. prisoners (as well as dismissing from service and detaining without trial no less than 7,000). They compounded the folly by holding the first trial in the Red Fort, Delhi in November 1945, and putting on the dock together a Hindu, a Muslim and a Sikh (P.K. Sehgal, Shah Nawaz, Gurbaksh Singh Dhillon). Bhulabhai Desai, Tejbahadur Sapru and Nehru appeared for the defence (the latter putting on his barrister's gown after 25 years), and the Muslim League also joined the countrywide protest. On 20 November, an Intelligence Bureau note admitted that "there has seldom been a matter which has attracted so much Indian public interest and, it is safe to say, sympathy ... this particular brand of sympathy cuts across communal barriers." A journalist (B. Shiva Rao) visiting the Red Fort prisoners on the same day reported that 'There is not the slightest feeling among them of Hindu and Muslim ... A majority of the men now awaiting trial in the Red Fort is Muslim. Some of these men are bitter that Mr. Jinnah is keeping alive a controversy about Pakistan.' The British became extremely nervous about the I.N.A. spirit spreading to the Indian Army, and in January the Punjab Governor reported that a Lahore reception for released Indian National Army prisoners had been attended by Indian soldiers in uniform.

13. Which heading is more appropriate to assign to the above passage?
- A. Wavell's Journal
 - B. Role of Muslim League
 - C. I.N.A. Trials
 - D. Red Fort Prisoners
14. The trial of P.K. Sehgal, Shah Nawaz and Gurbaksh Singh Dhillon symbolizes
- A. Communal harmony
 - B. Threat to all religious persons
 - C. Threat to persons fighting for the freedom
 - D. British reaction against the natives
15. I.N.A. stands for
- A. Indian National Assembly.
 - B. Indian National Association
 - C. Inter-National Association
 - D. Indian National Army
16. 'There has seldom been a matter which has attracted so much Indian Public Interest and, it is safe to say, sympathy... this particular brand of sympathy cuts across communal barriers.' Who sympathizes to whom and against whom?
- A. Muslims sympathized with Shah Nawaz against the British
 - B. Hindus sympathized with P.K. Sehgal against the British
 - C. Sikhs sympathized with Gurbaksh Singh Dhillon against the British
 - D. Indians sympathized with the persons who were to be trialed
17. The majority of people waiting for trial outside the Red Fort and criticizing Jinnah were
The
- A. Hindus
 - B. Muslims
 - C. Sikhs
 - D. Hindus and Muslims both
18. The sympathy of Indian soldiers in uniform with the released I.N.A. prisoners at Lahore Indicates-
- A. Feeling of Nationalism and Fraternity
 - B. Rebellious nature of Indian soldiers
 - C. Simply to participate in the reception party
 - D. None the above

Passage 10 (Jun 2010)

Read the following passage and answer the Question Nos. 7 to 12:

The phrase “What is it like?” stands for a fundamental thought process. How does one go about observing and reporting on things and events that occupy segments of earth space? Of all the infinite variety of phenomena on the face of the earth, how does one decide what phenomena to observe? There is no such thing as a complete description of the earth or any part of it, for every microscopic point on the earth’s surface differs from every other such point. Experience shows that the things observed are already familiar, because they are like phenomena that occur at home or because they resemble the abstract images and models developed in the human mind.

How are abstract images formed? Humans alone among the animals possess language; their words symbolize not only specific things but also mental images of classes of things. People can remember what they have seen or experienced because they attach a word symbol to them. During the long record of our efforts to gain more and more knowledge about the face of the earth as the human habitat, there has been a continuing interplay between things and events. The direct observation through the senses is described as a percept; the mental image is described as a concept. **Percepts are what some people describe as reality, in contrast to mental images, which are theoretical, implying that they are not real.**

The relation of Percept to Concept is not as simple as the definition implies. It is now quite clear that people of different cultures or even individuals in the same **culture develop different mental images** of reality and what they perceive is a reflection of these preconceptions. The direct observation of things and events on the face of the earth is so clearly a function of the mental images of the mind of the observer that the whole idea of reality must be reconsidered.

Concepts determine what the observer perceives, yet concepts are derived from the generalizations of previous percepts. What happens is that the educated observer is taught to accept a set of concepts and then sharpens or changes these concepts during a professional career. In any one field of scholarship, professional opinion at one time determines what concepts and procedures are acceptable, and these form a kind of model of scholarly behaviour.

7. The problem raised in the passage reflects on
- A. Thought process.
 - B. Human behaviour
 - C. Cultural perceptions
 - D. Professional opinion
8. According to the passage, human beings have mostly in mind
- A. Observation of things
 - B. Preparation of mental images
 - C. Expression through language

- D. To gain knowledge
9. Concept means
- A. A mental image
 - B. A reality
 - C. An idea expressed in language form
 - D. All the above
10. The relation of Percept to Concept is
- A. Positive
 - B. Negative
 - C. Reflective
 - D. Absolute
11. In the passage, the earth is taken as
- A. The Globe
 - B. The Human habitat
 - C. A Celestial Body
 - D. A Planet
12. Percept means
- A. Direct observation through the senses
 - B. A conceived idea
 - C. Ends of a spectrum
 - D. An abstract image

Passage 11 (Dec 2010)

Read the following passage and answer the Question Nos. 5 to 10:

It should be remembered that the nationalist movement in India, like all nationalist movements, **was essentially a bourgeois movement**. It represented the natural historical stage of development, and to consider it or to criticize it as a working-class movement is wrong. Gandhi represented that movement and the Indian masses in relation to that movement to a supreme degree, and he became the voice of Indian people to that extent. **The main contribution of Gandhi to India and the Indian masses has been through the powerful movements which he launched through the National Congress. Through nation-wide action he sought to mould the millions, and largely succeeded in doing** so, and changing them from a demoralized, timid and hopeless mass, bullied and crushed by every dominant interest, and incapable of resistance, into a people with self-respect and self-reliance, resisting tyranny, and capable of united action and sacrifice for a larger cause.

Gandhi made people think of political and economic issues and every village and every bazaar hummed with argument and debate on the new ideas and hopes that filled the people. That was an amazing psychological change. The time was ripe for it, of course, and circumstances and world conditions worked for this change. But a great leader is necessary to take advantage of circumstances and conditions. Gandhi was that leader, and he released many of the bonds that imprisoned and disabled our minds, and none of us who experienced it can ever forget that great feeling of release and exhilaration that came over the Indian people.

Gandhi made people think of political and economic issues and every village and every bazaar hummed with argument and debate on the new ideas and hopes that filled the people. That was an amazing psychological change. The time was ripe for it, of course, and circumstances and world conditions worked for this change. But a great leader is necessary to take advantage of circumstances and conditions. Gandhi was that leader, and he released many of the bonds that imprisoned and disabled our minds, and none of us who experienced it can ever forget that great feeling of release and exhilaration that came over the Indian people.

Gandhi has played a revolutionary role in India of the greatest importance because he knew how to make the most of the objective conditions and could reach the heart of the masses, while groups with a more advanced ideology functioned largely in the air because they did not fit in with those conditions and could therefore not evoke any substantial response from the masses.

It is perfectly true that Gandhi, functioning in the nationalist plane, does not think in terms of the conflict of classes, and tries to compose their differences. But the action he has indulged and taught the people has inevitably raised mass consciousness tremendously and made social issues vital. Gandhi and the Congress must be judged by the policies they pursue and the action they indulge in. But behind this, personality counts and colours those policies and activities. In the case of very exceptional person like Gandhi the question of personality becomes especially important in order to understand and appraise him. To us he has represented the spirit and honour of India, the yearning of her sorrowing millions to be rid of their innumerable burdens, and an insult to him by the British Government or others has been an insult to India and her people.

5. Which one of the following is true of the given passage?

- A. The passage is a critique of Gandhi's role in Indian movement for independence.
- B. The passage hails the role of Gandhi in India's freedom movement.
- C. The author is neutral on Gandhi's role in India's freedom movement.
- D. It is an account of Indian National Congress's support to the working-class movement.

6. The change that the Gandhian movement brought among the Indian masses was
- A. Physical
 - B. Cultural
 - C. Technological
 - D. Psychological
7. To consider the nationalist movement or to criticize it as a working-class movement was wrong because it was a
- A. Historical movement
 - B. Voice of the Indian people
 - C. Bourgeois movement
 - D. Movement represented by Gandhi
8. Gandhi played a revolutionary role in India because he could
- A. Preach morality
 - B. Reach the heart of Indians
 - C. See the conflict of classes
 - D. Lead the Indian National Congress
9. Groups with advanced ideology functioned in the air as they did not fit in with
- A. Objective conditions of masses
 - B. The Gandhian movement
 - C. pointing out the importance of the personality of Gandhi
 - D. identifying the sorrows of millions of Indians
10. The author concludes the passage by
- A. Criticising the Indian masses
 - B. The Gandhian movement
 - C. Pointing out the importance of the personality of Gandhi
 - D. Identifying the sorrows of minions of Indians

Passage 12 (Jun 2011)

Read the following passage and answer the Question Nos. 5 to 10:

All historians are interpreters of text if they be private letters, Government records or parish birth lists or whatever. For most kinds of historians, these are only the necessary means to understanding something other than the texts themselves, such as a political action or a historical trend, whereas for the intellectual historian, a full understanding of his chosen texts is itself the aim of his enquiries. Of course, the intellectual history is particularly prone to draw

on the focus of other disciplines that are habitually interpreting texts for purposes of their own, probing the reasoning that ostensibly connects premises and conclusions. Furthermore, the boundaries with adjacent sub disciplines are shifting and indistinct: the history of art and the history of science both claim a certain autonomy, partly just because they require specialized technical skills, but both can also be seen as part of a wider intellectual history, as is evident when one considers, for example, the common stock of knowledge about cosmological beliefs or moral ideals of a period.

Like all historians, the intellectual historian is a consumer rather than a producer of 'methods'. His distinctiveness lies in which aspect of the past he is trying to illuminate, not in having exclusive possession of either a corpus of evidence or a body of techniques. That being said, it does seem that the label 'intellectual history' attracts a disproportionate share of misunderstanding.

It is alleged that intellectual history is the history of something that never really mattered. The long dominance of the historical profession by political historians bred a kind of philistinism, an unspoken belief that power and its exercise was 'what mattered'. The prejudice was reinforced by the assertion that political action was never really the outcome of principles or ideas that were 'more flapdoodle'. The legacy of this precept is still discernible in the tendency to require ideas to have 'licensed' the political class before they can be deemed worthy of intellectual attention, as if there were some reasons why the history of art or science, of philosophy or literature, were somehow of interest and significance than the history of Parties or Parliaments. Perhaps in recent years -the mirror image of this philistinism has been more common in the claim that ideas of any one is of systematic expression or sophistication do not matter, as if they were only held by a minority.

5. An intellectual historian aims to fully understand
 - A. The chosen texts of his own
 - B. Political actions
 - C. Historical trends
 - D. His enquiries
6. Intellectual historians do not claim exclusive possession of
 - A. Conclusions
 - B. Any. Corpus of evidence
 - C. Distinctiveness
 - D. Habitual interpretation
7. The misconceptions about intellectual history stem from
 - A. A body of techniques
 - B. The common stock of knowledge
 - C. The dominance of. Political historians
 - D. Cosmological beliefs

8. What is philistinism?
 - A. Reinforcement of prejudice
 - B. Fabrication of reasons
 - C. The hold of land-owning classes
 - D. Belief that power and its exercise matter
9. Knowledge of cosmological beliefs or moral ideas of a period can be drawn as part of
 - A. Literary criticism
 - B. History of science
 - C. History of philosophy
 - D. Intellectual history
10. The claim that ideas of any one is of systematic expression do not matter, as if they were held by a minority, is
 - A. To have a licensed political class
 - B. Political action
 - C. A philosophy of literature
 - D. The mirror-image of philistinism

Passage 13 (Dec 2011)

Read the following passage and answer the Question Nos. 55 to 60:

The catalytic fact of the twentieth century is uncontrollable development, consumerist society, political materialism, and spiritual devaluation. This inordinate development has led to the transcendental 'second reality' of sacred perception that biologically transcendence is a part of human life. As the century closes, it dawns with imperative vigour that the 'first reality' of enlightened rationalism and the 'second reality' of the Beyond have to be harmonized in a worthy state of man. The de facto values describe what we are, they portray the 'is' of our ethic, they are esto values (Latin esto means is). The ideal values tell us what we ought to be, they are esto values (Latin esto 'ought to be'). Both have to be in the ebb and flow of consciousness. The ever new science and technology and the ever-perennial faith are two modes of one certainty that is the wholeness of man, his courage to be, his share in being.

The materialistic foundations of science have crumbled down. Science itself has proved that matter is energy, processes are as valid as facts, and affirmed the non-materiality of the universe. The encounter of the 'two cultures', the scientific and the humane, will restore the normal vision, and will be the bedrock of a 'science of understanding' in the new century. It will give new meaning to the ancient perception that quantity (measure) and quality (value) coexist at the root of nature. Human endeavours cannot afford to be humanistically irresponsible.

55. The problem raised in the passage reflects overall on
- A. Consumerism
 - B. Materialism
 - C. Spiritual devaluation
 - D. Inordinate development
56. The 'de facto' values in the passage means
- A. What is
 - B. What ought to be
 - C. What can be
 - D. Where it is
57. According to the passage, the 'first reality' constitutes
- A. Economic prosperity
 - B. Political development
 - C. Sacred perception of life
 - D. Enlightened rationalism
58. Encounter of the 'two cultures', the scientific and the human implies
- A. Restoration of normal vision
 - B. Universe is both material and non- material
 - C. Man is superior to nature
 - D. Co-existence of quantity and quality in nature
59. The contents of the passage are
- A. Descriptive
 - B. Prescriptive
 - C. Axiomatic
 - D. Optional
60. The passage indicates that science has proved that
- A. Universe is material
 - B. Matter is energy
 - C. Nature has abundance
 - D. Humans are irresponsible

Passage 14 (Jun 2012)

Read the following passage and answer the Question Nos. 55 to 60:

James Madison said, "A people who mean to be their own governors must arm themselves with power that knowledge gives." In India, the Official Secrets Act, 1923 was a convenient smokescreen to deny members of the public access to information. Public functioning has

traditionally been shrouded in secrecy. But in a democracy in which people govern themselves, it is necessary to have more openness. In the maturing of our democracy, right to information is a major step forward; it enables citizens to participate fully in the decision-making process that affects their lives so profoundly. It is in this context that the address of the Prime Minister in the Lok Sabha is significant. He said, “I would only like to see that everyone, particularly our civil servants, should see the Bill in a positive spirit; not as a draconian law for paralyzing Government, but as an instrument for improving Government-Citizen interface resulting in a friendly, caring and effective Government functioning for the good of our People.” He further said, “This is an innovative Bill, where there will be scope to review its functioning as we gain experience. Therefore, this is a piece of legislation, whose working will be kept under constant reviews.”

The Commission, in its Report, has dealt with the application of the Right to Information in Executive, Legislature and Judiciary. The judiciary could be a pioneer in implementing the Act in letter and spirit because much of the work that the Judiciary does is open to public scrutiny, Government of India has sanctioned an e-governance project in the Judiciary for about ' 700 crores which would bring about systematic classification, standardization and categorization of records. This would help the judiciary to fulfil its mandate under the Act. Similar capacity building would be required in all other public authorities. The transformation from non-transparency to transparency and public accountability is the responsibility of all three organs of State.

55. A person gets Power:

- (A) By acquiring knowledge
- (B) From the Official Secrets Act, 1923
- (C) Through openings
- (D) By denying public information

56. Right to Information is a major step forward to:

- (A) Enable citizens to participate fully in the decision-making process
- (B) To make the people aware of the Act
- (C) To gain knowledge of administration
- (D) To make the people Government friendly

57. The Prime Minister considered the Bill:

- (A) To provide power to the civil servants
- (B) As an instrument for improving Government-citizen interface resulting in a friendly, caring and effective Government
- (C) A draconian law against the officials
- (D) To check the harassment of the people

58. The Commission made the Bill effective by:

- (A) Extending power to the executive authorities
 - (B) Combining the executive and legislative power
 - (C) Recognizing Judiciary a pioneer in implementing the act in letter and spirit
 - (D) Educating the people before its implementation
59. The Prime Minister considered the Bill innovative and hoped that
- (A) It could be reviewed based on the experience gained on its functioning.
 - (B) The civil servants would see the Bill in a. positive spirit.
 - (C) It would not be considered as a draconian law for paralyzing Government
 - (D) All the above
60. The transparency and public accountability is the responsibility of three organs of the State. These three organs are:
- (A) Lok Sabha, Rajya Sabha and Judiciary
 - (B) Lok Sabha, Rajya Sabha and Executive
 - (C) Judiciary, Legislature and the Commission
 - (D) Legislature, Executive and Judiciary

Passage 15 (Dec 2012)

Read the following passage carefully and answer the Question Nos. 55 to 60:

The popular view of towns and cities in developing countries and of urbanization process is that despite the befits and comforts it brings, the emergence of such cities connotes environmental degradation, generation of slums and squatters, urban poverty, unemployment, crimes, lawlessness, traffic chaps etc. But what is the reality? Given an unprecedented increase in urban population over the last 50 years from 30 million in 1950 to 2 billion in 2000 in developing countries, the wonder really is how well the world has coped, and not how badly. In general, the urban quality of life has improved in terms of availability of water and sanitation, power, health and education, communication and transport. By way of illustration, a large number of urban residents have been provided with improved water in urban areas in Asia's largest countries such as China, India, Indonesia and Philippines. Despite that, the access to improved water in terms of percentage of total urban population seems to have declined during the last decade of 20th century, though in absolute numbers, millions of additional urbanites, have been provided improved services. These countries have made significant progress in the provision of sanitation services too, together, providing for an additional population of more than 293 million citizens within a decade (1990-2000). These improvements must be viewed against the backdrop of rapidly increasing urban population,

fiscal crunch and strained human resources and efficient and quality-oriented public management.

55. The popular view about the process of urbanization in developing countries is:

- A. Positive
- B. Negative
- C. Neutral
- D. Unspecified

56. The average annual increase in the number of urbanites in developing countries, from 1950 to 2000 A.D. was close to:

- A. 30 million
- B. 40 million
- C. 50 million
- D. 60 million

57. The reality of urbanization is reflected in:

- A. How well the situation has been managed.
- B. How badly the situation has gone out of control.
- C. How fast has been tempo of urbanization?
- D. How fast the environment has degraded.

58. Which one of the following is not considered as an indicator of urban quality of life?

- A. Tempo of urbanization
- B. Provision of basic services
- C. Access to social amenities
- D. All of the above

59. The author in this passage has tried to focus on

- A. Extension of Knowledge
- B. Generation of Environmental Consciousness
- C. Analytical Reasoning
- D. Descriptive Statement

60. In the above passage, the author intends to state:

- A. hazards of the urban life
- B. This sufferings of the urban life
- C. The awareness of human progress
- D. The limits to growth

Passage 16 (Jun 2013)

Read the following passage carefully and answer the Question Nos. 4 to 9:

The Taj Mahal has become one of the world's best known monuments. This domed white marble structure is situated on a high plinth at the southern end of a four-quartered garden, evoking the gardens of paradise, enclosed within walls measuring 305 by 549 metres. Outside the walls, in an area known as Mumtazabad, were living quarters for attendants, markets, and other structures built by local merchants and noble. The tomb complex and the other imperial structures of Mumtazabad were maintained by the income of thirty villages given specifically for the tomb's support. The name Taj Mahal is unknown in Mughal chronicles, but it is used by contemporary Europeans in India, suggesting that this was the tomb's popular name. In contemporary texts, it is generally called simply the illuminated Tomb (Rauza-i-MunavVara). Mumtaz Mahal died shortly after delivering her fourteenth child in 1631. The Mughal court was then residing in Burhanpur. Her remains were temporarily buried by the grief-stricken emperor in a spacious garden known as Zainabad on the bank of the river Tapti. Six months later her body was transported to Agra, where it was interred in land chosen for the mausoleum. This land, situated south of the Mughal city on the bank of the Jamuna, had belonged to the Kachhwaha rajas since the time of Raja Man Singh and was purchased from the current raja, Jai Singh. Although contemporary chronicles indicate Jai Singh's willing cooperation in this exchange, extant farmans (imperial commands) indicate that the final price was not settled until almost two years after the mausoleum's commencement. Jai Singh's further cooperation was insured by imperial orders issued between 1632 and 1637 demanding that he provide stone masons and carts to transport marble from the mines at Makrana, within his "ancestral domain", to Agra where both the Taj Mahal and Shah Jahan's additions to the Agra fort were constructed concurrently.

Work on the mausoleum was commenced early in 1632. Inscriptional evidence indicates much of the tomb was completed by 1636. By 1643, when Shah Jahan most lavishly celebrated the 'Urs ceremony for Mumtaz Mahal', the entire complex was virtually complete.

4. Marble stone used for the construction of the Taj Mahal was brought from the ancestral domain of Raja Jai Singh. The name of the place where mines of marble is
- A. Burhanpur B. Makrana
C. Amber D. Jaipur
5. The popular name Taj Mahal was given by
- A. Shah Jahan B. Tourists
C. Public D. European travellers

6. Point out the true statement from the following:
- A. Marble was not used for the construction of the Taj Mahal.
 - B. Red sand stone is non-visible in the Taj Mahal complex.
 - C. The Taj Mahal is surrounded by a four quartered garden known as Chahr Bagh.
 - D. The Taj Mahal was constructed to celebrate the 'Urs ceremony for Mumtaz Mahal'.
7. In the contemporary texts the Taj Mahal is known
- A. Mumtazabad B. Mumtaz Mahal
 - C. Zainabad D. Rauza-i-Munavvara
8. The construction of the Taj Mahal was completed between the periods
- A. 1632 – 1636 A.D.
 - B. 1630 – 1643 A.D.
 - C. 1632 – 1643 A.D.
 - D. 1636 – 1643 A.D.
9. The documents indicating the ownership of land, where the Taj Mahal was built, known as
- A. Farman B. Sale Deed
 - C. Sale-Purchase Deed D. None of the above.

Passage 17 (Dec 2013)

Read the following passage carefully and answer the Question Nos. 46 to 51:

Heritage conservation practices improved worldwide after the International Centre for the study of the Preservation and Restoration of Cultural Property (ICCROM) was established with UNESCO's assistance in 1959. The inter-governmental organization with 126 member states has done a commendable job by training more than 4,000 professionals, providing practice standards, and sharing technical expertise. In this golden jubilee year, as we acknowledge its key role in global conservation, an assessment of international practices would be meaningful to the Indian conservation movement. Consistent investment, rigorous attention, and dedicated research and dissemination are some of the positive lessons to imbibe. Countries such as Italy have demonstrated that prioritizing heritage with significant budget provision pay. On the other hand, India, which is no less endowed in terms of cultural capital, has a long way to go. Surveys indicate that in addition to the 6,600 protected monuments, there are over 60,000 equally valuable heritage structures that await attention. Beside the small group in the service of Archaeological Survey of India, there are only about 150 trained conservation professionals. In order to overcome this severe shortage the emphasis has been on setting up dedicated labs and training institutions, It would make much better sense for conservation to be made part of mainstream research and engineering institutes, as has been

done in Europe. Increasing funding and building institutions are the relatively easy part. The real challenge is to redefine international approaches to address local contexts. Conservation cannot limit itself to enhancing the art-historical value of the heritage structures, which international charters perhaps overemphasize. The effort has to be broad-based: It must also serve as a means to improving the quality of life in the area where the heritage structures are located. The first task therefore is to integrate conservation efforts with sound development plans that take care of people living in the heritage vicinity. Unlike in western countries, many traditional building crafts survive in India, and conservation practices offer an avenue to support them. This has been acknowledged by the Indian National Trust for Art and Cultural Heritage charter for conservation but is yet to receive substantial state support. More strength for heritage conservation can be mobilized by aligning it with the green building movement. Heritage structures are essentially eco-friendly and conservation could become a vital part of the sustainable building practices campaign in future.

46. The outlook for conservation heritage changed

- A. After the establishment of the International Centre for the Study of the Preservation and Restoration of Cultural Property.
- B. After training the Specialists in the field.
- C. After extending UNESCO's assistance to the educational institutions.
- D. After ASI's measures to protect the monuments.

47. The inter-government organization was appreciated because of

- A. Increasing number of members to 126.
- B. Imparting training to professionals and sharing technical expertise.
- C. Consistent investment in conservation.
- D. Its proactive role in renovation and restoration.

48. Indian conservation movement will be successful if there would be

- A. Financial support from the Government of India.
- B. Non-governmental organizations role and participation in the conservation movement.
- C. Consistent investment, rigorous attention, and dedicated research and dissemination of awareness for conservation.
- D. Archaeological Survey of India's meaningful assistance.

49. As per the surveys of historical monuments in India, there is very small number of protected monuments. As per given the total number of monuments and enlisted Number of protected monuments, percentage comes to
- A. 10 per cent B. 11 per cent C. 12 per cent D. 13 per cent
50. What should India learn from Europe to conserve our cultural heritage?
- (i) There should be significant budget provision to conserve our cultural heritage.
(ii) Establish dedicated labs and training institutions.
(iii) Force the government to provide sufficient funds.
(iv) Conservation should be made part of mainstream research and engineering institutes.
- (A) (i), (ii), (iii), (iv) (C) (i), (ii)
(B) (i), (ii), (iv) (D) (i), (iii), (iv)
51. INTACH is known for its contribution for conservation of our cultural heritage. The full form of INTACH is
- (A) International Trust for Art and Cultural Heritage
(B) Intra-national Trust for Art and Cultural Heritage
(C) Integrated Trust for Art and Cultural Heritage
(D) Indian National Trust for Art and Cultural Heritage.

Passage 18 (Jun 2014)

Read the following passage carefully and answer the Questions from 56 to 60.

Traditional Indian values must be viewed both from the angle of the individual and from that of the geographically delimited agglomeration of people or groups enjoying a common system of leadership which we call the “State”. The Indian ‘State’s special feature is the peaceful, or perhaps mostly peaceful, co-existence of social group of various historical provenances that mutually adhere in a geographical, economic, and political sense, without ever assimilating to each other in social terms, in ways of thinking, or even in language. Modern Indian law will determine certain rules, especially in relation to the regime of the family, upon the basis of how the loincloth is tied, or how the turban is worn, for this may identify the litigants as members of a regional group, and therefore as participants in its traditional law, though their ancestors left the region three or four centuries earlier. The use of the word ‘State’ above must not mislead us. There was no such thing as a conflict between the individual and the State, at

least before foreign governments became established, just as there was no concept of state 'sovereignty' or of any church-and-state dichotomy.

Modern Indian 'secularism' has an admittedly peculiar feature: it requires the state to make a fair distribution of attention and support amongst all religious. These blessed aspects of India's famed tolerance (Indian kings so rarely persecuted religious groups that the exceptions prove the rule) at once struck Portuguese and other European visitors to the West Coast of India in the sixteenth century, and the impression made upon them in this and other ways gave rise, at one remove, to the basic constitution of Thomas More's Utopia. There is little about modern India that strikes one at once as Utopian: but, the insistence upon the inculcation of norms and the absence of bigotry and institutionalized exploitation of human or natural resources are two very different features that link the realities of India and her tradition with the essence of all Utopians.

56. Which of the following is a special feature of the Indian State?

- a) Peaceful co-existence of people under a common system of leadership.
- b) Peaceful co-existence of social groups of different historical provenances attached to each other in a geographical, economic, and political sense.
- c) Social integration of all groups.
- d) Cultural assimilation of all social groups.

57. The author uses the word 'State' to highlight.

- a) Antagonistic relationship between the state and the individual throughout the period of History.
- b) Absence of conflict between the state and the individuals up to a point in time.
- c) The concept of state sovereignty.
- d) Dependence on religion.

58. Which one is the peculiar feature of modern Indian 'secularism'?

- a) No discrimination on religious considerations
- b) Total indifference to religion
- c) No space for social identity
- d) Disregard for social law

59. The basic construction of Thomas More's Utopia was inspired by

- a) Indian tradition of religious tolerance
- b) Persecution of religious groups by Indian rulers
- c) Social inequality in India
- d) European perception of Indian State

60. What is the striking feature of modern India?

- a) A replica of Utopian State
- b) Uniform laws
- c) Adherence to traditional values
- d) Absence of Bigotry

Passage 19 (Dec 2014)

Read the following passage carefully and answer the Questions from 13 to 17

This literary distaste for politics, however, seems to be focused not so much on the largely murky practice of politics in itself as a subject of literary representation but rather more on how it is often depicted in literature, i.e., on the very politics of such representation. A political novel often turns out to be not merely a novel about politics but a novel with a politics of its own, for it seeks not merely to show us how things are but has fairly definite ideas about how things should be, and precisely what one should think and do in order to make things move in that desired direction. In short, it seeks to convert and enlist the reader to a particular cause or ideology; it often is (in an only too familiar phrase) not literature but propaganda. This is said to violate the very spirit of literature which is to broaden our understanding of the world and the range of our sympathies rather than to narrow them down through partisan commitment. As John Keats said, 'We hate poetry that has a palpable design upon us'.

Another reason why politics does not seem amenable to the highest kind of literary representation seems to arise from the fact that politics by its very nature is constituted of ideas and ideologies. If political situations do not lend themselves to happy literary treatment, political ideas present perhaps an even greater problem in this regard. Literature, it is argued, is about human experiences rather than about intellectual abstractions; it deals in what is called the 'felt reality' of human flesh and blood, and in sap and savour (rasa) rather than in arid and lifeless ideas. In an extensive discussion of the matter in her book *Ideas and the Novel*, the American novelist Mary Mc Carthy observed that 'ideas are still today felt to be unsightly in the novel 'through that was not so in 'former days', i.e., in the 18th and 19th centuries. Her formulation of the precise nature of the incompatibility between ideas on the one hand and the novel on the other betrays perhaps a divided conscience in the matter and a sense of dilemma shared by many writers and readers: 'An idea cannot have loose ends, but a novel, I almost think, needs them. Nevertheless, there is enough in common for the novelists to feel..... the attraction of ideas while taking up arms against them – most often with weapons of mockery.'

13. According to the passage, a political novel often turns out to be a

- a) Literary distaste for politics

- b) Literary representation of politics
 - c) Novel with its own politics
 - d) Depiction of murky practice of politics
14. A political novel reveals
- a) Reality of the things
 - b) Writer's perception
 - c) Particular ideology of the readers
 - d) The spirit of literature
15. The constructs of politics by its nature is
- a) Prevalent political situation
 - b) Ideas and ideologies
 - c) Political propaganda
 - d) Understanding of human nature
16. Literature deals with
- a) Human experiences in politics
 - b) Intellectual abstractions
 - c) Dry and empty ideas
 - d) Felt reality of human life
17. The observation of the novelist, Mary McCarthy reveals
- a) Unseen felt ideas of today in the novel
 - b) Dichotomy of conscience on political ideas and novels
 - c) Compatibility between idea and novel
 - d) Endless ideas and novels.

Passage 20 (Jun 2015)

Read the following passage carefully and answer the Questions from 13 to 18

Storytelling is not in our genes, neither is it an evolutionary history. It is the essence of what makes us Human.

Human beings progress by telling stories. One event can result in a great variety of stories being told about it. Sometimes those stories differ greatly. Which stories are picked up and repeated and which ones are dropped and forgotten often determine how we progress. Our history, knowledge, and understanding are all the collections of the few stories that survive. This includes the stories that we tell each other about the future, and how the future will turn out depends partly, possibly largely, on which stories we collectively choose to believe.

Some stories are designed to spread fear and concern. This is because some storytellers feel that there is a need to raise some tensions. Some stories are frightening: they are like totemic

warnings: 'Fail to act now and we are all doomed'. Then there are stories that indicate that all will be fine so long as we leave everything up to a few especially able adults. Currently, this trend is being led by those who call themselves 'rational optimists'. They tend to claim that it is human nature to compete and to succeed and also to profit at the expense of others. The rational optimists, however, do not realize how humanity has progressed overtime through amiable social networks and how large groups work in less selfishness and in the process accommodate rich and poor, high and low alike. This aspect in storytelling is considered by the 'Practical Possible', who sit between those who say all is fine and cheerful and be individualistic in your approach to a successful future, and those who ordain pessimism and fear that we are doomed.

What the future holds for us is which stories we hold on to and how we act on them.

Answer the following questions:

13. Our knowledge is a collection of
- a) All stories that we have heard during our life-time
 - b) Some stories that we have heard during our life-time
 - c) A few stories that survive
 - d) Some important stories
14. Story telling is
- a) An art b) A Science
 - c) In our genes d) The essence of what makes us human
15. How the future will turn out to be, depends upon the stories
- a) We collectively choose to believe in
 - b) Which are repeatedly narrated
 - c) Designed to spread fear and tension
 - d) Designed to make prophecy
16. Rational optimists
- i) Look for opportunities
 - ii) Are sensible and cheerful
 - iii) Are selfishly driven
- Identify the correct answer from the codes given below:
- a) (i), (ii), and (iii) c) (i) and (ii) only
 - b) (i) only d) (ii) and (iii) only
17. Humans become less selfish when
- a) They work in large groups b) They listen to frightening stories
 - c) They listen to cheerful stories d) They work in solitude

18. 'Practical Possible' are the ones who

- a) Follow midway path
- b) Are doom-mongers
- c) Are self-centre
- d) Are cheerful and carefree

Passage 21 (Dec 2015)

Read the following passage carefully and answer the Questions from 13 to 17:

I did that thing recently where you have to sign a big card-which is a horror unto itself, especially as the keeper of the Big Card was leaning over me at the time. Suddenly I was on the spot, a rabbit in the headlights, torn between doing a fun message or some sort of in-joke or a drawing. Instead overwhelmed by the myriad options available to me, I decided to just write: 'Good luck, best, Joel'.

It was then that I realised, to my horror, that I had forgotten how to write. My entire existence is 'tap letters into computer'. My shopping lists are hidden in the notes function of my phone. If I need to remember something I send an e-mail to myself. A pen is something I chew when I am struggling to think. Paper is something I pile beneath my laptop to make it a more comfortable height for me to type on.

A poll of 1000 teens by the stationers, Bic found that one in 100 do not own a pen, a third have never written a letter, and half of 13 to 19 years old have never been forced to sit down and write a thank you letter. More than 80% have never written a love letter, 56% do not have letter paper at home, and a quarter have never known the unique torture of writing a birthday card. The most a teen ever has to use a pen is on an exam paper.

Bic, have you heard of mobile phones? Have you heard of e-mail, face book, and snap chatting? This is the future. Pens are dead. Paper is dead. Handwriting is relic.

'Handwriting is one of the most creative outlets we have and should be given the same importance as other art forms such as sketching, painting, or photography'.

Answer the following questions:

13. When confronted with signing a big card, the author felt like 'a rabbit in the headlight'.

What does this phrase mean?

- a) A state of confusion
- b) A state of pleasure
- c) A state of anxiety
- d) A state of pain

14. According to the author, which one is not the most creative outlet of pursuit?

- a) Handwriting b) Photography
- c) Sketching d) Reading

15. The entire existence of the author revolves round

- i) Computer
- ii) Mobile phone
- iii) Typewriter

Identify the correct answer from the codes given below:

- a) (ii) only c) (i), (ii) and (iii)
- b) (i) and (ii) only d) (ii) and (iii) only

16. How many teens, as per the Bic survey, do not own a pen?

- a) 800 b) 560 c) 500 d) 100

17. What is the main concern of the author?

- a) The teens use social networks for communication.
- b) The teens use mobile phones.
- c) The teens use computer.
- d) The teens have forgotten the art of handwriting

Passage 22 (July 2016)

Read the following passage carefully and answer the Questions from 37 to 42:

In terms of labour, for decades, the relatively low cost and high quality of Japanese workers conferred considerable competitive advantage across numerous durable goods and consumer electronics industries (e.g., Machinery, automobiles, televisions, radios). Then labour-based advantages shifted to South Korea, then to Malaysia, Mexico and other nations. Today, China appears to be capitalising best on the basis of labour. Japanese firms still remain competitive in markets for such durable goods, electronics and other products, but the labour force is no longer sufficient for competitive advantage over manufacturers in other industrialising nations. Such shifting of labour-based advantage is clearly not limit to manufacturing industries. Today, a huge number of IT and service jobs are moving from Europe and North America to India, Singapore, and other countries with relatively well-educated, low-cost workforces possessing technical skills. However, as educational levels and technical skills continue to rise in other countries, India, Singapore, and other nations enjoying labour-based competitive advantage today are likely to find such advantage cannot be sustained through emergence of new competitors. In terms of capital, for centuries the days of gold coins and later even paper money restricted financial flows, subsequently regional concentrations were formed where large banks, Industries and markets coalesced. But today capital flows internationally at rapid

speed. Global commerce no longer requires regional interactions among business players. Regional capital concentrations in places such as New York, London and Tokyo still persist, of course, but the capital concentrated there is no longer sufficient for competitive advantage over other capitalists distributed worldwide. Only if an organisation is able to combine, integrate and apply its resources (e.g., Land, labour, capital, IT) in an effective manner that is not readily imitable by competitors can such an organisation enjoy competitive advantage sustainable overtime. In a knowledge-based theory of the firm, this idea is extended to view organisational knowledge as a resource with at least the same level of power and importance as the traditional economic inputs. **An organisation with superior knowledge can achieve competitive advantage in markets that appreciate the application** of such knowledge. Semiconductors, generic engineering, pharmaceuticals, software, military warfare, and like knowledge-intensive competitive arenas provide both time-proven and current examples. Consider semiconductors (e.g. computer chips), which are made principally of sand and common metals. These ubiquitous and powerful electronic devices are designed within common office buildings, using commercially available tools, and fabricated within factories in many industrialised nations. Hence, land is not the key competitive resource in the semiconductor industry.

Based on the passage answer the following questions:

37. How can an organisation enjoy competitive advantage sustainable overtime?

- a) Through regional capital flows.
- b) Through regional interactions among business players.
- c) By making large banks, industries and markets coalesced.
- d) By effective use of various instrumentalities

38. What is required to ensure competitive advantages in specific markets?

- a) Access to capital
- b) Common office buildings
- c) Superior knowledge
- d) Common metals

39. The passage also mentions about the trend of

- a) Global financial flow
- b) Absence of completion in manufacturing industry.
- c) Regionalisation of capitalists
- d) Organisational incompatibility

40. What does the author lay stress in the passage?
- a) International commerce
 - b) Labour-intensive industries
 - c) Capital resource management
 - d) Knowledge-driven competitive advantage
41. Which country enjoyed competitive advantages in automobile industry for decades?
- a) South Korea b) Japan
 - c) Mexico d) Malaysia
42. Why labour-based competitive advantages of India and Singapore cannot be sustained in IT and service sectors?
- a) Due to diminishing levels of skill.
 - b) Due to capital-intensive technology making inroads.
 - c) Because of new competitors.
 - d) Because of shifting of labour-based advantage in manufacturing industries.

Passage 23 (Jan 2017)

Read the following passage carefully and answer the Questions from 7 to 12:

The last Great War, which nearly shook the foundations of the modern world, had little impact on Indian literature beyond aggravating the popular revulsions against violence and adding to growing disillusionment with the 'humane pretensions' of the Western World. This was eloquently voiced in Tagore's poems and his last testament, 'Crisis in Civilization'. The Indian intelligentsia was in a state of moral dilemma. On the one hand, it could not help sympathizing with the England's dogged courage in the hour of peril, with the Russians fighting with their backs on the wall against ruthless Nazi hordes, and with the China groaning under the heel of Japanese militarism; on the other hand, their own country was practically under the military occupation of their own soil and the Indian army under Subhas Bose was trying from the opposite camp to liberate their country. No creative impulse could issue from such confusion of loyalties. One would imagine that the achievement of Indian independence in 1947, which came in the wake of the Allies victory and was followed by collapse of colonialism in the neighboring countries of south East Asia, would have released an upsurge of the creative energy. No doubt it did, but it was soon submerged in the great agony of partition with the in human slaughter of innocents and the uprooting of the millions of the people from their homeland followed by the martyrdom of Mahatma Gandhi. These tragedies along with Pakistan's invasion of Kashmir and its later atrocities in Bangladesh, did indeed provoke a pregnant writing, particularly in the languages of the regions most affected, Bengali, Hindi, Kashmiri Punjabi, Sindhi and Urdu. Both poignant of passionate writing does not by itself

make great literature. What reserves of enthusiasm and confidence served these disasters have been mainly absorbed in the task of national reconstruction and economic development. Great literature has always emerged out of chains of convulsion. Indian literature is richer today in term volume, range, and variety than it ever was in the past.

7. What was the impact of the last great war on Indian literature?

- a) It had no impact.
- b) It aggravated popular revulsion against violence.
- c) It shook the foundations of literature.
- d) It offered eloquent support to the Western World.

8. What did Tagore articulate in his last testament?

- a) Offered support to Subhas Bose
- b) Exposed the humane pretensions of the Western World
- c) Expressed loyalty to England
- d) Encouraged the liberation of countries

9. What was the stance of Indian intelligentsia during the period of Great War?

- a) Indifference to Russia's plight
- b) They favoured Japanese militarism
- c) They prompted creativity out of confused loyalties
- d) They expressed sympathy for England's dogged courage

10. Identify the factor responsible for the submergence creative energy in Indian literature.

- a) Military occupation of one's own soil
- b) Resistance to colonial occupation
- c) Great agony of partition
- d) Victory of Allies

11. What was the aftermath that survived tragedies in Kashmir and Bangladesh?

- a) Suspicion of other countries
- b) Continuance of rivalry
- c) Menace of war
- d) National reconstruction

12. The passage has the message that

- a) Disasters are inevitable
- b) Great literature emerges out of chains of convulsions
- c) Indian literature does not have a marked landscape
- d) Literature has no relation with war and independence

Passage 24 (Nov 2017)

Read the following passage carefully and answer the Questions from 11 to 15:

Climate change is considered to be one of the most serious threats to sustainable development, with adverse impacts on the environment, human health, food security, economic activity, natural resources and physical infrastructure. Global climate varies naturally. According to the

Intergovernmental Panel on Climate Change (IPCC), the effects of climate change have already been observed, and scientific findings indicate that precautionary and prompt action is necessary. Vulnerability to climate change is not just a function of geography or dependence on natural resources; it also has social, economic and political dimensions which influence how climate change affects different groups. Poor people rarely have insurance to cover loss of property due to natural calamities, i.e., drought, floods, super cyclones etc. The poor communities are already struggling to cope with the existing challenges of poverty and climate variability and climate change could push many beyond their ability to cope or even survive. It is vital that these communities are helped to adapt to the changing dynamics of nature. Adaptation is a process through which societies make themselves better able to cope with an uncertain future. Adapting to climate change entails taking the right measures to reduce the negative effects of climate change (or exploit the positive ones) by making the appropriate adjustments and changes. These range from technological options such as increased sea defences or flood-proof houses on stilts to behavioural change at the individual level, such as reducing water use in times of drought. Other strategies include early warning systems for extreme events, better water management, improved risk management, various insurance options and biodiversity conservation. Because of the speed at which climate change is happening due to global temperature rise, it is urgent that the vulnerability of developing countries to climate change is reduced and their capacity to adapt is increased and national adaptation plans are implemented. Adapting to climate change will entail adjustments and changes at every level from community to national and international. Communities must build their resilience, including adopting appropriate technologies while making the most of traditional knowledge, and diversifying their livelihoods to cope with current and future climate stress. Local coping strategies and knowledge need to be used in synergy with government and local interventions. The need of adaptation interventions depends on national circumstances. There is a large body of knowledge and experience within local communities on coping with climatic variability and extreme weather events. Local communities have always aimed to adapt to variations in their climate. To do so, they have made preparations based on their resources and their knowledge accumulated through experience of past weather patterns. This includes times when they have also been forced to react to and recover from extreme events, such as floods, drought and hurricanes. Local coping strategies are an important element of planning for adaptation. Climate change is leading communities to experience climatic extremes more frequently, as well as new climate conditions and extremes. Traditional knowledge can help to provide efficient, appropriate and time-tested ways of advising and enabling adaptation to climate change in communities who are feeling the effects of climate changes due to global warming.

11. Given below are the factors of vulnerability of poor people to climate change. Select the code that contains the correct answer.

- a) Their dependence on natural resources
- b) Geographical attributes
- c) Lack of financial resources
- d) Lack of traditional knowledge

Codes:

- a) (A), (B) and (C)
- b) (B), (C) and (D)
- c) (A), (B), (C) and (D)
- d) (C) only

12. Adaptation as a process enables societies to cope with:

- a) An uncertain future
- b) Adjustments and changes
- c) Negative impact of climate change
- d) Positive impact of climate change

Select the most appropriate answer from the following code:

- (a)(A), (B), (C) and (D)
- (b)(A) and (C)
- (c)(B), (C) and (D)
- (d)(C) only

13. To address the challenge of climate change, developing countries urgently require:

- a) Imposition of climate change tax
- b) Implementation of national adaptation policy at their level
- c) Adoption of short-term plans
- d) Adoption of technological solutions

14. The traditional knowledge should be used through:

- a) Its dissemination
- b) Improvement in national circumstances
- c) Synergy between government and local interventions.
- d) Modern technology

15. The main focus of the passage is on:

- a) Combining traditional knowledge with appropriate technology
- b) Co-ordination between regional and national efforts
- c) Adaptation to climate change
- d) Social dimensions of climate change.

Passage 25 (July 2018)

Read the following passage carefully and answer the Questions from 11 to 15:

If India has to develop her internal strengths, the nation has to focus on the technological imperatives, keeping in mind three **dynamic dimensions**: the people, the overall economy and the strategic interests. These technological imperatives also take into account a ‘fourth’ dimensions, time, and offshoot of modern day dynamism in business, trade, and technology that leads to continually shifting targets. **We believe that technological strengths are especially crucial in dealing with this fourth dimension underlying continuous change in the** aspirations of the people, the economy in the global context, and the strategic interests. The progress of technology lies at the heart of human history. Technological strengths are the key to creating more productive employment in an increasingly competitive market place and to continually upgrade human skills. Without a pervasive use of technologies, we cannot achieve overall development of our people in the years to come. The direct linkages of technology to the nation’s strategic strengths are becoming more and more clear, especially since 1990s. India’s own strength in a number of core areas still puts it in a position of reasonable strength in geo-political context. Any nation aspiring to become a developed one needs to have strengths in various strategic technologies and also the ability to continually upgrade them through its own creative strengths. For people-oriented actions as well, whether for the creation of large scale productive employment or for ensuring nutritional and health security for people, or for better living conditions, technology is the only vital input. The absence of greater technological impetus could lead to lower productivity and wastage of precious natural resources. Activities with low productivity or low value addition, in the final analysis hurt the poorest most important. India, aspiring to become a major economic power in terms of trade and increase in GDP, cannot succeed on the strength of turnkey projects designed and built abroad or only through large-scale imports of plant machinery equipment and know how. Even while being alive to the short-term realities, medium and long term strategies to develop core technological strengths within our industry are vital for envisioning a developed India.

11. According to the above passage, which of the following are indicative of the fourth Dimension?

- a) Aspirations of people
- b) Modern day dynamism
- c) Economy in the global context
- d) Strategic interests

Select the correct answer from the codes given below:

- a) (A), (B) and (C) only
- b) (B), (C) and (D) only
- c) (A), (C) and (D) only
- d) (A), (B) and (D) only

12. More productive employment demands:

- a) Pervasive use of technology
- b) Limiting competitive market place
- c) Geo-political considerations
- d) Large industries

13. Absence of technology would lead to:

- a) Less pollution
- b) Wastage of precious natural resources
- c) Low value addition
- d) Hurting the poorest most

Select the correct answer from the codes given below:

- a) (A), (B) and (C) only
- b) (B), (C) and (D) only
- c) (A), (B) and (D) only
- d) (A), (C) and (D) only

14. The advantage of technological inputs would result in:

- a) Unbridled technological growth
- b) Importing plant machinery
- c) Sideling environmental issues
- d) Lifting our people to a life of dignity

15. envisioning a developed India requires:

- a) Aspiration to become a major economic player
- b) Dependence upon projects designed abroad
- c) Focus on short-term projects
- d) Development of core technological strengths

Sample Passage

Passage 1

Now India's children have a right-to receive at least eight years of education, the gnawing question is whether it will remain on paper or become a reality. One hardly needs a reminder that this right is different from the others enshrined in the Constitution, that the beneficiary - a six year old child cannot demand it, nor can she or he fight a legal battle when the right is denied or violated. In all cases, it is the adult society which must act on behalf of the child. In another peculiarity, where a child's right to education is denied, no compensation offered later can be adequate or relevant. This is so because childhood does not last. If a legal battle fought on behalf of a child is eventually won, it may be of little use to the boy or girl because the opportunity missed at school during at childhood cannot serve the same purpose later in life. This may be painfully true for girls because our society permits them only a short childhood, if at all. The Right to Education (RTE) has become law at point in India's history when the ghastly practice of female infanticide has resurfaced in the form of foeticide. This is "symptomatic of a deeper turmoil" in society which is compounding the traditional obstacles to the education of girls. Tenacious prejudice against the intellectual potential of girls runs across our cultural diversity and the system of education has not been able to address it.

1. With reference to the passage, consider the following statements:

1. When children are denied education, adult society does not act on behalf of them.
2. Right to Education as a law cannot be enforced in the country.

Which of the statements given above is/are correct?

- (a) 1 only (b) 2 only
(c) Both 1 and 2 (d) neither 1 nor 2

2. According to the passage, what could be the traditional obstacles to the education of Girls?

1. Inability of parents to fight a legal battle when the Right to Education is denied to their children.
2. The traditional way of thinking about girls' role in society.
3. The prejudice against the intellectual potential of girls.
4. Improper system of education.

Select the correct answer from the codes given below:

- (a) 1 and 2 only (b) 2, 3 and 4 only
(c) 1, 3 and 4 only (d) 1, 2, 3 and 4

3. On the basis of the passage, consider the following statements:

1. Right to Education is a legal right and not a fundamental right.

2. For realising the goal of universal education, the education system in the country must be made identical to that of developed countries.
- Which of the statements given above is/are correct?
- (a) 1 only (b) 2 only
(c) Both 1 and 2 (d) Neither 1 nor 2
4. Which one of the following statements conveys the key message of the passage ?
- (a) India has declared that education is compulsory for its children.
(b) Adult society is not keen on implementing the Right to Education.
(c) The Right to Education, particularly of a girl child, needs to be safeguarded.
(d) The system of education should address the issue of Right to Education.
5. Which one of the following statements conveys the inference of the passage?
- (a) The society has a tenacious prejudice against the intellectual potential of girls.
(b) Adults cannot be relied upon to fight on behalf of children for their Right to Education.
(c) The legal fight to get education for children is often protracted and prohibitive.
(d) There is no sufficient substitute for education received in childhood.

Passage 2

For achieving inclusive growth there is a critical need to rethink the role of the state. The early debate among economists about the size of the Government can be misleading. The need of the hour is to have an enabling Government. India is too large and complex a nation for the State to be able to deliver all that is needed. Asking the Government to produce all the essential goods, create all the necessary jobs, and keep a curb on the prices of all goods is to lead to a large cumbersome bureaucracy and widespread corruption.

The aim must be to stay with the objective of inclusive growth that was laid down by the founding fathers of the nation and also to take a more modern view of what the State can realistically deliver.

This is what leads to the idea of an enabling State, that is, a Government that does not try to directly deliver to the citizens everything that they need. Instead, it (1) creates an enabling ethos for the market so that individual enterprise can flourish and citizens can, for the most part, provide for the needs of one another, and (2) steps in to help those who do not manage to do well for themselves, for there will always be individuals, no matter what the system, who need support and help. Hence we need a Government that, when it comes to the market, sets effective, incentive-compatible rules and remains on the sidelines with minimal interference,

and at the same time, plays an important role in directly helping the poor by ensuring that they get basic education and health services and receive adequate nutrition and food.

6. According to the passage:

1. The objective of inclusive growth was laid down by the founding fathers of the nation
2. Need of the hour is to have an enabling Government
3. The Government should engage in maximum interference in market processes
4. There is a need to change the size of the Government

Which of the statements given above are correct?

- (a) 1 and 2 only (b) 2 and 3 only
(c) 1 and 4 only (d) 1, 2, 3 and 4

7. According to the passage, the strategy of inclusive growth can be affected by focusing on:

- (a) Meeting all the needs of every citizen in the country.
(b) Increasing the regulations over the manufacturing sector.
(c) Controlling the distribution of manufactured goods.
(d) Delivery of the basic services to the deprived sections of the society.

8. What constitutes an enabling Government?

1. A large bureaucracy.
2. Implementation of welfare programmes through representatives.
3. Creating an ethos that helps individual enterprise.
4. Providing resources to those who are underprivileged.
5. Offering direct help to the poor regarding basic services.

Select the correct answer from the codes given below:

- (a) 1, 2 and 3 only (b) 4 and 5 only
(c) 3, 4 and 5 only (d) 1,2,3,4 and 5

9. Why is the state unable to deliver “all that is needed”?

1. It does not have sufficient bureaucracy.
2. It does not promote inclusive growth.

Select the correct answer from the codes given below:

- (a) 1 only (b) 2 only
(c) Both 1 and 2 (d) neither 1 nor 2

10. What is the essential message being conveyed by the author of the passage?
- (a) The objectives of inclusive growth laid down by the founding fathers of the nation should be remembered.
 - (b) The Government needs to make available more schools and health services.
 - (c) The Government needs to establish markets and industries to meet the needs of the poor strata of the society.
 - (d) There is a need to rethink the role of the State in achieving inclusive growth.

Passage 3

The concept of 'creative society' refers to a phase of development of a society in which a large number of potential contradictions become articulate and active. This is most evident when oppressed social groups get politically mobilized and demand their rights. The upsurge of the peasants and tribal, the movements for regional autonomy and self-determination, the environmental movements, and the women's movements in the developing countries are signs of emergence of creative society in contemporary times. The forms of social movements and their intensity may vary from country to country and place to place within a country. But the very presence of movements for social transformation in various spheres of a society indicates the emergence of a creative society in a country.

11. What does the author imply by "creative society"?
- 1. A society where diverse art forms and literary writings seek incentive.
 - 2. A society where social inequalities are accepted as the norm.
 - 3. A society where a large number of contradictions are recognized.
 - 4. A society where the exploited and oppressed groups grow conscious of their human rights and upliftment.

Select the correct answer using the codes given below:

- (a) 1, 2 and 3 (b) 4 only
 - (c) 3 and 4 (d) 2 and 4
12. What according to the passage are the manifestations of social movements?
- 1. Aggressiveness and being incendiary
 - 2. Instigation by external forces.
 - 3. Quest for social equality and individual freedom.
 - 4. Urge for granting privileges and self-respect to disparaged sections of the society.

Select the correct answer using the codes given below:

- (a) 1 and 3 only (b) 2 and 4 only
(c) 3 and 4 only (d) 1,2,3 and 4

13. With reference to the passage, consider the following statements:

1. To be a creative society, it is essential to have a variety of social movements.
2. To be a creative society, it is imperative to have potential contradictions and conflicts.

Which of the statements given above is/are correct?

- (a) 1 only (b) 2 only
(c) Both 1 and 2 (d) Neither 1 nor 2

14. Consider the following three statements:

1. Only students can participate in the race.
2. Some participants in the race are girls.
3. All girl participants in the race are invited for coaching.

Which one of the conclusions can be drawn from the above statements?

- (a) All participants in the race are invited for coaching.
(b) All students are invited for coaching.
(c) All participants in the race are students.
(d) None of the statements (a), (b), and (c) given above is incorrect.

15. The passage mentions that “this world is evidently not mean for them”. It refers to people who

1. seek freedom from foreign domination.
2. live in starvation and misery.
3. become revolutionaries.

Which of the statements given above is/are correct?

- (a) 1 and 2 (b) 2 only
(c) 2 and 3 (d) 3 only

16. Consider the following assumptions:

1. A country under foreign domination cannot indulge in spiritual pursuit.
2. Poverty is an impediment in the spiritual pursuit.
3. Subject peoples may become other-worldly

With reference to the passage, which of the above assumptions is/are valid?

- (a) 1 and 2 (b) 2 only
(c) 2 and 3 (d) 3 only

17. The passage thematically centers on
- (a) The state of mind of oppressed people
 - (b) Starvation and misery
 - (c) The growth of civilization
 - (d) Body, mind and spirit of people in general
18. According to the passage, the torture of the mind and spirit is caused
- (a) by the impact of foreign domination.
 - (b) by the desire to escape from foreign domination and find consolation visions of past greatness
 - (c) due to lack of equilibrium between an external life and an internal life.
 - (d) due to one's inability to be either revolutionary or other worldly.

Passage 4

A moral act must be our own act, must spring from our own will. If we act mechanically, there is no moral content in our act. Such action would be moral, if we think it proper to act like a machine and do so. For, in doing so, we use our discrimination. We should bear in mind the distinction between acting mechanically and acting intentionally. It may be moral of a king of pardon a culprit. But the messenger carrying out the order of pardon plays only a mechanical part in the king's moral act. But if the messenger were to carry out the king's order considering it to be his duty, his action would be a moral one. How can a man understand morality that does not use his own intelligence and power of thought, but let's himself be swept along like a long of wood by a current? Sometimes a man defies convention and acts on his own with a view of absolute good.

26. Which of the following statements best describe/describes the thought of the writer?

- 1. A moral act calls for using our discretion.
- 2. Man should react to a situation.
- 3. Man must do his duty.
- 4. Man should be able to defy convention.

Select the correct answer from the codes given below:

- (a) 1 only
- (b) 1 and 3
- (C) 2 and 3
- (d) 1 and 4

27. Which of the following statements is the nearest definition of moral action according to the writer?

- (a) it is a mechanical action based on official orders from superiors
- (b) It is an action based on our sense of discretion.

(c) It is a clever action based on understanding.

(d) It is religious action based on understanding.

28. The passage contains a statements “lets himself be swept along like a log of wood by current.” Among the following statements, which is/are nearest in meaning of this

1. A person does not use his own reason.
2. He is susceptible to influence/pressure.
3. He cannot withstand difficulties/challenges.
4. He is like a log of wood.

Select the correct answer using the codes given bellow:

(a) 1 only

(b) 1 and 2

(c) 2 and 3

(d) 1 and 4

Passage5

Education, without a doubt, has an important functional, instruments and utilitarian dimension.

This is revealed when one asks questions such as what is the purpose of education. The answers, too often, are ‘to acquire qualifications for employment /upward mobility,’ ‘wider/higher (in terms of income) opportunities,’ and ‘to meet the needs for trained human power in diverse fields for national development.’ But in the deepest sense education is not instrumentalist. That is to say, it is not to be justified outside of itself because it leads to the acquisition of formal skill or of certain desire psychological-social attributes. It must be respected in itself. Education is thus not a to be acquired or possessed and then used, but a process of inestimable importance to individuals and society, although it can and does have enormous use value. Education then, is a process of expansion and conversion not in the sense of converting or turning students into doctors or engineers, but the widening and turning out of the mind –the creation, sustenance and developments of the mind- the creation, sustenance and development of self-critical awareness and independence of thought. It is an inner process of moral-intellectual development.

29. What do you understand by the ‘instrumentalist’ view of education?

- (a) Education is functional utilitarian in its purpose.
- (b) Education is meant to fulfil human needs.
- (c)The purpose of education is train the human intellect.
- (d) Education is meant to achieve moral development.

30. According to the passage, education must be resented in itself because

- (a) it helps to acquire qualifications for employment
- (b) it helps in upward mobility and acquiring social status
- (c) it is an inner process of moral and intellectual development
- (d) All the (a),(b)and(c) given above are correct in this context

31. Education is a process in which

- (a) students are converted into trained professionals
- (b) opportunities for higher income are generated
- (c) individuals develop self-critical awareness and independence of thoughts.
- (d) qualifications for upward are mobility acquired.

Passage 6

The Himalayan ecosystem is highly vulnerable to damage, both due to geological reasons and on account of the stress caused by increased pressure of population, exploitation of natural resources and other related challenges. These aspects may be exacerbated due to the impact of climate change. It is possible that climate may adversely impact the Himalayan ecosystem through increased temperature, altered precipitation patterns, episodes of drought and biotic influences. This would not only impact the very sustenance of the indigenous communities in uplands but also the life of downstream dwellers across the country and beyond. Therefore, there is an urgent need for giving special attention to sustain the Himalayan ecosystem. This would require conscious efforts for conserving all the representative system. Further, it needs to be emphasized that the endemics with restricted distribution, and most often with specialized habitat requirements, are among the most vulnerable elements. In this respect the Himalayan biodiversity hotspot, with rich endemic diversity, is vulnerable to climate change. The threats include possible loss of genetic resources and species, habitats and concomitantly a decrease in ecosystem services. Therefore, conservation of endemic elements in representative ecosystem/habitats assumes a great significance while drawing conservation plans for the region.

Towards achieving the above, we will have to shift toward contemporary approaches, which include a paradigm of landscape level interconnectivity between protected area systems. The concept advocates a shift from the species-habitat focus to an inclusive focus on expanding the biogeographic range so that natural adjustment to climate change can proceed without being restrictive.

102) consider the following statements:

According to the passage, the adverse impact of climate change on an ecosystem can be

- i) Permanent disappearance of some of its flora and fauna.
- ii) Permanent disappearance of ecosystem itself.

Which of the statements given above is/are correct?

- a) 1 only
- b) 2 only
- c) Both 1 and 2
- d) neither 1 nor 2

103) Which one of the following statements best implies the need to shift toward contemporary Conservation approach?

- a) Exploitation of natural resources causes a stress on the Himalayan ecosystem.
- b) Climate change alters precipitation patterns, causes episodes of drought and biotic interference.
- c) The rich biodiversity, including endemic diversity, makes the Himalayan region a biodiversity hotspot.
- d) The Himalayan biogeographic region should be enabled to adapt to climate change smoothly.

104) what is the most important message conveyed by the passage?

- a) Endemism is a characteristics feature of Himalayan region.
- b) Conservation efforts should emphasize on biogeographic ranges rather than on some species or habitats.
- c) Climate change has adverse impact on the Himalayan ecosystem.
- d) Without Himalayan ecosystem, the life of the communities of up-lands and down-streams will have no sustenance.

105) With reference to the passage, the following assumptions have been made:

- i) To maintain natural ecosystem, exploitation of natural resources should be completely avoided.
- ii) Not only anthropogenic but also natural reasons can adversely affect ecosystem.
- iii) Loss of endemic diversity leads to the extinction of ecosystems.

Which of the above assumptions is/are correct?

- a) 1 and 2
- b) 2 only
- c) 2 and 3
- d) 3 only

Passage 7

It is often forgotten that globalization is not only about policies on international economic relationships and transactions, but has equally to do with domestic policies of a nation. Policy changes necessitated by meeting the internationally set conditions (by WTO etc.) of free trade and investment flows obviously affect domestic producers and investors. But the basic philosophy underlying globalization emphasizes absolute freedom to markets to determine prices and production and distribution patterns, and view government interventions as processes that create **distortions and bring in inefficiency**. Thus, public enterprises have to be activities hitherto reserved for the public sector have to be opened to the private sector. This logic extends to the social services like education and health. Any restrictions on the adjustments in workforce by way of retrenchment of workers should also be removed and exit should be made easier by removing any restrictions on closures. Employment and wages should be governed by free play of market forces, as any measure to regulate them can discourage investment and also create inefficiency in production. Above all, in line with the overall philosophy of reduction in the role of the state, fiscal reforms should be undertaken to have generally low levels of taxation and government expenditure should be kept to the **minimum to abide by the principle of fiscal prudence**. All these are policy actions on the domestic front and are not directly related to the core items of the globalization agenda, namely free international flows of goods and finance.

- 106) According to the passage, under the globalization, government interventions are viewed as processes leading to
- a) Distortions and inefficiency in the economy.
 - b) Optimum use of resources.
 - c) More profitability to industries.
 - d) Free play of market forces with regard to industries.
- 107) According to the passage, the basic philosophy of globalization is to
- a) Give absolute freedom to producers to determine prices and production.
 - b) Give freedom to producers to evolve distribution patterns.
 - c) Give absolute freedom to markets to determine prices, production and employment.
 - d) Give freedom to producers to import and export.
- 108) According to the passage, which of the following is/are necessary for ensuring globalization?

- i) Privatization of public enterprises
- ii) Expansionary policy of public expenditure
- iii) Free play of market forces to determine wages and employment
- iv) Privatization of social services like education and health

Select the correct answer using the code given below:

- a) 1 only
- b) 2 and 3 only
- c) 1, 3 and 4
- d) 2, 3 and 4

109) According to the passage, in the process of globalization the state should have

- a) expanding role
- b) reducing role
- c) statutory role
- d) none of the above roles

Passage 8

Climate change is a complex policy issue with **major implications in terms of finance**. All actions to address climate change ultimately involve costs. Funding is vital for countries like India to design and implement adaptation and mitigation plans and projects. Lack of funding is a large impediment to implementing adaptation plans. The scale and magnitude of the financial support required by developing countries to enhance their domestic mitigation and adaptations actions are a matter of intense debate in the multilateral negotiations under the **United Nations Framework Convention on Climate Change (UNFCCC)**. The Convention squarely puts the **responsibility for provision of financial support on the developed countries, taking into account their contribution to the stock of greenhouse gases (GHGs) in the** atmosphere. Given the magnitude of the task and the funds required, domestic finances are likely to fall short of the current and projected needs of the developing countries. Global funding through the multilateral mechanism of the Convention will enhance their domestic capacity finance the mitigation efforts.

129) According to the passage, which of the following is/are a matter of intense debate in the multilateral negotiations under UNFCCC regarding the role of developing countries in climate change?

1. The scale and size of required financial support.
2. The crop loss due to climate change in the developing countries.
3. To enhance the mitigation and adaptation actions in the developing countries.

Select the correct answer using the code given below:

- (a) 1 only (b) 2 and 3 only
(c) 1 and 3 only (d) 1, 2 and 3

130) In this passage, the Convention puts the responsibility for the provision of financial support on the developed countries because of

1. their higher level of per capita incomes.
2. their large quantum of GDP.
3. their large contribution to the stock of GRGs in the atmosphere.

Select the correct answer using the code given below:

- (a) 1 only (b) 1 and 2 only
(c) 3 only (d) 1, 2 and 3 only

131) With regards to developing countries, it can be inferred from the passage that climate change is likely to have implications on their

1. domestic finances.
2. capacity for multilateral trade.

Select the correct answer using the code given below:

- (a) 1 only (b) 2 only
(c) Both 1 and 2 (d) Neither 1 nor 2

132) Which one of the following is essentially discussed in the passage?

- (a) Conflict between developed and developing countries regarding support of mitigation
- (b) Occurrence of climate change due to excessive exploitation of natural resources by the developed countries
- (c) Lack of political will on the part of all the countries to implement adaptation plans.
- (d) Governance problems of developing countries as a result of climate change

Passage 9

Historically the biggest challenge to world agriculture has been to achieve a balance between demand for and supply of food. At the level of individual countries, the demand-supply balance can be a critical issue for a closed economy, especially if it is a populous economy and its domestic agriculture is not growing sufficiently enough to ensure food supplies, on an enduring basis; it is not so much and not always, of a constraint for an open, and growing economy, which has adequate exchange surplus to buy food abroad. For the world as a whole, Supply-demand balance is always an inescapable prerequisite for warding off hunger and starvation. However, global availability of adequate supply does not necessarily mean that

food would automatically move from countries of surplus to countries of deficit if the latter lack in purchasing power. The uneven distribution of Hunger, starvation, under or malnourishment, etc., at the world-level, thus owes itself to the presence of empty-pock hungry mouths, overwhelmingly confined to the underdeveloped economies. In as much as 'a two-square meal' is of elemental significance to basic human existence, the issue of worldwide supply of food has been gaining significance, in recent times, both because the quantum and the composition of demand has been undergoing big changes, and because, in recent years, the capabilities individual countries to generate uninterrupted chain of food supplies have come under strain. Food production, marketing and prices, especially price-affordability by the poor in the developing world, have become global issues that need global thinking and global solutions.

152) According to the above passage, which of the following are the fundamental solutions for the world food security problem?

1. Setting up more agro-based industries
2. Improving the price affordability by the poor
3. Regulating the conditions of marketing
4. Providing food subsidy to one and all

Select the correct answer using the code given below:

- | | |
|---------------------|------------------|
| (a) 1 and 2 | (b) 2 and 3 only |
| (c) 1, 3 and 4 only | (d) 1, 2 and 4 |

153) According to the above passage, the biggest challenge to agriculture is:

- (a) to find sufficient land for agriculture and to expand food processing industries
- (b) to eradicate hunger in undeveloped countries
- (c) to achieve a balance between the production of food and non-food items
- (d) to achieve a balance between demand for and supply of food

154) According to the above passage, which of the following helps/help in reducing hunger and starvation in the developing economies?

1. Balancing demand and supply of food
2. Increasing imports of food
3. Increasing purchasing power of the poor
4. Changing the food consumption patterns and practices

Select the correct answer using the code given below:

- | | |
|------------------|--------------------|
| (a) 1 only | (b) 2,3 and 4 only |
| (c) 1 and 3 only | (d) 1,2,3 and 4 |

155) The issue of worldwide supply of food has gained importance mainly because of:

1. Overgrowth of the population worldwide
2. sharp decline in the area of food production
3. limitation in the capabilities for sustained supply of food

Select the correct answer using the code given below:

- | | |
|------------------|---------------|
| (a) 1 and 2 only | (b) 3 only |
| (c) 2 and 3 only | (4) 1,2 and 3 |

Answer of Previous Year Questions

Passage 1 (Dec-04)		Passage 7 (Jun-08)	
Sl. No	Answer	Sl. No	Answer
11	C	11	C
12	C	12	B
13	A	13	A
14	C	14	A
15	B	15	A
Passage 2 (Dec-05)		Passage 8 (Dec-08)	
Sl. No	Answer	Sl. No	Answer
11	A	11	D
12	B	12	B
13	A	13	C
14	A	14	C
15	B	15	D
Passage 3 (Jun-06)		Passage 9 (Dec-09)	
Sl. No	Answer	Sl. No	Answer
11	D	13	C
12	A	14	A
13	A	15	D
14	B	16	D
15	D	17	B
Passage 4 (Dec-06)		18	A
Sl. No	Answer	Passage 10 (Jun-10)	
11	B	Sl. No	Answer
12	B	7	C
13	D	8	A
14	D	9	A
15	C	10	C
Passage 5 (Jun-07)		11	B
Sl. No	Answer	12	A
11	B	Passage 11 (Dec-10)	
12	A	Sl. No	Answer
13	C	5	B
14	A	6	D
15	C	7	C
Passage 6 (Dec-07)		8	B
Sl. No	Answer	9	A
11	C	10	C
12	A	Passage 12 (Jun-11)	
13	B	Sl. No	Answer
14	C	5	A
15	A	6	B
		7	C
		8	D
		9	D
		10	D

Passage 13 (Dec-11)		Passage 19 (Dec-14)	
Sl. No	Answer	Sl. No	Answer
55	C	13	C
56	A	14	B
57	D	15	B
58	A	16	D
59	A	17	A
60	B	Passage 20 (Jun-15)	
Passage 14 (Jun-12)		Sl. No	Answer
Sl. No	Answer	13	C
55	A	14	D
56	A	15	A
57	B	16	A
58	C	17	A
59	D	18	A
60	D	Passage 21 (Dec-15)	
Passage 15 (Dec-12)		Sl. No	Answer
Sl. No	Answer	13	A
55	B	14	D
56	A	15	B
57	A	16	D
58	A	17	D
59	C	Passage 22 (Jul-16)	
60	D	Sl. No	Answer
Passage 16 (Jun-13)		37	D
Sl. No	Answer	38	C
4	B	39	A
5	D	40	D
6	C	41	B
7	D	42	C
8	C	Passage 23 (Jan-17)	
9	A	Sl. No	Answer
Passage 17 (Dec-13)		7	B
Sl. No	Answer	8	B
46	A	9	D
47	B	10	C
48	C	11	D
Passage 17 (Dec-13)		12	B
Sl. No	Answer	Passage 24 (Nov-17)	
49	B	Sl. No	Answer
50	B	11	A
51	D	12	A
Passage 18 (Jun-14)		13	B
Sl. No	Answer	14	C
56	B	15	C
57	B	Passage 25 (Jul-18)	
58	A	Sl. No	Answer
59	A	11	C
60	D	12	A
		13	B
		14	D
		15	D

Answer of Sample Passage

Passage -1		Passage -6	
Sl. No	Answer	Sl. No	Answer
1	A	102	D
2	B	103	B
3	A	104	B
4	C	105	B
5	A	Passage -7	
Passage -2		Sl. No	Answer
Sl. No	Answer	106	A
6	A	107	C
7	D	108	C
8	B	109	B
9	B	Passage -8	
10	D	Sl. No	Answer
Passage -3		129	C
Sl. No	Answer	130	C
11	C	131	A
12	B	132	A
13	C	Passage -9	
14	C	Sl. No	Answer
15	A	152	B
16	C	153	D
17	A	154	C
18	C	155	B
Passage -4			
Sl. No	Answer		
26	D		
27	B		
28	B		
Passage -5			
Sl. No	Answer		
29	A		
30	C		
31	C		