

DU BEd

Topic:- BED S2 eng P1

1) Read the passage given below and answer the following questions:

As 15-year-old Perry shuffled into my office, with his parents trailing tentatively behind, he glanced at me with a strained neutral expression that I'd found usually masked either great anger or great distress; in Perry's case it was both. Although anorexia is a disorder most often associated with girls, Perry was the third in a line of anorexic boys I had recently seen. When he came to see me, Perry's weight had dropped to within 10 pounds of the threshold requiring forced hospitalization, yet he denied there was any problem.

"He just won't eat," his mother began. Then, turning to Perry as if to show me the routine they'd been enacting, she asked with tears in her eyes, "Perry, why can't you at least have a simple dinner with us?" Perry refused to eat with his family, always claiming he wasn't hungry at the time and that he preferred to eat later in his room, except that rarely happened. New menus, gentle encouragement, veiled threats, nagging, and outright bribes had all been tried, to no avail. Why would an otherwise healthy 15-year-old boy be starving himself? The question hung urgently in the air as we all talked.

Let's be clear from the outset. Perry was a smart, good kid: shy, unassuming, and generally unlikely to cause trouble. He was getting straight A's in a challenging and competitive public school honours curriculum that spring. And he later told me that he hadn't gotten a B on his report card since fourth grade. In some ways he was every parent's dream child.

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One big problem was that while Perry was a strong achiever, he was not at all a happy one. "I hate waking up in the morning because there's all this stuff I have to do," he said. "I just keep making lists of things to do and checking them off each day. Not just schoolwork, but extracurricular activities, so I can get into a good college."

Once he got started, Perry's discontent spilled out in a frustrated monologue.

"There's so much to do, and I have to really work to get myself motivated because I feel like none of it really matters... but it's really important I do it anyway. At the end of it all, I stay up late, I get all my homework done, and I study really hard for all my tests, and what do I get to show for it all? A single sheet of paper with five or six letters on it. It's just stupid!"

Perry was gifted enough to jump through the academic hoops that had been set for him, but it felt like little more than hoop-jumping, and this ate at him. But that wasn't his only problem.

Perry was well loved by his parents, as are most of the young people we see. But in their efforts to nurture and support him, his parents inadvertently increased his mental strain. Over time, they had taken on all his household chores, in order to leave him more time for schoolwork and activities. "That's his top priority," they said almost in unison when I asked about this. Although removing the chores from Perry's plate gave him a bit more time, it ultimately left him feeling even more useless and tense. He never really did anything for anyone except suck up their time and money, and he knew it. And if he thought about backing off on his schoolwork...well, look how much his parents were pouring into making it go well. Sandwiched between fury and guilt, Perry had literally begun to wither.

This passage is narrated from the point of view of:

[Question ID = 7522]

1. a college professor studying the effects of bulimia on young males.

[Option ID = 30082]

2. a young male named Perry, struggling with the effects of anorexia.

[Option ID = 30083]

3. a concerned therapist who works with struggling young adults.

[Option ID = 30084]

4. a doctor who treats eating, compulsive, and sleeping disorders.

[Option ID = 30085]

Correct Answer :-

- a concerned therapist who works with struggling young adults.

[Option ID = 30084]

2) Read the passage given below and answer the following questions:

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"He just won't eat," his mother began. Then, turning to Perry as if to show me the routine they'd been enacting, she asked with tears in her eyes, "Perry, why can't you at least have a simple dinner with us?" Perry refused to eat with his family, always claiming he wasn't hungry at the time and that he preferred to eat later in his room, except that rarely happened. New menus, gentle encouragement, veiled threats, nagging, and outright bribes had all been tried, to no avail. Why would an otherwise healthy 15-year-old boy be starving himself? The question hung urgently in the air as we all talked.

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But beneath his academic success, Perry faced a world of troubles, and while he took a while to get to know, eventually the problems came pouring out. The problems weren't what I'd expected, though. Perry wasn't abused, he didn't do drugs, and his family wasn't driven by conflict. Rather, at first glance, his problems would seem more like typical adolescent complaints. And they were, in a way. But it was only as I got to understand him that I realized the adolescent problems Perry experienced weren't just occasional irritations, as they'd been for me and my cohort as teens, but rather, had grown to the point where they cast a large shadow over much of his day-to-day world. I'd later come to realize that Perry wasn't alone in that regard.

One big problem was that while Perry was a strong achiever, he was not at all a happy one. "I hate waking up in the morning because there's all this stuff I have to do," he said. "I just keep making lists of things to do and checking them off each day. Not just schoolwork, but extracurricular activities, so I can get into a good college."

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According to the passage, Perry's two biggest problems were:

[Question ID = 7523]

1. being an unhappy achiever and his parents' role in increasing his mental strain.

[Option ID = 30086]

2. his poor attitude towards school and his consumption of everyone's time and money.

[Option ID = 30087]

3. his work load and his inability to express himself.

[Option ID = 30088]

4. his inability to prioritize his activities and anorexia.

[Option ID = 30089]

Correct Answer :-

- being an unhappy achiever and his parents' role in increasing his mental strain.

[Option ID = 30086]

3) Read the passage given below and answer the following questions:

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The primary purpose of the passage is to:

[Question ID = 7524]

1. describe a young man's struggle with anorexia and, in doing so, provide possible reasons a young person may use to defend an eating disorder.
[Option ID = 30090]
2. advocate for young males who are struggling with an eating disorder and the decisions they have made that have brought them to that struggle.
[Option ID = 30091]
3. relate an emotional reaction to the shock of an eating disorder, such as that of Perry's, a typical young adult.
[Option ID = 30092]
4. explain how today's youth often develop eating disorders and other terrible issues in their overactive lives.
[Option ID = 30093]

Correct Answer :-

- describe a young man's struggle with anorexia and, in doing so, provide possible reasons a young person may use to defend an eating disorder.
[Option ID = 30090]

4) Read the passage given below and answer the following questions:

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Which of the following does the author use in the sentence starting of the fourth paragraph "But beneath his academic success, Perry faced a world of troubles, and while he took a while to get to know, eventually the problems came pouring out"?

[Question ID = 7525]

1. simile

[Option ID = 30094]

2. anecdote

[Option ID = 30095]

3. irony

[Option ID = 30096]

4. metaphor

[Option ID = 30097]

Correct Answer :-

- metaphor

[Option ID = 30097]

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In the second sentence of the last paragraph, the word "inadvertently" most nearly means:

[Question ID = 7526]

1. steadily
- [Option ID = 30098]
2. monumentally
- [Option ID = 30099]
3. incrementally
- [Option ID = 30100]
4. mistakenly
- [Option ID = 30101]

Correct Answer :-

- mistakenly

[Option ID = 30101]

Topic:- BED S2 bil

1) Let f and g be real functions defined by $f(x) = 2x-5$ and $g(x) = -4x+7$. For all the real numbers x, such that $f(x)=g(x)$ which of the following statements is true?

मान लीजिए कि $f(x) = 2x-5$ तथा $g(x) = -4x+7$ द्वारा परिभाषित f तथा g वास्तविक फलन हैं उन वास्तविक संख्याओं x, जिन के लिए $f(x)=g(x)$ है, निम्नलिखित में से कौन सा कथन सत्य होगा?

[Question ID = 7883]

1. A straight line parallel to y axis cutting two points towards the positive side of the x axis/x अक्ष के घनात्मक पक्ष की ओर दो इकाइयों को काटने वाली y अक्ष के समानांतर एक सीधी रेखा [Option ID = 31526]
2. A straight line parallel to y axis cutting two points towards the negative side of the x axis/x अक्ष के ऋणात्मक पक्ष की ओर दो इकाइयों को काटने वाली y अक्ष के समानांतर एक सीधी रेखा [Option ID = 31527]
3. A straight line parallel to x axis cutting two points towards the positive side of the y axis/y अक्ष के घनात्मक पक्ष की ओर दो इकाइयों को काटने वाली x अक्ष के समानांतर एक सीधी रेखा [Option ID = 31528]
4. A straight line parallel to x axis cutting two points towards the negative side of the y axis/y अक्ष के ऋणात्मक पक्ष की ओर दो इकाइयों को काटने वाली x अक्ष के समानांतर एक सीधी रेखा [Option ID = 31529]

Correct Answer :-

- A straight line parallel to y axis cutting two points towards the positive side of the x axis/x अक्ष के घनात्मक पक्ष की ओर दो इकाइयों को काटने वाली y अक्ष के समानांतर एक सीधी रेखा [Option ID = 31526]

2) If the zeroes of the polynomial $ax^3+3bx^2+3cx+d$ are increasing succeedingly by a constant ‘r’ then which of the following relations are true?

यदि बहुपद $ax^3+3bx^2+3cx+d$ के शून्यक लगातार स्थिर संख्या ‘r’ से बढ़ रहे हैं तो निम्नलिखित में से कौन सा संबंध सही है?

[Question ID = 7884]

1. $2b^3 - 3abc + a^2d = 0$
- [Option ID = 31530]
2. $2b^3 - 3abc - a^2d = 0$
- [Option ID = 31531]
3. $2b^3 + 3abc + a^2d = 0$
- [Option ID = 31532]
4. $2b^3 + 3abc - a^2d = 0$
- [Option ID = 31533]

Correct Answer :-

- $2b^3 - 3abc + a^2d = 0$

[Option ID = 31530]

3) Cards marked from 10 to 50 are put in a box and given a thorough mix. What is the probability of drawing a card with a squared number written on it, if the probability of drawing each card is equally likely?

10 से 50 तक चिह्नित कार्डों को एक बॉक्स में रखा गया और सबको मिश्रित कर दिया गया है यदि प्रत्येक कार्ड को निकालने की प्रायिकता की संभावना समान है, तो कोई भी एक कार्ड जिस पर वर्ग संख्या चिह्नित हो तो निकालने की प्रायिकता क्या है?

[Question ID = 7885]

1. $1/4$

[Option ID = 31534]

2. $4/41$

[Option ID = 31535]

3. $7/40$

[Option ID = 31536]

4. $10/41$

[Option ID = 31537]

Correct Answer :-

- $4/41$

[Option ID = 31535]

4) The point which divides the line segment joining the points (7,-6) and (3, 4) in the ratio 1:2 internally lies in the:

बिंदुओं (7,-6) तथा (3,4) को जोड़ने वाली रेखाखंड को आंतरिक रूप से 1:2 में विभाजित करने वाली बिंदु की स्थिति है :

[Question ID = 7886]

1. First quadrant/प्रथम चतुर्थांश [Option ID = 31538]
2. Second quadrant/द्वितीय चतुर्थांश [Option ID = 31539]
3. Third quadrant/तृतीय चतुर्थांश [Option ID = 31540]
4. Fourth quadrant/चतुर्थ चतुर्थांश [Option ID = 31541]

Correct Answer :-

- Fourth quadrant/चतुर्थ चतुर्थांश [Option ID = 31541]

5) In a windmill the power generated:

एक पवनचक्की में बिजली उत्पन्न होती है:

[Question ID = 7887]

1. Depends on the height of the tower/टॉवर की ऊंचाई पर निर्भर करता है [Option ID = 31542]
2. Is more in rainy season since damp air would mean more air mass hitting the blades/बारिश के मौसम में अधिक होता है, क्योंकि नम हवा का मतलब होता है अधिक वायु द्रव्यमान का ब्लेड से टकराना [Option ID = 31543]
3. Depends on wind velocity/हवा के वेग पर निर्भर करता है [Option ID = 31544]
4. Can be increased by planting tall trees close to the tower/टॉवर के करीब ऊंचे पेड़ लगाकर इसे बढ़ाया जा सकता है [Option ID = 31545]

Correct Answer :-

- Depends on wind velocity/हवा के वेग पर निर्भर करता है [Option ID = 31544]

6) Which of the following statement is / are true for a stationary wave?

- (a) Every particle has fixed amplitude which is different from the amplitude of its nearest particle.
- (b) All the particles cross their mean position at the same time.
- (c) All the particles are oscillating with same amplitude.
- (d) There is no net transfer of energy across any plane.
- (e) There are some particles which are always at rest.

किसी अप्रगामी तरंग के लिए निम्नलिखित में कौन से कथन सत्य हैं?

- (a) प्रत्येक कण में एक नियत आयाम होता है जो इसके निकटतम पड़ोसी कण से भिन्न होता है
- (b) सभी कण अपनी माध्य स्थिति को एक साथ पार करते हैं
- (c) सभी कण सामान आयाम से दोलन करते हैं
- (d) किसी भी तल के आर पर ऊर्जा का नेट स्थानांतरण नहीं होता है
- (e) कुछ कण सदैव स्थिर रहते हैं

[Question ID = 7888]

1. (a) and (b)/(a) और (b)

[Option ID = 31546]

2. (c)
[Option ID = 31547]
3. (e)
[Option ID = 31548]
4. (d)
[Option ID = 31549]
Correct Answer :- (c) [Option ID = 31547]

7) Kepler’s second law is based on which of the following?

केप्लर का दूसरा नियम आधारित है:

[Question ID = 7889]

1. Newton’s first law/न्यूटन का पहला नियम [Option ID = 31550]
2. Conservation of energy/ऊर्जा का संरक्षण [Option ID = 31551]
3. Newton’s second law/न्यूटन का दूसरा नियम [Option ID = 31552]
4. Conservation of angular momentum/कोणीय गति का संरक्षण [Option ID = 31553]

Correct Answer :-

- Conservation of angular momentum/कोणीय गति का संरक्षण [Option ID = 31553]

8) If the mass of sun were ten times smaller and the gravitational constant G were ten times larger in magnitude, which of the following would be false?

यदि सूर्य का द्रव्यमान 10 गुना छोटा तथा गुरुत्वीय नियतांक G परिणाम में 10 गुना बड़ा हो, तो:

[Question ID = 7890]

1. Airplanes will have to travel much faster./वायुयान को अधिक तीव्रता से चलना पड़ेगा [Option ID = 31554]
2. Raindrops will fall much faster./वर्षा की बूँद अत्यधिक तेज़ी से गिरेगी [Option ID = 31555]
3. The acceleration due to gravity on earth will not change./पृथ्वी का गुरुत्वीय त्वरण में परिवर्तन नहीं होगा [Option ID = 31556]
4. Walking on ground would become more difficult./पृथ्वी पर चलना अधिक कठिन होगा [Option ID = 31557]

Correct Answer :-

- The acceleration due to gravity on earth will not change./पृथ्वी का गुरुत्वीय त्वरण में परिवर्तन नहीं होगा [Option ID = 31556]

9) Which of the following is a vitamin?

निम्नलिखित में से कौन विटामिन है?

[Question ID = 7891]

1. Aspartic acid/एस्पार्टिक अम्ल [Option ID = 31558]
2. Ascorbic acid/एस्कॉर्बिक अम्ल [Option ID = 31559]
3. Adipic acid/एडिपिक अम्ल [Option ID = 31560]
4. Saccharic acid/सैकेरिक अम्ल [Option ID = 31561]

Correct Answer :-

- Ascorbic acid/एस्कॉर्बिक अम्ल [Option ID = 31559]

10) White fumes appear around the bottle of anhydrous $AlCl_3$. The reason for this is:

निर्जलीय $AlCl_3$ की बोतल के चारों ओर श्वेत धूम बन जाते हैं इसका कारण यह है कि:

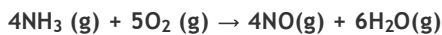
[Question ID = 7892]

1. $AlCl_3$ is partially oxidised with atmospheric oxygen to liberate Al_2O_3 which appears white in colour/निर्जलीय $AlCl_3$ वायुमंडलीय ऑक्सीजन के साथ आंशिक रूप से ऑक्सीकृत होकर Al_2O_3 बिसर्जित करेगा, जो श्वेत रंग में दिखाई देगा
[Option ID = 31562]
2. $AlCl_3$ is partially hydrolysed with atmospheric moisture to liberate HCl gas which appears white in colour/ $AlCl_3$ आंशिक रूप से वायुमंडलीय नमी के साथ जल अपघटित होकर HCl गैस बिसर्जित करता है, जो श्वेत रंग का दिखायी देगा
[Option ID = 31563]
3. $AlCl_3$ reacts with atmospheric Nitrogen to liberate AlN which appears white in colour/ $AlCl_3$ वायुमंडलीय नाइट्रोजन के साथ अभिक्रिया करके AlN बिसर्जित करता है, जो श्वेत रंग का दिखायी देगा
[Option ID = 31564]
4. $AlCl_3$ reacts with atmospheric pollution to liberate white fumes/ $AlCl_3$ वायुमंडलीय प्रदूषण के साथ अभिक्रिया करके श्वेत धूम बिसर्जित करता है
[Option ID = 31565]

Correct Answer :-

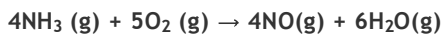
- $AlCl_3$ is partially hydrolysed with atmospheric moisture to liberate HCl gas which appears white in colour/ $AlCl_3$ आंशिक रूप से वायुमंडलीय नमी के साथ जल अपघटित होकर HCl गैस बिसर्जित करता है, जो श्वेत रंग का दिखायी देगा
[Option ID = 31563]

11) The given reaction is an example of a:



- a. displacement reaction
- b. combination reaction
- c. redox reaction
- d. neutralisation reaction

निम्नलिखित अभिक्रिया एक उदाहरण है:



- a. प्रतिस्थापन अभिक्रिया का
- b. संयोजन अभिक्रिया का
- c. उपचयन - अपचयन (रेडोक्स) अभिक्रिया का
- d. उदासीनीकरण अभिक्रिया का

[Question ID = 7893]

1. (a) and (d)/(a) और (d)

[Option ID = 31566]

2. (b) and (c)/(b) और (c)

[Option ID = 31567]

3. (a) and (c)/(a) और (c)

[Option ID = 31568]

4. (c) and (d)/(c) और (d)

[Option ID = 31569]

Correct Answer :-

- (a) and (c)/(a) और (c)

[Option ID = 31568]

12) Two chemical species X and Y combine together to form a product P which contains both X and Y



X and Y cannot be broken down into simpler substances by simple chemical reactions. Which of the following concerning the species X, Y and P are correct?

- a. P is a compound
- b. X and Y are compounds
- c. X and Y are elements
- d. P has a fixed composition

दो रासायनिक स्पीशीज X तथा Y आपस में संयुक्त होकर P उत्पाद बनाती है जिसमें दो X तथा Y दोनों उपस्थित हैं:



X तथा Y को सरल रासायनिक अभिक्रिया द्वारा सरल पदार्थों में नहीं तोड़ा जा सकता है निम्नलिखित में से कौन सा X, Y तथा P के लिए सत्य है?

- a. P एक यौगिक है
- b. X तथा Y यौगिक हैं
- c. X तथा Y तत्व हैं
- d. P का एक निश्चित संगठन है

[Question ID = 7894]

1. (a), (b) and (c)/(a), (b) तथा (c)

[Option ID = 31570]

2. (a), (b) and (d)/(a), (b) तथा (d)

[Option ID = 31571]

3. (b), (c) and (d)/(b), (c) तथा (d)

[Option ID = 31572]

4. (a), (c) and (d)/(a), (c) तथा (d)

[Option ID = 31573]

Correct Answer :-

- (a), (c) and (d)/(a), (c) तथा (d)

[Option ID = 31573]

13) _____ are stimulated by bright light and can distinguish colour, but they do not function in night vision.

_____ उज्ज्वल प्रकाश द्वारा उत्तेजित और रंग भेद कर सकते हैं, लेकिन वे रात की दृष्टि में कार्य नहीं करते हैं

[Question ID = 7895]

1. Cones/शंकु [Option ID = 31574]
2. Rods/दंड [Option ID = 31575]
3. Optic nerve/दृष्टि (ऑप्टिक) तंत्रिका [Option ID = 31576]
4. Retina/दृष्टिपटल (रेटिना) [Option ID = 31577]

Correct Answer :-

- Cones/शंकु [Option ID = 31574]

14) Which of the following components are seen in a slide of human cheek cell when observed under a microscope (40x magnification)?

मनुष्य के गाल (कपोल) के कोशिका की स्लाइड को सूक्ष्मदर्शी (40 गुना आवर्धन) में देखने पर निम्न लिखित में से कौन कौन से घटक दिखायी देते हैं?

[Question ID = 7896]

1. Cell membrane, plastids, nucleus/कोशिका झिल्ली, प्लास्टिड्स, केंद्रिका
[Option ID = 31578]
2. Cell wall, cytoplasm, nucleus/कोशिका भित्ति, कोशिका द्रव्य, केंद्रिका
[Option ID = 31579]
3. Cell wall, Protoplasm, nucleus/कोशिका भित्ति, जीव द्रव्य, केंद्रिका
[Option ID = 31580]
4. Cell Membrane, cytoplasm, nucleus/कोशिका झिल्ली, कोशिका द्रव्य, केंद्रिका
[Option ID = 31581]

Correct Answer :-

- Cell Membrane, cytoplasm, nucleus/कोशिका झिल्ली, कोशिका द्रव्य, केंद्रिका
[Option ID = 31581]

15) Increase in the level of accumulation of non-biodegradable pesticides in the food chain at each higher trophic level is known as:

किसी आहार-शृंखला में गैर-जैवनिम्नीकरणीय पीड़कनाशियों का प्रत्येक उच्चतर पोषी स्तर पर बढ़ती हुई मात्रा में एकत्रित होते जाना क्या कहलाता है?

[Question ID = 7897]

1. Biomagnification/जैव आवर्धन [Option ID = 31582]
2. Accumulation/एकत्रीकरण [Option ID = 31583]
3. Pollution/प्रदूषण [Option ID = 31584]
4. Eutrophication/सुपोषण [Option ID = 31585]

Correct Answer :-

- Biomagnification/जैव आवर्धन [Option ID = 31582]

16) A student was asked to identify the process which occurs when the raisins are soaked in water. The process is known as:

एक विद्यार्थी को उस प्रक्रिया की पहचान करने के लिए कहा गया था जो तब होती है जब किशमिश पानी में भिगोई जाती है इस प्रक्रिया को कहते हैं:

[Question ID = 7898]

1. Osmosis/ओस्मोसिस [Option ID = 31586]
2. Plasmolysis/जीवद्रव्यकुंचन [Option ID = 31587]
3. Endocytosis/एंडोसाइटोसिस [Option ID = 31588]
4. Diffusion/विसरण [Option ID = 31589]

Correct Answer :-

- Osmosis/ओस्मोसिस [Option ID = 31586]

17) Green colour coating on copper utensils is due to the formation of :

तांबे के बर्तनों पर हरे रंग की कोटिंग किसके बनने के कारण होती है?

[Question ID = 7899]

1. CuCO_3
[Option ID = 31590]
2. $\text{Cu}(\text{OH})_2$

[Option ID = 31591] 3. CuO [Option ID = 31592] 4. CuS [Option ID = 31593]
Correct Answer :- ● CuCO₃ [Option ID = 31590]
18) Pieces of pre-weighed cloth of silk, nylon, cotton and wool of equal measurements are taken and soaked in a beaker filled with water. After a few minutes, the cloth pieces were taken out of the beaker and weighed again. Which of the following options places them in the correct order of their final weights? रेशम, नायलॉन, सूती, और ऊन के कपड़े के बराबर वज़न के पूर्व के टुकड़े लिए जाते हैं और पानी से भरे बीकर में भिगोए जाते हैं कुछ मिनटों के बाद, कपड़े के टुकड़े बीकर से निकाले गए और फिर से तौला गया निम्नलिखित में से कौन सा विकल्प उन्हें अपने अंतिम भार के सही क्रम में रखता है? [Question ID = 7900] 1. Wool > silk > nylon > cotton/ऊन > रेशम > नायलॉन > सूती [Option ID = 31594] 2. Cotton > Silk > nylon > wool/सूती > सिल्क > नायलॉन > ऊन [Option ID = 31595] 3. Wool > cotton > silk > nylon/ऊन > सूती > रेशम > नायलॉन [Option ID = 31596] 4. Silk > wool > cotton > nylon/रेशम > ऊन > सूती > नायलॉन [Option ID = 31597]
Correct Answer :- ● Wool > cotton > silk > nylon/ऊन > सूती > रेशम > नायलॉन [Option ID = 31596]
19) A food sample turned blue - black after addition of a few drops of iodine solution. This sample contains: आयोडीन घोल की कुछ बूंदों को मिलाकर एक खाद्य नमूना नीला - काला हो गया इस नमूने में शामिल हैं: [Question ID = 7901] 1. Fat/वसा [Option ID = 31598] 2. Glucose/ग्लूकोज [Option ID = 31599] 3. Starch/स्टार्च [Option ID = 31600] 4. Protein/प्रोटीन [Option ID = 31601]
Correct Answer :- ● Starch/स्टार्च [Option ID = 31600]
20) The process by which blood is cleared of metabolic wastes in case of kidney failure is called: वृक्क के अपक्रिय होने की स्थिति में अपशिष्ट उत्पादों को साफ करने की प्रक्रिया, को कहा जाता है: [Question ID = 7902] 1. Dialysis/अपघटन [Option ID = 31602] 2. Artificial kidney/कृत्रिम वृक्क [Option ID = 31603] 3. Transplantation/प्रतिरोपण [Option ID = 31604] 4. Filtration/निथारना [Option ID = 31605]
Correct Answer :- ● Dialysis/अपघटन [Option ID = 31602]
21) Which of the following were the effects of colonial forestry in India? I. Ban on network of forest reserves. II. Supply of captive labour for forest operations. III. Scientific cultivation of certain species of trees. IV. Promotion of grazing, hunting, fishing and exploitation of forests. भारत में औपनिवेशिक वानिकी के निम्नलिखित में से कौन से प्रभाव थे? I. आरक्षित वनों के जाल पर प्रतिबंध II. वन संचालन के लिए बंदी श्रमिकों की आपूर्ति III. पेड़ों की कुछ प्रजातियों को वैज्ञानिक ढंग से लगाना IV. चराई, शिकार, मछली पकड़ने और जंगलों के दोहन को बढ़ावा देना [Question ID = 7903] 1. I and III only/केवल I और III [Option ID = 31606] 2. II and III only/केवल II और III [Option ID = 31607] 3. I, II and III only/केवल I, II, और III [Option ID = 31608]

4. II, III and IV only/केवल II, III और IV [Option ID = 31609]
Correct Answer :- II and III only/केवल II और III [Option ID = 31607]
22) M.K. Gandhi chose to clothe the whole nation in khadi because: I. it would be a means of erasing differences between religions. II. it would be a means of erasing differences between the classes. III. those who were deprived by caste norms would wear it for self- respect. IV. most people were easily able to take to the single peasant loincloth as he (Gandhi) had. एम. के. गांधी ने पूरे देश को खादी पहनाने का विकल्प चुना क्योंकि: I. यह विभिन्न धर्मों के बीच मतभेद को मिटाने का एक माध्यम होगा II. यह विभिन्न वर्गों के बीच मतभेद को मिटाने का एक माध्यम होगा III. जो लोग जातिगत पारंपराओं की वजह से वंचित थे, वे इसे आत्म-स्वाभिमान के लिए पहनेंगें IV. बहुत सारे लोग गांधी जैसा इकहरा किसानी वस्त्र आसानी से अपना सकते थे [Question ID = 7904] 1. I and II only/केवल I और II [Option ID = 31610] 2. I and III only/केवल I और III [Option ID = 31611] 3. I, II and III only/केवल I, II, और III [Option ID = 31612] 4. I, II and IV only/केवल I, II और IV [Option ID = 31613]
Correct Answer :- I and II only/केवल I और II [Option ID = 31610]
23) Examine the two statements and select the <i>correct</i> answer from the options given below: Statement I: The system of indentured labour unfolded as a new system of slavery in the nineteenth century. Statement II: Workers discovered their own ways of surviving and creating new forms of cultural fusion like ‘chutney music’. निम्नलिखित दो कथनों का परीक्षण करें और दिए गए विकल्पों में से सही विकल्प का चयन करें: कथन I: गिरमिटिया श्रम की पूर्णात्ती उन्नीसवीं सदी में गुलामी की एक नई पूर्णात्ती के रूप में उभरकर सामने आई कथन II: श्रमिकों ने स्वयं को जीवित रहने के लिए 'चटनी संगीत' जैसे सांस्कृतिक सम्मिश्रण के अपने ही तौर तरीके विकसित किए [Question ID = 7905] 1. Statement I is false but Statement II is true./कथन I असत्य है और कथन II सत्य है [Option ID = 31614] 2. Statement I is true but Statement II is false./कथन I सत्य है और कथन II असत्य है [Option ID = 31615] 3. Statement I and II are true and Statement II is the correct explanation for I./कथन I और II दोनों ही सत्य हैं और कथन II कथन I की सही व्याख्या है [Option ID = 31616] 4. Statement I and II are true but Statement II is not the correct explanation of I./कथन I और II दोनों ही सत्य हैं और कथन II कथन I की सही व्याख्या नहीं है [Option ID = 31617]
Correct Answer :- Statement I and II are true but Statement II is not the correct explanation of I./कथन I और II दोनों ही सत्य हैं और कथन II कथन I की सही व्याख्या नहीं है [Option ID = 31617]
24) How do we know today that ostriches were found in India during the Palaeolithic period? वर्तमान में हम कैसे जानते हैं कि पुरापाषाण काल के दौरान भारत में शुतुरमुर्ग पाये जाते थे? [Question ID = 7906] 1. We have vivid portrayal of these birds in the paintings of Bhimbetka in Madhya Pradesh./हमारे पास मध्य प्रदेश के भीमबेटका के चित्रों में इन पक्षियों का विशद चित्रण है [Option ID = 31618] 2. Large quantities of ostrich egg shells were found at Patne in Maharashtra./महाराष्ट्र के पटने में बड़ी मात्रा में शुतुरमुर्ग के अंडे के छिलके मिले हैं [Option ID = 31619] 3. We have pictographic records on ostriches in Delhi’s National Museum./हमारे पास दिल्ली के राष्ट्रीय संग्रहालय में शुतुरमुर्गों पर चित्रात्मक अभिलेख हैं [Option ID = 31620] 4. These are described in the memoirs of earliest foreign travellers from Africa./ये अफ्रीका से आये शुरुआती विदेशी यात्रियों के संस्मरणों में वर्णित हैं [Option ID = 31621] Correct Answer :- Large quantities of ostrich egg shells were found at Patne in Maharashtra./महाराष्ट्र के पटने में बड़ी मात्रा में शुतुरमुर्ग के अंडे के छिलके मिले हैं [Option ID = 31619]

25) The Preamble of the Constitution of India was amended by the:

भारत के संविधान की प्रस्तावना में किस संशोधन द्वारा परिवर्तन किया गया?

[Question ID = 7907]

1. Seventieth Amendment/सतरवीं संशोधन [Option ID = 31622]
2. Fortieth Amendment/चालीसवीं संशोधन [Option ID = 31623]
3. Twenty fourth Amendment/चौबीसवीं संशोधन [Option ID = 31624]
4. Forty second Amendment/बयालीसवीं संशोधन [Option ID = 31625]

Correct Answer :-

- Forty second Amendment/बयालीसवीं संशोधन [Option ID = 31625]

26) Which statement is true about Panchayati Raj?

उक्त में से पंचायती राज के विषय में कौन सा कथन सही है:

[Question ID = 7908]

1. The panchayat samiti and zila parishad should be constituted with directly elected members./पंचायत समितियों और जिला परिषदों का गठन प्रत्यक्ष निर्वाचित सदस्यों द्वारा होना चाहिए [Option ID = 31626]
2. To contest election Minimum age should be 18 years./पंचायत स्तर पर चुनाव लड़ने की न्यूनतम आयु सीमा १८ वर्ष होनी चाहिए [Option ID = 31627]
3. Election of the Panchayati Raj institutions is conducted under the guidance of the State Election Commission./पंचायती राज संस्थाओं के चुनाव राज्य निर्वाचन आयोग के निर्देशन में आयोजित होने चाहिए [Option ID = 31628]
4. For the financial review of Panchayats, the state Finance Commission is established every 6 years./पंचायतों की वित्तीय समीक्षा के लिए प्रत्येक छह वर्ष के बाद राज्य वित्त आयोग की स्थापना की जाती है [Option ID = 31629]

Correct Answer :-

- Election of the Panchayati Raj institutions is conducted under the guidance of the State Election Commission./पंचायती राज संस्थाओं के चुनाव राज्य निर्वाचन आयोग के निर्देशन में आयोजित होने चाहिए [Option ID = 31628]

27) The First general elections held in 1952 involved simultaneous elections to the Lok Sabha and _____.

1952 में हुए पहले आम चुनावों में लोकसभा और _____ के साथ-साथ कौन सा चुनाव शामिल थे?

[Question ID = 7909]

1. The Vice President of India/भारत के उपराष्ट्रपति [Option ID = 31630]
2. State Assemblies/राज्य विधानसभाएं [Option ID = 31631]
3. Rajya Sabha/राज्यसभा [Option ID = 31632]
4. President of India/भारत के राष्ट्रपति [Option ID = 31633]

Correct Answer :-

- State Assemblies/राज्य विधानसभाएं [Option ID = 31631]

28) _____ is a landlocked country in South Asia, and has transitioned from an absolute monarchy to a constitutional monarchy.

_____ दक्षिण एशिया में एक देश है, और एक निरंकुश राजशाही से एक संवैधानिक राजशाही में परिवर्तित हो गया है

[Question ID = 7910]

1. India/भारत [Option ID = 31634]
2. Pakistan/पाकिस्तान [Option ID = 31635]
3. Sri Lanka/श्रीलंका [Option ID = 31636]
4. Bhutan/भूटान [Option ID = 31637]

Correct Answer :-

- Bhutan/भूटान [Option ID = 31637]

29) Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R

Assertion (A): The difference between the durations of day and night is hardly felt at Kanyakumari but not so in Kashmir.

Reason (R): The longitudinal extent influences the duration of day and night as we move from south to north.

Select the *correct* option from the given alternatives:

अभिकथन (A): कन्याकुमारी में दिन और रात के समय के बीच का अंतर शायद ही महसूस किया जाता है, लेकिन कश्मीर में ऐसा नहीं है

कारण (R): देशंतारीय विस्तार दिन और रात की अवधि को प्रभावित करती है जैसे ही हम दक्षिण से उत्तर की ओर बढ़ते हैं

दिएं गए विकल्पों में से सही विकल्प का चयन करें

[Question ID = 7911]

1. Both (A) and (R) are true, but (R) does not explain (A)./दोनों (A) और (R) सही हैं, लेकिन (R) व्याख्या नहीं करता है (A) की [Option ID = 31638]
2. (A) is true and (R) is false./ (A) सही है और (R) गलत है [Option ID = 31639]
3. (A) is false and (R) is true./ (A) गलत है और (R) सही है

[Option ID = 31640] 4. Both (A) and (R) are true, and (R) explains (A)./दोनों (A) और (R) सही हैं, और (R) व्याख्या करता है (A) की [Option ID = 31641]
Correct Answer :- • (A) is true and (R) is false./ (A) सही है और (R) गलत है [Option ID = 31639]
30) Consider the following: A. Temperature and moisture B. Latitude and Altitude C. Slope and thickness of soil D. Direction of blowing of winds The type and thickness of natural vegetation vary from place to place because of the variation in which of the above factors: निम्नलिखित पर विचार करें: A. तापमान और नमी B. अक्षांश और ऊँचाई C. ढलान और मृदा की मोटाई D. हवा बहने की दिशा उपरोक्त में से किन कारकों के कारण विभिन्न क्षेत्रों में प्राकृतिक वनस्पति के प्रकार और उसकी सघनता में भिन्नता होती है? [Question ID = 7912] 1. A and C only./केवल A और C [Option ID = 31642] 2. C and D only./केवल C और D [Option ID = 31643] 3. A, B and C only./केवल A, B और C [Option ID = 31644] 4. A, B and D only./केवल A, B और D [Option ID = 31645]
Correct Answer :- • A, B and C only./केवल A, B और C [Option ID = 31644]
31) The main reason for the fact that the earth experiences the highest temperatures in the subtropics in the northern hemisphere rather than at the equator is : पृथ्वी के विषुवत वृत्तीय क्षेत्रों की अपेक्षा उत्तरी गोलार्ध के उपोष्ण कटिबंधीय क्षेत्रों का तापमान अधिकतम होता है, इसका मुख्य कारण है: [Question ID = 7913] 1. Subtropical areas tend to have less cloud cover than equatorial areas./विषुवतीय क्षेत्रों की अपेक्षा उपोष्ण कटिबंधीय क्षेत्रों में कम बादल होते हैं [Option ID = 31646] 2. Subtropical areas have longer day hours in the summer than the equatorial./उपोष्ण कटिबंध क्षेत्रों में गर्मी के दिनों की लंबाई विषुवतीय क्षेत्रों से ज्यादा होती है [Option ID = 31647] 3. Subtropical areas have an enhanced “greenhouse effect” compared to equatorial areas./उपोष्ण कटिबंध क्षेत्रों में ग्रीन हाउस प्रभाव विषुवतीय क्षेत्रों की अपेक्षा ज्यादा होता है [Option ID = 31648] 4. Subtropical areas are nearer to the oceanic areas than the equatorial locations./उपोष्ण कटिबंधीय क्षेत्र विषुवतीय क्षेत्रों की अपेक्षा महासागरीय क्षेत्र के ज्यादा करीब हैं [Option ID = 31649]
Correct Answer :- • Subtropical areas have longer day hours in the summer than the equatorial./उपोष्ण कटिबंध क्षेत्रों में गर्मी के दिनों की लंबाई विषुवतीय क्षेत्रों से ज्यादा होती है [Option ID = 31647]
32) Consider the following list: Alps, Aravali, Appalachians, Himalaya, Ural , Vosges In this list which one of the following is different from the others? निम्नलिखित सूची पर विचार करें: आल्प्स, अरावली, अप्लेशियन, हिमालय, यूरेल, वासजेस इस सूची में निम्नलिखित में से कौन सा दूसरों से अलग है? [Question ID = 7914] 1. Vosges/वासजेस [Option ID = 31650] 2. Alps/आल्प्स [Option ID = 31651] 3. Ural/यूरेल [Option ID = 31652] 4. Aravali/अरावली [Option ID = 31653]
Correct Answer :- • Vosges/वासजेस [Option ID = 31650]

33) Which of the following policies would increase production by taking it to a point closer to the production possibility frontier curve, but would not shift the frontier curve?

- निम्नलिखित में से कौन सी नीति उत्पादन की संभावना सीमा वक्र के कयीब बिंदु पर ले जाकर उत्पादन बढ़ाएगी, लेकिन वक्र को स्थानांतरित नहीं करेगी?
- [Question ID = 7915]
- 1. A policy that encourages firms to buy more industrial plant./एक नीति जो फर्मों को अधिक औद्योगिक संयंत्र खरीदने के लिए प्रोत्साहित करे [Option ID = 31654]
 - 2. A policy that encourages firms to develop and introduce improved technology./एक नीति जो फर्मों को बेहतर तकनीक विकसित करने और पेश करने के लिए प्रोत्साहित करे [Option ID = 31655]
 - 3. A policy that encourages firms to provide training to their labour./एक नीति जो फर्मों को अपने श्रमिकों को प्रशिक्षण प्रदान करने के लिए प्रोत्साहित करे [Option ID = 31656]
 - 4. A policy that encourages firms to optimally utilize already available resources./एक ऐसी नीति जो फर्मों को पहले से उपलब्ध संसाधन का अधिकतम उपयोग करने के लिए प्रोत्साहित करे [Option ID = 31657]

Correct Answer :-

- A policy that encourages firms to optimally utilize already available resources./एक ऐसी नीति जो फर्मों को पहले से उपलब्ध संसाधन का अधिकतम उपयोग करने के लिए प्रोत्साहित करे [Option ID = 31657]

- 34) If the RBI (Reserve Bank of India) adopts an expansionist open market operations policy, this means that it will:
- यदि आरबीआई (भारतीय रिजर्व बैंक) एक विस्तारवादी मुक्त बाजार संचालन नीति अपनाता है, तो इसका मतलब है कि यह होगा:
- [Question ID = 7916]
- 1. buy securities from non-government holders/गैर-सरकारी धारकों से प्रतिभूतियाँ खरीदें [Option ID = 31658]
 - 2. sell securities in the open market/खुले बाज़ार में प्रतिभूतियों को बेचे [Option ID = 31659]
 - 3. offer commercial banks more credit in the open market/वाणिज्यिक बैंकों को खुले बाज़ार में अधिक ऋण प्रदान करे [Option ID = 31660]
 - 4. openly announce to the market that it intends to expand credit/बाज़ार में खुले तौर पर घोषणा करे कि वह क्रेडिटका विस्तार करना चाहता है [Option ID = 31661]

Correct Answer :-

- offer commercial banks more credit in the open market/वाणिज्यिक बैंकों को खुले बाज़ार में अधिक ऋण प्रदान करे [Option ID = 31660]

- 35) Consider the following statements regarding the change in economic activities over the last forty years in India.
- A. Secondary sector has emerged as the largest producing sector in India replacing the primary sector.
- B. There has been a change in the share of the three sectors in GDP; a similar shift has not taken place in employment.
- Choose the *correct* option:
- भारत में चालीस वर्षों में आर्थिक गतिविधियों में होने वाले बदलाव के बारे में निम्नलिखित कथनों पर विचार करें:
- A. प्राथमिक क्षेत्र की जगह द्वितीयक क्षेत्र भारत में सबसे बड़ा उत्पादक क्षेत्र बनकर उभरा है
- B. जीडीपी में तीनों क्षेत्रों की हिस्सेदारी में बदलाव हुआ है, उसी तरह समान बदलाव उससे रोजगार में नहीं हुआ है
- सही विकल्प चुनें:

- [Question ID = 7917]
- 1. Both A and B are true./दोनों सही हैं [Option ID = 31662]
 - 2. A is true but B is false./A सही है लेकिन B गलत हैं [Option ID = 31663]
 - 3. A is false but B is true./A गलत है लेकिन B सही हैं [Option ID = 31664]
 - 4. Both A and B are false./दोनों गलत हैं [Option ID = 31665]
- Correct Answer :-
- A is false but B is true./A गलत है लेकिन B सही हैं [Option ID = 31664]

- 36) Food security is ensured in a country only if:
- A. Enough food is available for all the persons
- B. All men have the capacity to buy food of acceptable quality
- C. There is no barrier on access to food.
- Select the *correct* answer using the code given below:
- किसी देश में खाद्य सुरक्षा सुनिश्चित की जाती है अगर वहां:
- A. सभी व्यक्तियों के लिए पर्याप्त भोजन उपलब्ध है
- B. सभी पुरुषों में स्वीकार्य गुणवत्ता का भोजन खरीदने की क्षमता है
- C. भोजन तक पहुंच में कोई बाधा नहीं है
- नीचे दिए गए कोड का उपयोग करके सही उत्तर चुनें:

[Question ID = 7918]

1. A and B only/केवल A और B
[Option ID = 31666]
2. B and C only/केवल B और C
[Option ID = 31667]
3. A and C only/केवल A और C
[Option ID = 31668]
4. A, B and C/केवल A, B और C
[Option ID = 31669]

Correct Answer :-

- A and C only/केवल A और C
[Option ID = 31668]

37) The components of material culture are _____ and objective.

- A. External
- B. Internal
- C. Tangible

Select the *correct* option from the code given below:

भौतिक संस्कृति के घटक _____ और वस्तुनिष्ठ हैं

- A. बाह्य
- B. आंतरिक
- C. मूर्त

नीचे दिए गए कोड से सही विकल्प का चयन करें:

[Question ID = 7919]

1. A/केवल A
[Option ID = 31670]
2. B/केवल B
[Option ID = 31671]
3. C/केवल C
[Option ID = 31672]
4. Both A and C/A और C दोनों
[Option ID = 31673]

Correct Answer :-

- Both A and C/A और C दोनों
[Option ID = 31673]

38) Thomas Robert Malthus, who wrote the famous ‘An essay on the principle of population’ was born in which year?

थॉमस रॉबर्ट माल्थस, जिन्होंने 'जनसंख्या के सिद्धांत पर निबंध' लिखा था, किस वर्ष में पैदा हुआ था?

[Question ID = 7920]

1. 1766
[Option ID = 31674]
2. 1778
[Option ID = 31675]
3. 1834
[Option ID = 31676]
4. 1938
[Option ID = 31677]

Correct Answer :-

- 1766
[Option ID = 31674]

39) The evaluation of the behaviour and beliefs of people from other cultures according to one’s own cultural values is:

किसी के द्वारा अपने सांस्कृतिक मूल्यों के अनुसार अन्य संस्कृतियों के लोगों के व्यवहार और विश्वासों का मूल्यांकन है:

[Question ID = 7921]

1. Cosmopolitanism/विश्वबंधुत्व (कोस्मोपोलितनिज़्म) [Option ID = 31678]
2. Ethnocentrism/संजातीय-उत्कृष्टता में विश्वास (एथनोसेंटरिज़्म) [Option ID = 31679]
3. Xenocentrism/दूसरी संस्कृतियों के प्रति सांस्कृतिक विद्वेष (जेनोसेंटरिज़्म) [Option ID = 31680]
4. Extremism/अतिवाद [Option ID = 31681]

Correct Answer :-

- Ethnocentrism/संजातीय-उत्कृष्टता में विश्वास (एथनोसेंटरिज़्म) [Option ID = 31679]

40) Which of the following sociologists has studied the relationship of suicide with other aspects of social and economic behaviour ?

वे समाजशास्त्री जिन्होंने आत्महत्या के सामाजिक और आर्थिक व्यवहार से संबंध को समझा, वह हैं:

[Question ID = 7922]

1. Karl Marx/कार्ल मार्क्स [Option ID = 31682]
2. M. N. Srinivas/एम.एन. श्रीनिवास [Option ID = 31683]
3. Max Weber/मैक्स वेबर [Option ID = 31684]
4. Emile Durkheim/एमिल दुर्कैम [Option ID = 31685]

Correct Answer :-

- Emile Durkheim/एमिल दुर्कैम [Option ID = 31685]

41) Choose one word that is suitable for both sentences:

Sentence 1: The of wood selected by the interior designer was exceptionally beautiful.

Sentence 2: It was a state of crisis. Immediately, the government constituted a to discuss the course of action required to calm the situation.

Choose one word that is suitable for both sentences:

[Question ID = 7923]

1. Panel
[Option ID = 31686]
2. Committee
[Option ID = 31687]
3. Plank
[Option ID = 31688]
4. Consortium
[Option ID = 31689]

Correct Answer :-

- Panel

42) Choose the *correct* option to fill in the blanks:

“Now it was Ali’s turn to travel,who gathered at every station to passionate speeches.”

[Question ID = 7924]

1. rouse the crowds; to listen
[Option ID = 31690]
2. rousing the crowds; to listen
[Option ID = 31691]
3. rouse the crowds; for listening
[Option ID = 31692]
4. rousing the crowds; to listening
[Option ID = 31693]

Correct Answer :-

- rousing the crowds; to listen

43) ‘पोस्ट बॉक्स नं. 203 नाता सोपारा’ को किसने लिखा है:

[Question ID = 7925]

1. मृदुला गर्ग [Option ID = 31694]
2. गोविंद मिश्र [Option ID = 31695]
3. चित्रा मुद्गल [Option ID = 31696]
4. संजीव [Option ID = 31697]

Correct Answer :-

- चित्रा मुद्गल [Option ID = 31696]

44) ‘हरि-पद कोमल कमल से’ में कौन सा अलंकार है?

[Question ID = 7926]

1. उपमा [Option ID = 31698]
2. रूपक [Option ID = 31699]
3. उत्प्रेक्षा [Option ID = 31700]
4. मानवीकरण [Option ID = 31701]

Correct Answer :-

- उपमा [Option ID = 31698]

45) Josh Malihabadi is famous for his:

जोश मलीहाबादी किस के लिए प्रसिद्ध हैं?

[Question ID = 7927]

1. Novels/उपन्यास [Option ID = 31702]
2. Short stories/लघुकथाएँ [Option ID = 31703]
3. Poems/कविताएँ [Option ID = 31704]
4. Plays/नाटक [Option ID = 31705]

Correct Answer :-

- Poems/कविताएँ [Option ID = 31704]

46) Rubai is a form of poem which consists of ----- line(s):

रुबई एक तरह की कविता है, जिसमें..... पंक्तियाँ होती हैं

[Question ID = 7928]

1. Two/दो [Option ID = 31706]
2. Four/चार [Option ID = 31707]
3. Six/छह [Option ID = 31708]
4. Eight/आठ [Option ID = 31709]

Correct Answer :-

- Four/चार [Option ID = 31707]

47) Who wrote the poem, ‘Kambdi Kalai’?

‘कंबदी कलाई’ कविता के रचयिता कवि कौन हैं?

[Question ID = 7929]

1. Prem Chand/प्रेमचंद [Option ID = 31710]
2. Mohan Singh/मोहन सिंह [Option ID = 31711]
3. Bhai Vir Singh/भाई वीर सिंह [Option ID = 31712]
4. Shiv Kumar Batalvi/शिव कुमार बटालवी [Option ID = 31713]

Correct Answer :-

- Bhai Vir Singh/भाई वीर सिंह [Option ID = 31712]

48) ‘Rasidi ticket’ is the autobiography of which of the following?

‘रसीदी टिकट’ किस की आत्मकथा है ?

[Question ID = 7930]

1. Ajeet Kaur/अजीत कौर [Option ID = 31714]
2. Dalip Kaur/दलीप कौर [Option ID = 31715]
3. Amrita Pritam/अमृता प्रीतम [Option ID = 31716]
4. Khushwant Singh/खुशवंत सिंह [Option ID = 31717]

Correct Answer :-

- Amrita Pritam/अमृता प्रीतम [Option ID = 31716]

49) Which of the following subject area has been explicated in ‘Lilavati’ written by Bhaskaracharya ?

निम्न में से किस विषय वस्तु की विवेचना भास्कराचार्य द्वारा लिखित ‘लीलावती’ में की गई है?

[Question ID = 7931]

1. Mathematics/गणित
[Option ID = 31718]
2. Surgery/शल्य चिकित्सा
[Option ID = 31719]
3. Grammar/व्याकरण
[Option ID = 31720]
4. Theatre/नाट्य शास्त्र

[Option ID = 31721]	
Correct Answer :- Mathematics/गणित [Option ID = 31718]	
50) Which one of the following books is not written by Kalidasa? निम्न में से कौन सी कृति कालिदास की रचना नहीं है? [Question ID = 7932] 1. Meghdoot/मेघदूत [Option ID = 31722] 2. Geet Govind/गीत गोविंद [Option ID = 31723] 3. Raghuvansham/रघुवंशम् [Option ID = 31724] 4. Kumarsambhava/कुमारसंभव [Option ID = 31725]	
Correct Answer :- Geet Govind/गीत गोविंद [Option ID = 31723]	
51) Complete the series: ADR, VGP, RJN, NML, ? श्रृंखला को पूरा करें: ADR, VGP,RJN,NML,? [Question ID = 7933] 1. JPJ [Option ID = 31726] 2. JOJ [Option ID = 31727] 3. JPK [Option ID = 31728] 4. IPJ [Option ID = 31729]	
Correct Answer :- JPJ [Option ID = 31726]	
52) In the question below three statements are given, followed by conclusions I, II, III, IV. You have to take the given statements to be true even if they seem to be at variance from commonly known facts. Read the conclusions and then decide which of the given conclusions logically follows from the given statements disregarding commonly known facts. Statements: Some Cats are Rats. All bats are tables. All Rats are Bats. Conclusion: I. Some cats are bats. II. All bats are rats. III. All tables are cats. IV. All bats are cats नीचे दिए गए प्रश्न में तीन कथन दिए गए हैं, उसके बाद निष्कर्ष I, II, III, IV हैं आपको दिए गए कथनों को सत्य मानना है, भले ही वे सामान्यतः ज्ञात तथ्यों से भिन्न प्रतीत होते हों निष्कर्ष पढ़ें और निर्णय लें कि दिए गए कथनों में से कौन सा निष्कर्ष सामान्यतः ज्ञात तथ्यों की अवहेलना करते हुए दिए गए कथनों का तार्किक रूप से अनुसरण करता है कथन: कुछ बिल्लियाँ चूहे हैं सभी चमगादड़ टेबल हैं सभी चूहे चमगादड़ हैं निष्कर्ष: I. कुछ बिल्लियाँ चमगादड़ हैं II. सभी चमगादड़ चूहे हैं III. सभी टेबल बिल्लियाँ हैं IV. सभी चमगादड़ बिल्लियाँ हैं [Question ID = 7934] 1. Only I & II are true/केवल I और II सत्य हैं [Option ID = 31730] 2. Only I is true/केवल I सत्य है [Option ID = 31731] 3. Only I & IV are true/केवल I और IV सत्य हैं [Option ID = 31732] 4. Only II true/केवल II सत्य है [Option ID = 31733] <tr><td> Correct Answer :- Only I is true/केवल I सत्य है [Option ID = 31731] </td></tr>	Correct Answer :- Only I is true/केवल I सत्य है [Option ID = 31731]
Correct Answer :- Only I is true/केवल I सत्य है [Option ID = 31731]	

53) ‘>’ represents greater than; ‘<’ represents less than.

Consider the following statements and choose the correct option:

$Q > T > N$

$A > S > Q$

$A < M$

Conclusions:

I. $N < A$

II. $M > T$

‘>’ का अर्थ है ‘इससे बड़ा’; ‘<’ का अर्थ है ‘इससे कम’

निम्नलिखित कथनों पर विचार करें और सही विकल्प चुनें

$Q > T > N$

$A > S > Q$

$A < M$

निष्कर्ष:

I. $N < A$

II. $M > T$

[Question ID = 7935]

1. both conclusion I and II are true./निष्कर्ष I और II दोनों सत्य हैं

[Option ID = 31734]

2. neither conclusion I nor II is true./न तो निष्कर्ष I और न ही II सत्य हैं

[Option ID = 31735]

3. only conclusion I is true/केवल निष्कर्ष I सत्य है

[Option ID = 31736]

4. only conclusion II is true/केवल निष्कर्ष II सत्य है

[Option ID = 31737]

Correct Answer :-

• both conclusion I and II are true./निष्कर्ष I और II दोनों सत्य हैं

[Option ID = 31734]

54) The letters in the first set have certain relationship. On the basis of this relationship what is the right choice for the second set?

AST : BRU :: NQV : ?

पहले समूह में अक्षरों का एक निश्चित संबंध है इस संबंध के आधार पर, दूसरे समूह के लिए सही विकल्प क्या है?

AST : BRU :: NQV : ?

[Question ID = 7936]

1. ORW

[Option ID = 31738]

2. MPU

[Option ID = 31739]

3. MRW

[Option ID = 31740]

4. OPW

[Option ID = 31741]

Correct Answer :-

• OPW

[Option ID = 31741]

55) The average of four consecutive even numbers is 27. The largest of these numbers is:

चार अनुगामी सम संख्याओं का औसत 27 है इन संख्याओं में सबसे बड़ी संख्या कौन सी है:

[Question ID = 7937]

1. 36 [Option ID = 31742]

2. 32 [Option ID = 31743] 3. 30 [Option ID = 31744] 4. 28 [Option ID = 31745]
Correct Answer :- 30 [Option ID = 31744]
56) Monday falls on 20th March 1995. What was the day on 3rd November 1994? 20 मार्च 1995 को सोमवार पड़ता है 3 नवंबर 1994 को क्या दिन था? [Question ID = 7938] 1. Thursday/गुरुवार [Option ID = 31746] 2. Sunday/रविवार [Option ID = 31747] 3. Tuesday/मंगलवार [Option ID = 31748] 4. Saturday/शनिवार [Option ID = 31749]
Correct Answer :- Thursday/गुरुवार [Option ID = 31746]
57) In a certain code, PAN is written as 31 and PAR as 35. In this code PAT is written as: एक निश्चित कोड में, पैन को 31 और PAR को 35 के रूप में लिखा जाता है इस कोड में PAT को किस प्रकार लिखा जाता है: [Question ID = 7939] 1. 30 [Option ID = 31750] 2. 37 [Option ID = 31751] 3. 38 [Option ID = 31752] 4. 39 [Option ID = 31753]
Correct Answer :- 37 [Option ID = 31751]
58) In a cross-country race, Ritesh is behind Lalit but ahead of Amar. Amar is ahead of Vikas. Pankaj is ahead of Amar but behind Ritesh. Who is at the end? एक क्रॉस कंट्री रौड़ में, रितेश ललित से पीछे है लेकिन अमर से आगे है विकास से आगे अमर हैं पंकज अमर से आगे है लेकिन रितेश से पीछे है आखिर में कौन है? [Question ID = 7940] 1. Amar/अमर [Option ID = 31754] 2. Vikas/विकास [Option ID = 31755] 3. Pankaj/पंकज [Option ID = 31756] 4. Ritesh/रितेश [Option ID = 31757]
Correct Answer :- Vikas/विकास [Option ID = 31755]
59) Pointing to a man in a photograph, a woman said, "His brother's father is the only son of my grandfather." How is the woman related to the man in the photograph? एक तस्वीर में एक आदमी की ओर इशारा करते हुए, एक महिला ने कहा, "उसके भाई के पिता मेरे दादा के इकलौते बेटे हैं " तस्वीर में पुरुष से संबंधित महिला कौन है? [Question ID = 7941] 1. Aunt/चाची [Option ID = 31758] 2. Sister/बहन

[Option ID = 31759]
3. Mother/माँ
[Option ID = 31760]
4. Daughter/बेटी
[Option ID = 31761]
Correct Answer :-
Sister/बहन
[Option ID = 31759]

60) In the following question, find the value of x:
$x + 3x + 4x + 5x = 39$
नीचे दिए समीकरण में x का मूल्य क्या होगा?
$x + 3x + 4x + 5x = 39$
[Question ID = 7942]
1. 3
[Option ID = 31762]
2. 4
[Option ID = 31763]
3. 2
[Option ID = 31764]
4. 5
[Option ID = 31765]
Correct Answer :-
3
[Option ID = 31762]

61) Given below are one question and two statements numbered I and II. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and give the answer:
Question: What is the distance between point P and Q?
Statement I: Point S is 4m away in east direction from point P. Point T is at a distance of 2m north of point S.
Statement II: Point Q is in north-west of point T.
नीचे एक प्रश्न और दो कथन I और II दिए गए हैं आपको यह तय करना होगा कि कथनों में दिया गया डेटा उत्तर देने के लिए पर्याप्त है या नहीं दोनों कथनों को पढ़ें और उत्तर दें:
प्रश्न: बिंदु P और Q के बीच की दूरी क्या है?
कथन I : बिंदु S, बिंदु P से पूर्व दिशा में 4 मीटर दूर है बिंदु T, बिंदु S के 2 मीटर उत्तर में है
कथन II: बिंदु Q, बिंदु T के उत्तर-पश्चिम में है
[Question ID = 7943]
1. The data in statement I alone is sufficient to answer the question, while the data in statement II alone is not sufficient to answer the question./कथन I का डेटा अकेले प्रश्न का उत्तर देने के लिए पर्याप्त है, जबकि कथन II में दिए गए आंकड़े प्रश्न का उत्तर देने के लिए पर्याप्त नहीं हैं
[Option ID = 31766]
2. The data in statement II alone is sufficient to answer the question, while the data in statement I alone is not sufficient to answer the question./अकेले कथन II में डेटा प्रश्न का उत्तर देने के लिए पर्याप्त है, जबकि कथन I में डेटा प्रश्न का उत्तर देने के लिए पर्याप्त नहीं है
[Option ID = 31767]
3. The data either in statement I alone or in statement II alone is sufficient to answer the question./कथन I में या कथन II में अकेले प्रश्न का उत्तर देने के लिए पर्याप्त डेटा नहीं है
[Option ID = 31768]
4. The data even in both statements I and II together is not sufficient to answer the question./I और II दोनों कथनों में भी डेटा प्रश्न का उत्तर देने के लिए पर्याप्त नहीं है
[Option ID = 31769]
Correct Answer :-
The data even in both statements I and II together is not sufficient to answer the question./I और II दोनों कथनों में भी डेटा प्रश्न का उत्तर देने के लिए पर्याप्त नहीं है
[Option ID = 31769]

62) Riya goes 30 km towards North from a fixed point, then after turning to her right she goes 15 km. After turning to her right, she goes 30 km. How far and in what direction is she from her starting point?
रिया एक निश्चित बिंदु से 30 किलोमीटर उत्तर की ओर जाती है, फिर उसके दाईं ओर मुड़ने के बाद वह 15 किलोमीटर जाती है इसके बाद वह दाईं ओर मुड़कर 30

किलोमीटर जाती है वह अपने शुरुआती बिंदु से कितनी दूर और किस दिशा में है?

[Question ID = 7944]

1. 15 km East/15 किलोमीटर पूर्व में [Option ID = 31770]
2. 15 km West/15 किलोमीटर पश्चिम में [Option ID = 31771]
3. 30 km East/30 किलोमीटर पूर्व में [Option ID = 31772]
4. 30 km South/30 किलोमीटर दक्षिण में [Option ID = 31773]

Correct Answer :-

- 15 km East/15 किलोमीटर पूर्व में [Option ID = 31770]

63) Given below are two statements. Read both the statements and choose the *correct* option:

Statements: All laptops are computers

Some laptops are notebooks.

Conclusions: I. Some notebook are computers

II. All notebooks are computers.

नीचे दो कथन दिए गए हैं दोनों कथनों को पढ़ें और उत्तर दें:

कथन: सभी लैपटॉप कंप्यूटर हैं

कुछ लैपटॉप नोटबुक हैं

निष्कर्ष : I. कुछ नोटबुक कंप्यूटर हैं

II. सभी नोटबुक कंप्यूटर हैं

[Question ID = 7945]

1. only conclusion I follows/केवल निष्कर्ष I कथन के अनुरूप है
[Option ID = 31774]
2. only conclusion II follows/केवल निष्कर्ष II कथन के अनुरूप है
[Option ID = 31775]
3. both conclusions I and II follows/दोनों निष्कर्ष I और II कथन के अनुरूप हैं
[Option ID = 31776]
4. either conclusion I or conclusion II follows/या तो निष्कर्ष I या निष्कर्ष II कथन के अनुरूप है
[Option ID = 31777]

Correct Answer :-

- only conclusion I follows/केवल निष्कर्ष I कथन के अनुरूप है
[Option ID = 31774]

64) Which sanctuary in Madhya Pradesh has been declared as Eco-Sensitive Zone by the Government of India?

मध्य प्रदेश में किस अभयारण्य को भारत सरकार द्वारा पर्यावरण-संवेदनशील क्षेत्र घोषित किया गया है?

[Question ID = 7946]

1. Ghatigaon Wildlife Sanctuary/घाटीगांव वन्यजीव अभयारण्य [Option ID = 31778]
2. National Chambal Sanctuary/राष्ट्रीय चंबल अभयारण्य [Option ID = 31779]
3. Kheoni Wildlife Sanctuary/खिसोनी वन्य जीवन अभयारण्य [Option ID = 31780]
4. Ratapani Tiger Reserve/रापापानी टाइगर रिजर्व [Option ID = 31781]

Correct Answer :-

- National Chambal Sanctuary/राष्ट्रीय चंबल अभयारण्य [Option ID = 31779]

65) When was the International Finance Corporation (IFC) established?

अंतर्राष्ट्रीय वित्त निगम (IFC) की स्थापना कब की गई थी?

[Question ID = 7947]

1. July 1956/जुलाई 1956 [Option ID = 31782]
2. April 1956/अप्रैल 1956 [Option ID = 31783]
3. June 1980/जून 1980 [Option ID = 31784]
4. August 1980/अगस्त 1980 [Option ID = 31785]

Correct Answer :-

- July 1956/जुलाई 1956 [Option ID = 31782]

66) The super-computer 'PARAM' was developed by:

सुपर-कंप्यूटर 'PARAM' कहाँ विकसित किया गया था?

[Question ID = 7948]

1. IIT-Kanpur/आईआईटी-कानपुर [Option ID = 31786]
2. C-DAC/सी-डैक [Option ID = 31787]
3. IIT-Kharagpur/आईआईटी-खड़गपुर [Option ID = 31788]
4. TATA/टाटा [Option ID = 31789]

Correct Answer :-

- C-DAC/सी-डैक [Option ID = 31787]

67) The first Indian chronicler of Indian history was:

भारतीय इतिहास का पहला भारतीय इतिहासकार था:

[Question ID = 7949]

1. Megasthenes/मेगस्थनीज [Option ID = 31790]
2. Fa-Hien/फाहियान [Option ID = 31791]
3. Huan Tsang/हुआन त्सांग [Option ID = 31792]
4. Kalhan/काल्हन [Option ID = 31793]

Correct Answer :-

- Kalhan/काल्हन [Option ID = 31793]

68) Tamil Nadu coastal belt has drinking water shortage due to:

तमिलनाडू तटीय बेल्ट में पीने के पानी की कमी का कारण है :

[Question ID = 7950]

1. high evaporation/उच्च वाष्पीकरण [Option ID = 31794]
2. sea water flooding due to tsunami/सुनामी के कारण समुद्र के पानी में बढ़ [Option ID = 31795]
3. over exploitation of ground water by tube wells/नलकूपों द्वारा भूजल का दोहन [Option ID = 31796]
4. seepage of sea water/समुद्री जल का रिसाव [Option ID = 31797]

Correct Answer :-

- seepage of sea water/समुद्री जल का रिसाव [Option ID = 31797]

69) Which of the following has recently received World Heritage Certificate from UNESCO in February 2020?

निम्नलिखित में से किसे फरवरी 2020 में यूनेस्को से विश्व विरासत प्रमाणपत्र प्राप्त हुआ है?

[Question ID = 7951]

1. Pushkar/पुष्कर [Option ID = 31798]
2. Ajmer/अजमेर [Option ID = 31799]
3. Jaipur/जयपुर [Option ID = 31800]
4. Jodhpur/जोधपुर [Option ID = 31801]

Correct Answer :-

- Jaipur/जयपुर [Option ID = 31800]

70) The paperless session of Arunachal Pradesh Legislative Assembly began with the implementation of which app?

अरुणाचल प्रदेश विधानसभा का पेपरलेस सत्र किस ऐप के कार्यान्वयन से शुरू हुआ?

[Question ID = 7952]

1. E-sabha/ई-सभा [Option ID = 31802]
2. E-vidhan/ई-विधान [Option ID = 31803]
3. E-Arunachal/ई-अरुणाचल [Option ID = 31804]
4. E-Desh/ई-देश [Option ID = 31805]

Correct Answer :-

- E-vidhan/ई-विधान [Option ID = 31803]

71) For which well known industrialist did Mahatma Gandhi say that while he (Gandhi) was fighting for India's political freedom, the industrialist was fighting for India's industrial freedom from the British?

किस प्रसिद्ध उद्योगपति के लिए महात्मा गांधी ने कहा था कि जब वह (गांधी) भारत की राजनीतिक स्वतंत्रता के लिए लड़ रहे थे, तो यह उद्योगपति भारत की औद्योगिक स्वतंत्रता के लिए अंग्रेजों से लड़ रहे थे?

[Question ID = 7953]

1. Ardeshir Godrej/अर्देशिर गोदरेज [Option ID = 31806]
2. Ramnarain Ruia/रामनारायण रुइया [Option ID = 31807]
3. Jamsetji Tata/जमशेदजी टाटा [Option ID = 31808]
4. Maharaja Sayajirao Gaekwad/महाराजा सयाजीराव गायकवाड़ [Option ID = 31809]

Correct Answer :-

- Jamsetji Tata/जमशेदजी टाटा [Option ID = 31808]

72) Which of the following events led to a fear of global recession and fall in stock markets in the first quarter of 2020?

निम्न में से किस घटना के कारण 2020 की पहली तिमाही में वैश्विक मंदी और शेयर बाजारों में गिरावट का डर बना?

[Question ID = 7954]

1. Outbreak of coronavirus/कोरोनावयरस का प्रकोप [Option ID = 31810]
2. News of melting of ice caps/बर्फ के टुकड़ों के पिघलने की खबर [Option ID = 31811]
3. Introduction of Bitcoins as a substitute of rupee coins/रुपए के सिक्कों के विकल्प के रूप में बिटकॉइन का आरम्भ [Option ID = 31812]
4. The withdrawal of US troops from Afghanistan/अफगानिस्तान से अमेरिकी सैनिकों की वापसी [Option ID = 31813]

Correct Answer :-

- Outbreak of coronavirus/कोरोनावयरस का प्रकोप [Option ID = 31810]

73) Which of the following country is going to host Commonwealth shooting and archery championship in January 2022?

जनवरी 2022 में कौन सा देश कॉमनवेल्थ शूटिंग और तीरंदाजी चैंपियनशिप की मेजबानी करने जा रहा है?

[Question ID = 7955]

1. Russia/रूस [Option ID = 31814]
2. India/भारत [Option ID = 31815]
3. China/चीन [Option ID = 31816]
4. England/इंग्लैंड [Option ID = 31817]

Correct Answer :-

- India/भारत [Option ID = 31815]

74) Which country is ranked at the top in the year 2019, for crude steel production in the world:

विश्व में कच्चे इस्पात के उत्पादन के लिए वर्ष 2019 में किस देश को शीर्ष स्थान दिया गया है?

[Question ID = 7956]

1. USA/संयुक्त राज्य अमेरिका [Option ID = 31818]
2. China/चीन [Option ID = 31819]
3. India/भारत [Option ID = 31820]
4. Japan/जापान [Option ID = 31821]

Correct Answer :-

- China/चीन [Option ID = 31819]

75) Which of the following are features of 'Safe Digital Banking'?

- A. Registering mobile number and email with banks for transaction alerts.
- B. Storing banking data safely in email apps for easy and safe access.
- C. Changing banking password regularly.
- D. Sharing banking passwords with family members or friends in times of emergency.

निम्नलिखित में से कौन सी सुरक्षित डिजिटल बैंकिंग की विशेषताएं हैं?

- A. लेनदेन अलर्ट के लिए बैंकों के साथ मोबाइल नंबर और ईमेल दर्ज करना
- B. आसान और सुरक्षित पहुंच के लिए ईमेल ऐप में सुरक्षित रूप से बैंकिंग डेटा संग्रहीत करना
- C. बैंकिंग पासवर्ड को नियमित रूप से बदलना
- D. आपातकालीन समय के लिए परिवार के सदस्यों या दोस्तों के साथ बैंकिंग पासवर्ड साझा करना

[Question ID = 7957]

1. Only A, B and C./केवल A, B और C
[Option ID = 31822]
2. Only A and B./केवल A और B
[Option ID = 31823]
3. Only B, C, and D./केवल B, C और D
[Option ID = 31824]
4. Only A and C./केवल A और C
[Option ID = 31825]

Correct Answer :-

- Only A and C./केवल A और C

[Option ID = 31825]

76) National workshop on Explosive Detection has developed a new Explosive detection device named as?

विस्फोटक संसूचन (सोज)पर राष्ट्रीय कार्यशाला ने एक नया विस्फोटक संसूचन यंत्र विकसित किया है जिसका नाम है

[Question ID = 7958]

1. Finder-X/फ़ाइंडर-X [Option ID = 31826]
2. TLoc-X/ट्लोक-X [Option ID = 31827]
3. EDetection-X/ईडेटेक्शन-X [Option ID = 31828]
4. Ralder-X/राल्डर-X [Option ID = 31829]

Correct Answer :-

- Ralder-X/राल्डर-X [Option ID = 31829]

77) A boy often complains of poor sense of numbers and is not able to do simple operations of addition and subtraction. Which of the following learning disability he must be likely to suffer from?

एक लड़के को अक्सर संख्याओं को समझने में परेशानी होती है और वह जोड़ और घटाव का सरल संचालन करने में सक्षम नहीं होता है निम्नलिखित में से कौन सी अधिगम विकलांगता से पीड़ित होने की संभावना है?

[Question ID = 7959]

1. Dyspraxia/डिस्प्रेक्सिया [Option ID = 31830]
2. Dyslexia/डिस्लेक्सिया [Option ID = 31831]
3. Dyscalculia/डिस्कैलकुलिया [Option ID = 31832]
4. Dysphasia/डिस्फेजिया [Option ID = 31833]

Correct Answer :-

- Dyscalculia/डिस्कैलकुलिया [Option ID = 31832]

78) Name the area in the brain which is associated with strong emotions:

मस्तिष्क के उस क्षेत्र का नाम बताएँ जो तीव्र संवेग से जुड़ा है:

[Question ID = 7960]

1. Medulla/मध्यांश (मेडुला)
[Option ID = 31834]
2. Cerebellum/अनुमस्तिष्क (सेरिबेलम)
[Option ID = 31835]
3. Cerebral cortex/प्रमस्तिष्क (सेरिब्रल कोर्टेक्स)
[Option ID = 31836]
4. Limbic system/मध्यांश (मेडुला)
[Option ID = 31837]

Correct Answer :-

- Limbic system/मध्यांश (मेडुला)

[Option ID = 31837]

79) Children who have marked difficulties in social interaction and communication across different contexts, a restricted range of interests, and strong desire for routine may have which of the following:

निम्न में से किस में सामाजिक अंतःक्रिया और संप्रेषण कौशलों तथा रूढ़िवादी तरीकों के व्यवहारों अभिरुचियों और गतिविधियों को समझने में कठिनाई आती है इन बच्चों को विभिन्न संदर्भों के अंतर्गत सामाजिक अंतःक्रिया और संप्रेषण में कठिनाई होती है, उनकी बहुत सीमित अभिरुचियाँ होती हैं तथा उनमें एक नियमित दिनचर्या की तीव्र इच्छा होती है

[Question ID = 7961]

1. Attention-Deficit / Hyperactivity Disorder (ADHD)/अवधान-न्यूनता अतिविक्रम विकार [Option ID = 31838]
2. Autism Spectrum Disorder/स्वलीनता वर्णक्रम विकार [Option ID = 31839]
3. Intellectual Disability/बौद्धिक अक्षमता [Option ID = 31840]
4. Specific Learning Disorder/विशिष्ट अधिगम विकार [Option ID = 31841]

Correct Answer :-

- Autism Spectrum Disorder/स्वलीनता वर्णक्रम विकार [Option ID = 31839]

80) Identify one of the primary goals of any treatment for anorexia nervosa is to:

क्षुधा अभाव (एनोरेक्सिया नर्वोसा)के लिए किसी भी उपचार के प्राथमिक लक्ष्यों में से एक को पहचानें:

[Question ID = 7962]

1. Replace binge eating with other behaviours/अनियंत्रित भोजन को अन्य व्यवहारों के साथ बदलें [Option ID = 31842]
2. Reduce weight to normal levels/वजन को सामान्य स्तर तक कम करें [Option ID = 31843]
3. Increase weight to normal levels/वजन को सामान्य स्तर तक बढ़ाएं [Option ID = 31844]
4. Stop the individual from eating/व्यक्ति को खाने से रोकें [Option ID = 31845]

Correct Answer :-

- Increase weight to normal levels/वजन को सामान्य स्तर तक बढ़ाएं [Option ID = 31844]

Topic:- BED S2 hindi P1

1) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

कामकाजी बच्चों की भी चाहत है कि वह पढ़-लिखकर ‘बड़ा आदमी’ बनें। इस चाहत में बच्चे अपने आपको स्कूल के दहलीज़ तक तो ले जाते हैं, किंतु परिस्थितिवश ज़्यादा देर टिक नहीं पाते।

जो बच्चे काम के साथ पढ़ाई करना चाहते हैं, वया स्कूल का वातावरण उनके अनुकूल है? बिल्कुल नहीं। उनके लिए अतिरिक्त व्यवस्था कर, उनके सपनों को भी स्कूल में जगह देने पर विचार ही नहीं किया गया। यही कारण है कि भारत में उच्च माध्यमिक स्तर आयु वर्ग में लगभग आधे बच्चे स्कूल नहीं जा पाते।

अगर हम चाहते हैं कि स्कूल एक ऐसी जगह बने जहाँ कामकाजी बच्चे भी सम्मानजनक तरीके से शिक्षा प्राप्त कर सकें तो शिक्षा व्यवस्था को लचीला बनाना होगा। हमें स्वीकार करना होगा कि सबका बचपन एक सा-नहीं होता। सामान्य परिवारों के बच्चों के बचपन और श्रमिक बच्चों के बचपन में बहुत अंतर है। स्कूलों में इन कामकाजी बच्चों के लिए अवसर और सुविधाएँ जब तक इस दृष्टि और समझ के साथ नहीं दी जाएँगी, तब तक यह संभव ही नहीं है। बहुबचपन समाज की एक सच्चाई है और इसे बहुत ही संवेदनशीलता, उदारता और व्यवहारिक समझ के साथ देखा जाना चाहिए। शिक्षा से इन बच्चों का जुड़ाव तभी सुगम और संभव होगा जब नीति निर्माताओं और शिक्षकों में बहुबचपन की स्पष्ट समझ बनी हो

प्रस्तुत गद्यांश में बड़ा आदमी शब्द किस सन्दर्भ में प्रयुक्त हुआ है?

[Question ID = 7964]

1. तयस्क आदमी के सन्दर्भ में

[Option ID = 31850]

2. सफल आदमी के सन्दर्भ में

[Option ID = 31851]

3. साक्षर आदमी के सन्दर्भ में

[Option ID = 31852]

4. वृद्ध आदमी के सन्दर्भ में

[Option ID = 31853]

Correct Answer :-

- सफल आदमी के सन्दर्भ में

[Option ID = 31851]

2) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

कामकाजी बच्चों की भी चाहत है कि वह पढ़-लिखकर ‘बड़ा आदमी’ बनें। इस चाहत में बच्चे अपने आपको स्कूल के दहलीज़ तक तो ले जाते हैं, किंतु परिस्थितिवश ज़्यादा देर टिक नहीं पाते।

जो बच्चे काम के साथ पढ़ाई करना चाहते हैं, वया स्कूल का वातावरण उनके अनुकूल है? बिल्कुल नहीं। उनके लिए अतिरिक्त व्यवस्था कर, उनके सपनों को भी स्कूल में जगह देने पर विचार ही नहीं किया गया। यही कारण है कि भारत में उच्च माध्यमिक स्तर आयु वर्ग में लगभग आधे बच्चे स्कूल नहीं जा पाते।

अगर हम चाहते हैं कि स्कूल एक ऐसी जगह बने जहाँ कामकाजी बच्चे भी सम्मानजनक तरीके से शिक्षा प्राप्त कर सकें तो शिक्षा व्यवस्था को लचीला बनाना होगा। हमें स्वीकार करना होगा कि सबका बचपन एक सा-नहीं होता। सामान्य परिवारों के बच्चों के बचपन और श्रमिक बच्चों के बचपन में बहुत अंतर है। स्कूलों में इन कामकाजी बच्चों के लिए अवसर और सुविधाएँ जब तक इस दृष्टि और समझ के साथ नहीं दी जाएँगी, तब तक यह संभव ही नहीं है। बहुबचपन समाज की एक सच्चाई है और इसे बहुत ही संवेदनशीलता, उदारता और व्यवहारिक समझ के साथ देखा जाना चाहिए। शिक्षा से इन बच्चों का जुड़ाव तभी सुगम और संभव होगा जब नीति निर्माताओं और शिक्षकों में बहुबचपन की स्पष्ट समझ बनी हो।

प्रस्तुत गद्यांश में “दहलीज़” शब्द का प्रयोग के रूप में हुआ है।

[Question ID = 7965]

1. मर्यादा

[Option ID = 31854]

2. रूकावट

[Option ID = 31855]

3. देहरी

[Option ID = 31856]

4. खिड़की

[Option ID = 31857]

Correct Answer :-

- देहरी

[Option ID = 31856]

3) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

कामकाजी बच्चों की भी चाहत है कि वह पढ़-लिखकर ‘बड़ा आदमी’ बनें। इस चाहत में बच्चे अपने आपको स्कूल के दहलीज़ तक तो ले जाते हैं, किंतु परिस्थितिवश ज़्यादा देर टिक नहीं पाते।

जो बच्चे काम के साथ पढ़ाई करना चाहते हैं, वया स्कूल का वातावरण उनके अनुकूल है? बिल्कुल नहीं। उनके लिए अतिरिक्त व्यवस्था कर, उनके सपनों को भी स्कूल में जगह देने पर विचार ही नहीं किया गया। यही कारण है कि भारत में उच्च माध्यमिक स्तर आयु वर्ग में लगभग आधे बच्चे स्कूल नहीं जा पाते।

अगर हम चाहते हैं कि स्कूल एक ऐसी जगह बने जहाँ कामकाजी बच्चे भी सम्मानजनक तरीके से शिक्षा प्राप्त कर सकें तो शिक्षा व्यवस्था को लचीला बनाना होगा। हमें स्वीकार करना होगा कि सबका बचपन एक सा-नहीं होता। सामान्य परिवारों के बच्चों के बचपन और श्रमिक बच्चों के बचपन में बहुत अंतर है। स्कूलों में इन कामकाजी बच्चों के लिए अवसर और सुविधाएँ जब तक इस दृष्टि और समझ के साथ नहीं दी जाएँगी, तब तक यह संभव ही नहीं है। बहुबचपन समाज की एक सच्चाई है और इसे बहुत ही संवेदनशीलता, उदारता और व्यवहारिक समझ के साथ देखा जाना चाहिए। शिक्षा से इन बच्चों का जुड़ाव तभी सुगम और संभव होगा जब नीति निर्माताओं और शिक्षकों में बहुबचपन की स्पष्ट समझ बनी हो।

लचीला शब्द उदाहरण है का

[Question ID = 7966]

1. संज्ञा
[Option ID = 31858]
2. सर्वनाम
[Option ID = 31859]
3. किर्याविशेषण
[Option ID = 31860]
4. विशेषण
[Option ID = 31861]
Correct Answer :-
● विशेषण
[Option ID = 31861]

4) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

कामकाजी बच्चों की भी चाहत है कि वह पढ़-लिखकर ‘बड़ा आदमी’ बनें। इस चाहत में बच्चे अपने आपको स्कूल के दहलीज़ तक तो ले जाते हैं, किंतु परिस्थितिवश ज़्यादा देर टिक नहीं पाते।

जो बच्चे काम के साथ पढ़ाई करना चाहते हैं, वया स्कूल का वातावरण उनके अनुकूल है? बिल्कुल नहीं। उनके लिए अतिरिक्त व्यवस्था कर, उनके सपनों को भी स्कूल में जगह देने पर विचार ही नहीं किया गया। यही कारण है कि भारत में उच्च माध्यमिक स्तर आयु वर्ग में लगभग आधे बच्चे स्कूल नहीं जा पाते।

अगर हम चाहते हैं कि स्कूल एक ऐसी जगह बने जहाँ कामकाजी बच्चे भी सम्मानजनक तरीके से शिक्षा प्राप्त कर सकें तो शिक्षा व्यवस्था को लचीला बनाना होगा। हमें स्वीकार करना होगा कि सबका बचपन एक सा-नहीं होता। सामान्य परिवारों के बच्चों के बचपन और श्रमिक बच्चों के बचपन में बहुत अंतर है। स्कूलों में इन कामकाजी बच्चों के लिए अवसर और सुविधाएँ जब तक इस दृष्टि और समझ के साथ नहीं दी जाएँगी, तब तक यह संभव ही नहीं है। बहुबचपन समाज की एक सच्चाई है और इसे बहुत ही संवेदनशीलता, उदारता और व्यवहारिक समझ के साथ देखा जाना चाहिए। शिक्षा से इन बच्चों का जुड़ाव तभी सुगम और संभव होगा जब नीति निर्माताओं और शिक्षकों में बहुबचपन की स्पष्ट समझ बनी हो।

बहुबचपन शब्द में ‘बहु’ क्या है?

[Question ID = 7967]

1. उपसर्ग
[Option ID = 31862]
2. किर्या
[Option ID = 31863]
3. प्रत्यय
[Option ID = 31864]
4. किर्याविशेषण
[Option ID = 31865]

Correct Answer :-
● उपसर्ग
[Option ID = 31862]

5) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

कामकाजी बच्चों की भी चाहत है कि वह पढ़-लिखकर ‘बड़ा आदमी’ बनें। इस चाहत में बच्चे अपने आपको स्कूल के दहलीज़ तक तो ले जाते हैं, किंतु परिस्थितिवश ज़्यादा देर टिक नहीं पाते।

जो बच्चे काम के साथ पढ़ाई करना चाहते हैं, वया स्कूल का वातावरण उनके अनुकूल है? बिल्कुल नहीं। उनके लिए अतिरिक्त व्यवस्था कर, उनके सपनों को भी स्कूल में जगह देने पर विचार ही नहीं किया गया। यही कारण है कि भारत में उच्च माध्यमिक स्तर आयु वर्ग में लगभग आधे बच्चे स्कूल नहीं जा पाते।

अगर हम चाहते हैं कि स्कूल एक ऐसी जगह बने जहाँ कामकाजी बच्चे भी सम्मानजनक तरीके से शिक्षा प्राप्त कर सकें तो शिक्षा व्यवस्था को लचीला बनाना होगा। हमें स्वीकार करना होगा कि सबका बचपन एक सा-नहीं होता। सामान्य परिवारों के बच्चों के बचपन और श्रमिक बच्चों के बचपन में बहुत अंतर है। स्कूलों में इन कामकाजी बच्चों के लिए अवसर और सुविधाएँ जब तक इस दृष्टि और समझ के साथ नहीं दी जाएँगी, तब तक यह संभव ही नहीं है। बहुबचपन समाज की एक सच्चाई है और इसे बहुत ही संवेदनशीलता, उदारता और व्यवहारिक समझ के साथ देखा जाना चाहिए। शिक्षा से इन बच्चों का जुड़ाव तभी सुगम और संभव होगा जब नीति निर्माताओं और शिक्षकों में बहुबचपन की स्पष्ट समझ बनी हो।

स्कूलों में कामकाजी बच्चों को भी स्थान देने के लिए किस प्रकार की शिक्षा व्यवस्था की आवश्यकता है?

[Question ID = 7968]

1. समतापूर्ण शिक्षा व्यवस्था
[Option ID = 31866]
2. समानतापूर्ण शिक्षा व्यवस्था
[Option ID = 31867]
3. विभेदीकृत शिक्षा व्यवस्था
[Option ID = 31868]
4. विकृत शिक्षा व्यवस्था
[Option ID = 31869]

Correct Answer :-

- समतापूर्ण शिक्षा व्यवस्था

[Option ID = 31866]

Topic:- BED S2 hindi P2

1) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

शिक्षता की प्राचीन, उत्तम ढंग से नियमित व्यवस्था शिक्षा के वैकल्पिक साधन के रूप में विकसित की जा सकती है न कि दोहन करने वाली व्यवस्था के रूप में बिना सोचे समझे बच्चों के हस्तशिल्प सीखने पर प्रतिबंध लगाने से उच्च अर्थोपार्जन करने में सक्षम कुशल कार्यबल का निर्माण करने का एकमात्र अवसर हाथ से जाता रहेगा इससे हम वे अवसर भी खो देंगे जिनसे बढ़ती हुई बेरोजगारी वाले इस देश में स्वरोजगार उपलब्ध हो सकें तथा ग्रामीण युवा और विशेषकर घरेलू महिलाओं के लिए भी रोजगार पैदा किए जा सकें लेकिन मुझे यह भी कहना है कि कोई बच्चा जो पंद्रह वर्ष की आयु से कम है और विद्यालय में नहीं है, वह बाल श्रमिक है यह बहुत दुःख की बात है कि भारत के हस्तशिल्प क्षेत्र में ज्यादातर ऐसा होता है कि शिल्पकारों के बच्चों को ही यह चुनाव करना है कि वे या तो अनपढ़ रहते हुए अपने पूर्वजों के कौशल सीखें (इस प्रकार से काम करते हुए और पारिवारिक आय में अपना योगदान देते हुए) या फिर औपचारिक शिक्षा लें

ग्रामीण और राज्य द्वारा दी जाने वाली शिक्षा के गिरते स्तर को देखते हुए यह कहा जा सकता है कि इस प्रकार की औपचारिक स्कूली शिक्षा उन बच्चों को भविष्य में वास्तव में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है रणथंभौर का एक ग्रामीण स्कूल शिक्षक अपनी इयूटी पर हाजिर होता है दैनिक उपस्थिति रजिस्टर में हस्ताक्षर करता है, और फिर टूरिस्ट गाइड के रूप में जंगलों में चला जाता है

मेरे लिए यह एक जरूरी चिंता है, गरीबी नहीं, जिसका उदाहरण बालश्रम की पैरवी करते हुए दिया जाता है परंतु क्या बच्चों के लिए वैकल्पिक शिक्षा के अवसर उपलब्ध हैं जो उन्हें उसी तरह के रोजगार के अवसर प्रदान कर सकें क्या बालश्रम हस्तांतरित हो सकता है - प्रशिक्षण और सशक्तीकरण के एक गतिमान नए रूप में? मुझे यहाँ यह स्पष्ट कर देना चाहिए कि मैं इस मुद्दे को आज पूर्ण रूप से शिल्प क्षेत्र के परिप्रेक्ष्य में देख रही हूँ, विशेषतः पारंपरिक घरेलू उद्योगों में तथा उनमें जो महिलाओं से संबंधित हैं

शिल्प कौशलों में प्रशिक्षण, चाहे घर में हो या पारंपरिक गुरु-शिष्य संबंध के द्वारा, को औद्योगिक प्रशिक्षण के रूप में पहचाने जाने की आवश्यकता है और उसे उसी तरह का सहयोग दिए जाने की आवश्यकता है जैसा कि तकनीकी और व्यावसिक शिक्षा के दूसरे रूपों को दिया जाता है परिवार, मास्टर, शिल्पकार, सहकारी समिति, संस्थान या गैर सरकारी संस्थान जो कि प्रशिक्षण दे रहे हैं, उन्हें कुछ वृत्ति जरूर दी जानी चाहिए ताकि नियोक्ता के बजाय बच्चे को कुछ धन मिल सके जो वे इस अवधि के दौरान कमा सकते हैं नहीं तो कौशल सिखाने के बहाने बन्धक बाल श्रमिकों की परंपरा के आगे हार मान लेने का एक प्रलोभन सा हमेशा ही रहेगा जैसा कि उत्तर प्रदेश और आंध्रप्रदेश के कांस्य उद्योग में दिखाई देता है जहाँ यह हस्तशिल्प पारिवारिक पेशा न रह कर एक बड़ी उद्योग गतिविधि में बदलता जा रहा है

(लैला तैयबजी, चाइल्ड लेबर इन क्राफ्ट्स ट्रेडक्राफ्ट वर्कशॉप, 2003)

उपर्युक्त गद्यांश में प्रयुक्त हुए शब्द ‘शिक्षता’ का अर्थ है?

[Question ID = 7970]

1. स्वरोज़गार की व्यवस्था

[Option ID = 31874]

2. प्रशिक्षण लेने की व्यवस्था

[Option ID = 31875]

3. मुनाफ़ा कमाने की व्यवस्था

[Option ID = 31876]

4. कारख़ाने मालिक बनाने की व्यवस्था

[Option ID = 31877]

Correct Answer :-

- प्रशिक्षण लेने की व्यवस्था

[Option ID = 31875]

2) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

शिक्षता की प्राचीन, उत्तम ढंग से नियमित व्यवस्था शिक्षा के वैकल्पिक साधन के रूप में विकसित की जा सकती है न कि दोहन करने वाली व्यवस्था के रूप में बिना सोचे समझे बच्चों के हस्तशिल्प सीखने पर प्रतिबंध लगाने से उच्च अर्थोपार्जन करने में सक्षम कुशल कार्यबल का निर्माण करने का एकमात्र अवसर हाथ से जाता रहेगा इससे हम वे अवसर भी खो देंगे जिनसे बढ़ती हुई बेरोजगारी वाले इस देश में स्वरोजगार उपलब्ध हो सकें तथा ग्रामीण युवा और विशेषकर घरेलू महिलाओं के लिए भी रोजगार पैदा किए जा सकें लेकिन मुझे यह भी कहना है कि कोई बच्चा जो पंद्रह वर्ष की आयु से कम है और विद्यालय में नहीं है, वह बाल श्रमिक है यह बहुत दुःख की बात है कि भारत के हस्तशिल्प क्षेत्र में ज्यादातर ऐसा होता है कि शिल्पकारों के बच्चों को ही यह चुनाव करना है कि वे या तो अनपढ़ रहते हुए अपने पूर्वजों के कौशल सीखें (इस प्रकार से काम करते हुए और पारिवारिक आय में अपना योगदान देते हुए) या फिर औपचारिक शिक्षा लें

ग्रामीण और राज्य द्वारा दी जाने वाली शिक्षा के गिरते स्तर को देखते हुए यह कहा जा सकता है कि इस प्रकार की औपचारिक स्कूली शिक्षा उन बच्चों को भविष्य में वास्तव में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है रणथंभौर का एक ग्रामीण स्कूल शिक्षक अपनी इयूटी पर हाजिर होता है दैनिक उपस्थिति रजिस्टर में हस्ताक्षर करता है, और फिर टूरिस्ट गाइड के रूप में जंगलों में चला जाता है

मेरे लिए यह एक जरूरी चिंता है, गरीबी नहीं, जिसका उदाहरण बालश्रम की पैरवी करते हुए दिया जाता है परंतु क्या बच्चों के लिए वैकल्पिक शिक्षा के अवसर उपलब्ध हैं जो उन्हें उसी तरह के रोजगार के अवसर प्रदान कर सकें क्या बालश्रम हस्तांतरित हो सकता है - प्रशिक्षण और सशक्तीकरण के एक गतिमान नए रूप में? मुझे यहाँ यह स्पष्ट कर देना चाहिए कि मैं इस मुद्दे को आज पूर्ण रूप से शिल्प क्षेत्र के परिप्रेक्ष्य में देख रही हूँ, विशेषतः पारंपरिक घरेलू उद्योगों में तथा उनमें जो महिलाओं से संबंधित हैं

शिल्प कौशलों में प्रशिक्षण, चाहे घर में हो या पारंपरिक गुरु-शिष्य संबंध के द्वारा, को औद्योगिक प्रशिक्षण के रूप में पहचाने जाने की आवश्यकता है और उसे उसी तरह का सहयोग दिए जाने की आवश्यकता है जैसा कि तकनीकी और व्यावसिक शिक्षा के दूसरे रूपों को दिया जाता है परिवार, मास्टर, शिल्पकार, सहकारी समिति, संस्थान या गैर सरकारी संस्थान जो कि प्रशिक्षण दे रहे हैं, उन्हें कुछ वृत्ति जरूर दी जानी चाहिए ताकि नियोक्ता के बजाय बच्चे को कुछ धन मिल सके जो वे इस अवधि के दौरान कमा सकते हैं नहीं तो कौशल सिखाने के बहाने बन्धक बाल श्रमिकों की परंपरा के आगे हार मान लेने का एक प्रलोभन सा हमेशा ही रहेगा जैसा कि उत्तर प्रदेश और आंध्रप्रदेश के कांस्य उद्योग में दिखाई देता है जहाँ यह हस्तशिल्प पारिवारिक पेशा न रह कर एक बड़ी उद्योग गतिविधि में बदलता जा रहा है

(लैला तैयबजी, चाइलड लेबर इन क्राफ्ट्स ट्रेडक्राफ्ट वर्कशॉप, 2003)

उपरोक्त गद्यांश में भारत के हस्तशिल्प क्षेत्र का महत्व निम्नलिखित में से किस रूप में परिलक्षित नहीं होता है?

[Question ID = 7971]

1. यह उच्च अर्थोपार्जन करने में सक्षम कुशल कार्यबल का निर्माण करता है
- [Option ID = 31878]
2. यह बढ़ती हुई बेरोजगारी वाले इस देश में स्वरोजगार उपलब्ध करता है
- [Option ID = 31879]
3. यह ग्रामीण युवा और विशेषकर घरेलू महिलाओं के लिए रोजगार पैदा करता है
- [Option ID = 31880]
4. यह बाल श्रमिक जैसी व्यवस्था का ख़ात्मा करता है
- [Option ID = 31881]

Correct Answer :-

- यह बाल श्रमिक जैसी व्यवस्था का ख़ात्मा करता है
- [Option ID = 31881]

3) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

शिक्षता की प्राचीन, उत्तम ढंग से नियमित व्यवस्था शिक्षा के वैकल्पिक साधन के रूप में विकसित की जा सकती है न कि दोहन करने वाली व्यवस्था के रूप में बिना सोचे समझे बच्चों के हस्तशिल्प सीखने पर प्रतिबंध लगाने से उच्च अर्थोपार्जन करने में सक्षम कुशल कार्यबल का निर्माण करने का एकमात्र अवसर हाथ से जाता रहेगा इससे हम वे अवसर भी खो देंगे जिनसे बढ़ती हुई बेरोजगारी वाले इस देश में स्वरोजगार उपलब्ध हो सकें तथा ग्रामीण युवा और विशेषकर घरेलू महिलाओं के लिए भी रोजगार पैदा किए जा सकें लेकिन मुझे यह भी कहना है कि कोई बच्चा जो पंद्रह वर्ष की आयु से कम है और विद्यालय में नहीं है, वह बाल श्रमिक है यह बहुत दुःख की बात है कि भारत के हस्तशिल्प क्षेत्र में ज्यादातर ऐसा होता है कि शिल्पकारों के बच्चों को ही यह चुनाव करना है कि वे या तो अनपढ़ रहते हुए अपने पूर्वजों के कौशल सीखें (इस प्रकार से काम करते हुए और पारिवारिक आय में अपना योगदान देते हुए) या फिर औपचारिक शिक्षा लें

ग्रामीण और राज्य द्वारा दी जाने वाली शिक्षा के गिरते स्तर को देखते हुए यह कहा जा सकता है कि इस प्रकार की औपचारिक स्कूली शिक्षा उन बच्चों को भविष्य में वास्तव में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है गणेशभौर का एक ग्रामीण स्कूल शिक्षक अपनी इयूटी पर हाजिर होता है दैनिक उपस्थिति रजिस्टर में हस्ताक्षर करता है, और फिर ट्रिस्ट गाइड के रूप में जंगलों में चला जाता है

मेरे लिए यह एक जरूरी चिंता है, गरीबी नहीं, जिसका उदाहरण बालश्रम की पैरवी करते हुए दिया जाता है परंतु क्या बच्चों के लिए वैकल्पिक शिक्षा के अवसर उपलब्ध हैं जो उन्हें उसी तरह के रोजगार के अवसर प्रदान कर सकें क्या बालश्रम हस्तांतरित हो सकता है - प्रशिक्षण और सशक्तीकरण के एक गतिमान नए रूप में? मुझे यहीं यह स्पष्ट कर देना चाहिए कि मैं इस मुद्दे को आज पूर्ण रूप से शिल्प क्षेत्र के परिप्रेक्ष्य में देख रही हूँ, विशेषतः पारंपरिक घरेलू उद्योगों में तथा उनमें जो महिलाओं से संबंधित हैं

शिल्प कौशलों में प्रशिक्षण, चाहे घर में हो या पारंपरिक गुरु-शिष्य संबंध के द्वारा, को औद्योगिक प्रशिक्षण के रूप में पहचाने जाने की आवश्यकता है और उसे उसी तरह का सहयोग दिए जाने की आवश्यकता है जैसा कि तकनीकी और व्यावसायिक शिक्षा के दूसरे रूपों को दिया जाता है परिवार, मास्टर, शिल्पकार, सहकारी समिति, संस्थान या गैर सरकारी संस्थान जो कि प्रशिक्षण दे रहे हैं, उन्हें कुछ वृत्ति जरूर दी जानी चाहिए ताकि नियोक्ता के बजाय बच्चे को कुछ धन मिल सके जो वे इस अवधि के दौरान कमा सकते हैं नहीं तो कौशल सिखाने के बहाने बन्धक बाल श्रमिकों की परंपरा के आगे हार मान लेने का एक प्रलोभन सा हमेशा ही रहेगा जैसा कि उत्तर प्रदेश और आंध्रप्रदेश के कांस्य उद्योग में दिखाई देता है जहाँ यह हस्तशिल्प पारिवारिक पेशा न रह कर एक बड़ी उद्योग गतिविधि में बदलता जा रहा है

(लैला तैयबजी, चाइलड लेबर इन क्राफ्ट्स ट्रेडक्राफ्ट वर्कशॉप, 2003)

शिल्प कौशलों में प्रशिक्षण को औद्योगिक प्रशिक्षण के रूप स्थापित करने के लिए करना होगा:

[Question ID = 7972]

1. गुरु-शिष्य परंपरा को बढ़ावा
- [Option ID = 31882]
2. सांस्थानिक वृत्ति की व्यवस्था
- [Option ID = 31883]
3. रहने और भोजन की व्यवस्था
- [Option ID = 31884]
4. अच्छे प्रशिक्षक की व्यवस्था
- [Option ID = 31885]

Correct Answer :-

- सांस्थानिक वृत्ति की व्यवस्था
- [Option ID = 31883]

4) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

शिक्षता की प्राचीन, उत्तम ढंग से नियमित व्यवस्था शिक्षा के वैकल्पिक साधन के रूप में विकसित की जा सकती है न कि दोहन करने वाली व्यवस्था के रूप में बिना सोचे समझे बच्चों के हस्तशिल्प सीखने पर प्रतिबंध लगाने से उच्च अर्थोपार्जन करने में सक्षम कुशल कार्यबल का निर्माण करने का एकमात्र अवसर हाथ से जाता रहेगा इससे हम वे अवसर भी खो देंगे जिनसे बढ़ती हुई बेरोजगारी वाले इस देश में स्वरोजगार उपलब्ध हो सकें तथा ग्रामीण युवा और विशेषकर घरेलू महिलाओं के लिए भी रोजगार पैदा किए जा सकें लेकिन मुझे यह भी कहना है कि कोई बच्चा जो पंद्रह वर्ष की आयु से कम है और विद्यालय में नहीं है, वह बाल श्रमिक है यह बहुत दुःख की बात है कि भारत के हस्तशिल्प क्षेत्र में ज्यादातर ऐसा होता है कि शिल्पकारों के बच्चों को ही यह चुनाव करना है कि वे या तो अनपढ़ रहते हुए अपने पूर्वजों के कौशल सीखें (इस प्रकार से काम करते हुए और पारिवारिक आय में अपना योगदान देते हुए) या फिर औपचारिक शिक्षा लें

ग्रामीण और राज्य द्वारा दी जाने वाली शिक्षा के गिरते स्तर को देखते हुए यह कहा जा सकता है कि इस प्रकार की औपचारिक स्कूली शिक्षा उन बच्चों को भविष्य में वास्तव में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है रणथंभौर का एक ग्रामीण स्कूल शिक्षक अपनी इयूटी पर हाजिर होता है दैनिक उपस्थिति रजिस्टर में हस्ताक्षर करता है, और फिर ट्रिस्ट गाइड के रूप में जंगलों में चला जाता है

मेरे लिए यह एक जरूरी चिंता है, गरीबी नहीं, जिसका उदाहरण बालश्रम की पैरवी करते हुए दिया जाता है परंतु क्या बच्चों के लिए वैकल्पिक शिक्षा के अवसर उपलब्ध हैं जो उन्हें उसी तरह के रोजगार के अवसर प्रदान कर सकें क्या बालश्रम हस्तांतरित हो सकता है - प्रशिक्षण और सशक्तीकरण के एक गतिमान नए रूप में? मुझे यहाँ यह स्पष्ट कर देना चाहिए कि मैं इस मुद्दे को आज पूर्ण रूप से शिल्प क्षेत्र के परिप्रेक्ष्य में देख रही हूँ, विशेषतः पारंपरिक घरेलू उद्योगों में तथा उनमें जो महिलाओं से संबंधित हैं

शिल्प कौशलों में प्रशिक्षण, चाहे घर में हो या पारंपरिक गुरु-शिष्य संबंध के द्वारा, को औद्योगिक प्रशिक्षण के रूप में पहचाने जाने की आवश्यकता है और उसे उसी तरह का सहयोग दिए जाने की आवश्यकता है जैसा कि तकनीकी और व्यावयिक शिक्षा के दूसरे रूपों को दिया जाता है परिवार, मास्टर, शिल्पकार, सहकारी समिति, संस्थान या गैर सरकारी संस्थान जो कि प्रशिक्षण दे रहे हैं, उन्हें कुछ वृत्ति जरूर दी जानी चाहिए ताकि नियोक्ता के बजाय बच्चे को कुछ धन मिल सके जो वे इस अवधि के दौरान कमा सकते हैं नहीं तो कौशल सिखाने के बहाने बन्धक बाल श्रमिकों की परंपरा के आगे हार मान लेने का एक प्रलोभन सा हमेशा ही रहेगा जैसा कि उत्तर प्रदेश और आंध्रप्रदेश के कांस्य उद्योग में दिखाई देता है जहाँ यह हस्तशिल्प पारिवारिक पेशा न रह कर एक बड़ी उद्योग गतिविधि में बदलता जा रहा है

(लैला तैयबजी, चाइल्ड लेबर इन क्राफ्ट्स ट्रेडक्राफ्ट वर्कशॉप, 2003)

औपचारिक स्कूली शिक्षा शिल्पकारों के बच्चों को भविष्य में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है क्योंकि:

[Question ID = 7973]

1. शिल्पकारों के बच्चे औपचारिक शिक्षा के लिए अयोग्य हैं

[Option ID = 31886]

2. शिल्पकारों के बच्चों में औपचारिक शिक्षा के प्रति अरुचि है

[Option ID = 31887]

3. अधिकांश शिल्पकारों के बच्चे बालश्रमिक हैं

[Option ID = 31888]

4. राज्य गुणवत्तापूर्ण शिक्षा देने में अक्षम है

[Option ID = 31889]

Correct Answer :-

- राज्य गुणवत्तापूर्ण शिक्षा देने में अक्षम है

[Option ID = 31889]

5) निम्नलिखित गद्यांश को पढ़ें और उस पर आधारित निम्न प्रश्नों के उत्तर दें:

शिक्षुता की प्राचीन, उत्तम ढंग से नियमित व्यवस्था शिक्षा के वैकल्पिक साधन के रूप में विकसित की जा सकती है न कि दोहन करने वाली व्यवस्था के रूप में बिना सोचे समझे बच्चों के हस्तशिल्प सीखने पर प्रतिबंध लगाने से उच्च अर्थोपार्जन करने में सक्षम कुशल कार्यबल का निर्माण करने का एकमात्र अवसर हाथ से जाता रहेगा इससे हम वे अवसर भी खो देंगे जिनसे बढ़ती हुई बेरोजगारी वाले इस देश में स्वरोजगार उपलब्ध हो सकें तथा ग्रामीण युवा और विशेषकर घरेलू महिलाओं के लिए भी रोजगार पैदा किए जा सकें लेकिन मुझे यह भी कहना है कि कोई बच्चा जो पंद्रह वर्ष की आयु से कम है और विद्यालय में नहीं है, वह बाल श्रमिक है यह बहुत दुख की बात है कि भारत के हस्तशिल्प क्षेत्र में ज्यादातर ऐसा होता है कि शिल्पकारों के बच्चों को ही यह चुनाव करना है कि वे या तो अनपढ़ रहते हुए अपने पूर्वजों के कौशल सीखें (इस प्रकार से काम करते हुए और पारिवारिक आय में अपना योगदान देते हुए) या फिर औपचारिक शिक्षा लें

ग्रामीण और राज्य द्वारा दी जाने वाली शिक्षा के गिरते स्तर को देखते हुए यह कहा जा सकता है कि इस प्रकार की औपचारिक स्कूली शिक्षा उन बच्चों को भविष्य में वास्तव में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है रणथंभौर का एक ग्रामीण स्कूल शिक्षक अपनी इयूटी पर हाजिर होता है दैनिक उपस्थिति रजिस्टर में हस्ताक्षर करता है, और फिर ट्रिस्ट गाइड के रूप में जंगलों में चला जाता है

मेरे लिए यह एक जरूरी चिंता है, गरीबी नहीं, जिसका उदाहरण बालश्रम की पैरवी करते हुए दिया जाता है परंतु क्या बच्चों के लिए वैकल्पिक शिक्षा के अवसर उपलब्ध हैं जो उन्हें उसी तरह के रोजगार के अवसर प्रदान कर सकें क्या बालश्रम हस्तांतरित हो सकता है - प्रशिक्षण और सशक्तीकरण के एक गतिमान नए रूप में? मुझे यहाँ यह स्पष्ट कर देना चाहिए कि मैं इस मुद्दे को आज पूर्ण रूप से शिल्प क्षेत्र के परिप्रेक्ष्य में देख रही हूँ, विशेषतः पारंपरिक घरेलू उद्योगों में तथा उनमें जो महिलाओं से संबंधित हैं

शिल्प कौशलों में प्रशिक्षण, चाहे घर में हो या पारंपरिक गुरु-शिष्य संबंध के द्वारा, को औद्योगिक प्रशिक्षण के रूप में पहचाने जाने की आवश्यकता है और उसे उसी तरह का सहयोग दिए जाने की आवश्यकता है जैसा कि तकनीकी और व्यावयिक शिक्षा के दूसरे रूपों को दिया जाता है परिवार, मास्टर, शिल्पकार, सहकारी समिति, संस्थान या गैर सरकारी संस्थान जो कि प्रशिक्षण दे रहे हैं, उन्हें कुछ वृत्ति जरूर दी जानी चाहिए ताकि नियोक्ता के बजाय बच्चे को कुछ धन मिल सके जो वे इस अवधि के दौरान कमा सकते हैं नहीं तो कौशल सिखाने के बहाने बन्धक बाल श्रमिकों की परंपरा के आगे हार मान लेने का एक प्रलोभन सा हमेशा ही रहेगा जैसा कि उत्तर प्रदेश और आंध्रप्रदेश के कांस्य उद्योग में दिखाई देता है जहाँ यह हस्तशिल्प पारिवारिक पेशा न रह कर एक बड़ी उद्योग गतिविधि में बदलता जा रहा है

(लैला तैयबजी, चाइल्ड लेबर इन क्राफ्ट्स ट्रेडक्राफ्ट वर्कशॉप, 2003)

औपचारिक स्कूली शिक्षा शिल्पकारों के बच्चों को भविष्य में जीविकोपार्जन के योग्य बनाने में सक्षम नहीं है क्योंकि:

[Question ID = 7974]

1. कौशल सिखाने के बहाने बाल श्रमिकों की परंपरा स्थापित करना

[Option ID = 31890]

2. शिल्पकारों द्वारा अपने बच्चों को काम पर लगाना

[Option ID = 31891]

3. बच्चों में एक दूसरे को देखकर बालश्रम के प्रति झुकाव होना

[Option ID = 31892]

4. पंद्रह वर्ष की आयु से कम के बच्चों का स्वरोजगार करना

[Option ID = 31893]

Correct Answer :-

- कौशल सिखाने के बढ़ाने बाल श्रमिकों की परंपरा स्थापित करना

[Option ID = 31890]

Topic:- BED S2 eng P2

1) Read the passage given below and answer the following questions:

The phrase “white privilege” is one that rubs a lot of white people the wrong way. It can trigger something in them that shuts down conversation or at least makes them very defensive. (Especially those who grew up relatively less privileged than other folks around them). And I’ve seen more than once where this happens and the next move in the conversation is for the person who brought up white privilege to say, “The reason you’re getting defensive is because you’re feeling the discomfort of having your privilege exposed.”

I’m sure that’s true sometimes. And I’m sure there are a lot of people, white and otherwise, who can attest to a kind of a-ha moment or paradigm shift where they “got” what privilege means and they did realize they had been getting defensive because they were uncomfortable at having their privilege exposed. But I would guess that more often than not, the frustration and the shutting down is about something else. It comes from the fact that nobody wants to be a racist. And the move “you only think that because you’re looking at this from the perspective of privilege” or the more terse and confrontational “check your privilege!” kind of sound like an accusation that someone is a racist (if they don’t already understand privilege). And the phrase “white privilege” kind of sounds like, “You are a racist and there’s nothing you can do about it because you were born that way.”

And if this were what “white privilege” meant—which it is not—defensiveness and frustration would be the appropriate response. But privilege talk is not intended to make a moral assessment or a moral claim about the privileged at all. It is about systemic imbalance. It is about injustices that have arisen because of the history of racism that birthed the way things are now. It’s not saying, “You’re a bad person because you’re white.” It’s saying, “The system is skewed in ways that you maybe haven’t realized or had to think about precisely because it’s skewed in YOUR favor.”

I am white. So I have not experienced racial privilege from the “under” side firsthand. But my children (and a lot of other people I love) are not white. And so I care about privilege and what it means for racial justice in our country. And one experience I have had firsthand, which has helped me to understand privilege and listen to privilege talk without feeling defensive, is riding my bike.

If I am on the sidewalk—which is sometimes the safest place to be—people will yell at me to get on the road. People in cars think it’s funny to roll down their window and yell something right when they get beside me. Or to splash me on purpose. People I have never met are angry at me for just being on a bike in “their” road and they let me know with colorful language and other acts of aggression.

I can imagine that for people of color life in a white-majority context feels a bit like being on a bicycle in midst of traffic. They have the right to be on the road, and laws on the books to make it equitable, but that doesn’t change the fact that they are on a bike in a world made for cars. Experiencing this when I’m on my bike in traffic has helped me to understand what privilege talk is really about.

...This is what privilege is about. Like drivers, nice, non-aggressive white people can move in the world without thinking about the “potholes” or the “gravel” that people of color have to navigate, or how things that they do—not intending to hurt or endanger anyone—might actually be making life more difficult or more dangerous for a person of color. Talk about white privilege is a way of trying to make visible the fact that system is not neutral, it is not a level-playing field, it’s not the same experience for everyone. There are biases and imbalances and injustices built into the warp and woof of our culture.

The author has used the analogy of bike riding to talk about white privilege. From the statements given below choose the one which is an example of an analogy.

[Question ID = 7976]

- That’s as useful as rearranging deck chairs on the Titanic.

[Option ID = 31898]

- The promise between us was a delicate flower.

[Option ID = 31899]

- That new car cost an arm and a leg.

[Option ID = 31900]

- Elsa said that she has changed but actions speak louder than words.

[Option ID = 31901]

Correct Answer :-

- That’s as useful as rearranging deck chairs on the Titanic.

[Option ID = 31898]

2) Read the passage given below and answer the following questions:

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In the context of the passage which of the following is not true?

[Question ID = 7977]

1. Talk about white privilege causes discomfort among a lot of Whites

[Option ID = 31902]

2. Talk about white privilege has the purpose of making moral assessment about the Whites

[Option ID = 31903]

3. White privilege is caused by systemic imbalances

[Option ID = 31904]

4. White privilege is about inequalities rooted in racism

[Option ID = 31905]

Correct Answer :-

- Talk about white privilege has the purpose of making moral assessment about the Whites

[Option ID = 31903]

3) Read the passage given below and answer the following questions:

The phrase “white privilege” is one that rubs a lot of white people the wrong way. It can trigger something in them that shuts down conversation or at least makes them very defensive. (Especially those who grew up relatively less privileged than other folks around them). And I’ve seen more than once where this happens and the next move in the conversation is for the person who brought up white privilege to say, “The reason you’re getting defensive is because you’re feeling the discomfort of having your privilege exposed.”

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Which of the following is not implied by the author in the passage?

[Question ID = 7978]

1. Talk about white privilege can be a source of embarrassment for the Whites

[Option ID = 31906]

2. What the law states is entirely different from what happens in the real world

[Option ID = 31907]

3. White people can navigate their day to day life without thinking about white privilege

[Option ID = 31908]

4. White people can never truly understand the concept of white privilege

[Option ID = 31909]

Correct Answer :-

- White people can never truly understand the concept of white privilege

[Option ID = 31909]

4) Read the passage given below and answer the following questions:

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“Virat Kohli is known for his hostility towards opponents on field.” Which of the following forms of words from the passage can best replace the underlined word?

[Question ID = 7979]

1. aggression

[Option ID = 31910]

2. defensiveness

[Option ID = 31911]

3. frustration

[Option ID = 31912]

4. racism

[Option ID = 31913]

Correct Answer :-

• aggression

[Option ID = 31910]

5) Read the passage given below and answer the following questions:

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Which of the following things is not true in the context of bike riding?

[Question ID = 7980]

1. Roads are built for automobile owners

[Option ID = 31914]

2. People intentionally endanger the lives of bike riders

[Option ID = 31915]

3. Laws on the books are not equitable after all

[Option ID = 31916]

4. Bike riders get yelled at from both pedestrians and automobile owners

[Option ID = 31917]

Correct Answer :-

- People intentionally endanger the lives of bike riders

[Option ID = 31915]