

PREVIEW QUESTION BANK(Dual)

Module Name : DoPT-LDCE Paper II

Exam Date : 14-Oct-2023 Batch : 14:00-17:00

Sr. No.	Client Question ID	Question Body and Alternatives	Marks	Ne
Objective Question				
1	7001	The provisions of Leave Rules are given in: 1. FR and SR Part III 2. FR and SR Part II 3. FR and SR Part I 4. FR and SR Part IV छुट्टी नियम के उपबंध किसमें उल्लिखित हैं ? 1. एफ आर एवं एस आर, भाग - III 2. एफ आर एवं एस आर, भाग - II 3. एफ आर एवं एस आर, भाग - I 4. एफ आर एवं एस आर, भाग - IV A1 1 : A2 2 : A3 3 : A4 4 :	1.0	(
Objective Question				
2	7002	A government servant has 260 days EL and 200 days of HPL in his leave account at the time of his retirement. How many days of leave encashment shall be admissable to him? 1. 280 days 2. 300 days 3. 260 days 4. 360 days किसी सरकारी सेवक के पास उसकी सेवानिवृत्ति के समय 260 दिनों का ई एल और 200 दिनों का एच पी एल उपलब्ध है। उन्हें कितने दिन का अवकाश भुगतान (नकदीकरण) प्राप्त हो सकेगा ? 1. 280 दिन 2. 300 दिन 3. 260 दिन 4. 360 दिन A1 1 : A2 2 :	1.0	(

		A3 3 : 3 A4 4 : 4	
--	--	----------------------------------	--

Objective Question

3	7003	Which one is correct in terms of Child Adoption Leave? 1. If the age of the adopted child is below one year on the date of valid adoption, leave upto 180 days may be allowed. 2. If the age of the adopted child is above one year but less than three years, leave upto 365 days may be allowed. 3. Child adoption hence is admissible in case of a female Government Servant who is already having upto two surviving children at the time of adoption. 4. Child Adoption Leave can only be combined with Earned Leave. गोद लेने संबंधी अवकाश के संदर्भ में कौन एक सही है ? 1. यदि गोद लिए गए बालक की आयु वैध-गोद अवकाश की तिथि के समय 1 से कम वर्ष है तो 180 दिन तक का अवकाश दिया जा सकता है। 2. यदि गोद लिए गए बालक की आयु 1 वर्ष से अधिक किंतु 3 वर्ष से कम हो तो 360 दिनों का अवकाश दिया जा सकता है। 3. किसी अधिकारी महिला सरकारी सेवक के मामले में गोद लेने संबंधी अवकाश उस स्थिति में ग्राह्य होता है जबकि गोद लेने के समय उसके पास पहले से दो जीवित बच्चे हों। 4. गोद लेने संबंधी अवकाश केवल अर्जित छुट्टी के साथ युग्मित किया जा सकता है। A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
---	------	---	-----	---

Objective Question

4	7004	Child Care Leave to a female Government servant is granted during her entire service for taking care of two eldest surviving children, upto a maximum of: 1. 180 days 2. 360 days 3. 730 days 4. 820 days किसी महिला सरकारी सेवक को उसके संपूर्ण सेवाकाल के दौरान बाल-देखभाल अवकाश के अंतर्गत सबसे बड़े दो जीवित बच्चे (बालक) की देखभाल हेतु अधिकतम कितने दिनों का अवकाश स्वीकृत किया जा सकता है ? 1. 180 दिन 2. 360 दिन 3. 730 दिन 4. 820 दिन A1 1 : 1 A2 2 : 2 A3 3 : 3	1.0	(
---	------	--	-----	---

		3 A4 : 4	
Objective Question			
5	7005	Earned leave shall be credited to the leave account of a Government servant for each completed calender month of service at the rate of: 1. $2\frac{1}{2}$ days 2. 3 days 3. $3\frac{1}{2}$ days 4. 4 days किसी सरकारी सेवक के अवकाश खाते में उसकी सेवा के प्रत्येक पूर्ण किए गए कैलेंडर माह हेतु कितने दिनों की दर से अर्जित अवकाश प्रदान किया जाता है ? 1. $2\frac{1}{2}$ दिन 2. 3 दिन 3. $3\frac{1}{2}$ दिन 4. 4 दिन A1 : 1 A2 : 2 A3 : 3 A4 : 4	1.0 (C)
Objective Question			
6	7006	Which of the following is correct in terms of RH, CL, EL of the employees in each calender year? 1. 4, 6, 15 2. 2, 8, 15 3. 2, 8, 20 4. 2, 8, 30 प्रत्येक कैलेंडर वर्ष में कर्मचारियों को प्रदत्त आर एच, सी एल, ई एल के सन्दर्भ में निम्नलिखित में से कौन-सा सही है ? 1. 4, 6, 15 2. 2, 8, 15 3. 2, 8, 20 4. 2, 8, 30 A1 : 1 A2 : 2 A3 : 3	1.0 (C)

		A4 4 : 4		
Objective Question				
7	7007	Half-Pay Leave upto a maximum of how many days is allowed to be commuted during the entire service to be utilized for an approved study course? 1. 60 days 2. 180 days 3. 240 days 4. 365 days किसी स्वीकृत अध्ययन पाठ्यक्रम हेतु उपयोग के लिए संपूर्ण सेवाकाल के दौरान अधिकतम कितने दिनों तक का अर्ध वेतन अवकाश अनुमन्य किया जा सकता है ? 1. 60 दिन 2. 180 दिन 3. 240 दिन 4. 365 दिन A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				
8	7008	During the period of Child Care Leave (CCL), salary is payable at full rate for the first: 1. 365 days of CCL 2. 360 days of CCL 3. 240 days of CCL 4. 300 days of CCL बालक देखभाल अवकाश (सी सी एल) की अवधि में प्रथम कितने दिनों तक का पूर्ण दर पर वेतन देय होता है ? 1. 365 दिनों तक के सी सी एल 2. 360 दिनों तक के सी सी एल 3. 240 दिनों तक के सी सी एल 4. 360 दिनों तक के सी सी एल A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				

9	7009	In case of a disabled child, Child Care Leave will be allowed upto the child's age of: 1. 18 years of age 2. 22 years of age 3. Irrespective of age 4. 25 years of age दिव्यांग बच्चे के संदर्भ में, बच्चे की किस उम्र तक बालक देखभाल अवकाश की स्वीकृति दी जाएगी ? 1. 18 वर्ष की आयु तक 2. 22 वर्ष की आयु तक 3. आयु पर विचार किए बिना 4. 25 वर्ष की आयु तक A1 1 : A2 2 : A3 3 : A4 4 :	1.0	C
---	------	--	-----	---

Objective Question

10	7010	Under Rule 38(1) of CCS (Leave) Rules, Earned Leave may be taken at a time up to how many days as Leave Preparatory to Retirement? 1. 180 days 2. 240 days 3. 300 days 4. 360 days सी सी एस (छुट्टी) नियम के नियम 38(1) के अंतर्गत सेवानिवृत्ति पूर्व छुट्टी के रूप में कितने दिनों तक का अर्जित छुट्टी लिया जा सकती है ? 1. 180 दिन 2. 240 दिन 3. 300 दिन 4. 360 दिन A1 1 : A2 2 : A3 3 : A4 4 :	1.0	C
----	------	---	-----	---

Objective Question

11	7011		1.0	C
----	------	--	-----	---

Under Rule 32 (2) (a) of CCL Leave Rules, Government officials can avail Extraordinary Leave with or without medical certificate upto:

1. One month
2. Two months
3. Three months
4. Four months

नियम 32(2)(क) के अधीन सरकारी सेवक चिकित्सा प्रमाण पत्र के आधार पर अथवा बिना चिकित्सा प्रमाण पत्र के असाधारण छुट्टी का उपभोग कर सकते हैं :

1. एक माह
2. दो माह
3. तीन माह
4. चार माह

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

12 7012

Paternity Leave is admissible on valid adoption of a child below the age of:

1. Three months
2. Four months
3. Six months
4. One year

निम्नलिखित किस आयु से कम के बच्चे को वैध तरीके से गोद ले लिए जाने पर पितृत्व अवकाश स्वीकृत होता है ?

1. तीन माह
2. चार माह
3. छः माह
4. एक वर्ष

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

13 7013

1.0

Upto how many days leave can be granted to a female government servant on the recommendations of the Internal Complaints Committee while a complaint is pending inquiry?

1. One month
2. Two months
3. Three months
4. Four months

किसी सरकारी महिला कर्मचारी को विभागीय शिकायत समिति की सिफारिश पर लंबित जांच की शिकायत की स्थिति में कितने दिनों तक की छुट्टी (अवकाश) को मंजूर किया जा सकता है ?

1. एक माह
2. दो माह
3. तीन माह
4. चार माह

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

14 7014

1.0 (C

The emoluments for calculation of gratuity include:

1. Basic pay last drawn plus DA thereon
2. Basic pay only
3. Basic pay last drawn or average emoluments whichever is higher
4. Basic pay last drawn plus DA or average emoluments plus DA whichever is higher

उपदान की गणना हेतु परिलब्धियों में सम्मिलित हैं ?

1. अंतिम आहरित मूल वेतन एवं उस पर देय महंगाई भत्ता
2. केवल मूल वेतन
3. अंतिम आहरित मूल वेतन अथवा औसत परिलब्धियाँ, जो भी अधिक हों
4. अंतिम आहरित मूल वेतन और महंगाई भत्ता अथवा औसत परिलब्धियाँ, जो भी अधिक हों

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

15 7015

1.0 (C

The date of birth of a pensioner is 15th October. On attaining the age of 80 years, additional pension at the rate of 20% will be admissible from:

1. 1st October
2. 15th October
3. 1st November
4. 16th October

किसी पेंशनर की जन्म तिथि 15 अक्टूबर है, 80 वर्ष की आयु पूरी होने पर 20% की दर पर अतिरिक्त पेंशन निम्नलिखित किस तिथि से देय होगी ?

1. 1 अक्टूबर
2. 15 अक्टूबर
3. 1 नवंबर
4. 16 अक्टूबर

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

16 7016

When one enhanced rate and another normal rate of family pension is paid to a child in respect of his/her parents, then maximum of both shall be limited to:

1. Rs. 1,25,000 per month
2. Rs. 1,00,000 per month
3. Rs. 75,000 per month
4. Rs. 50,000 per month

किसी बच्चे को उसके अभिभावकों के संदर्भ में जब पारिवारिक पेंशन की एक बढ़ी हुई दर और दूसरी सामान्य दर पर भुगतान किया जाता है तो दोनों की अधिकतम सीमा कितनी होगी ?

1. ₹1,25,000 प्रति माह
2. ₹1,00,000 प्रति माह
3. ₹75,000 प्रति माह
4. ₹50,000 प्रति माह

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

17 7017

1.0

A government has rendered 35 years of qualifying service i.e. 70 SMP (Six Monthly Period). On his retirement, gratuity has to be calculated for:

1. 66 SMP
2. 70 SMP
3. 60 SMP
4. 50 SMP

किसी सरकारी सेवक ने अर्हकारी सेवा का 35 वर्ष अर्थात 70 एस एम पी (छह मास की अवधि) पूरा किया है। उसको सेवानिवृत्ति के समय, सेवानिवृत्ति परिदान निम्नांकित कितने एस एम पी के लिए परिकलित किया जाएगा ?

1. 66 एस एम पी
2. 70 एस एम पी
3. 60 एस एम पी
4. 50 एस एम पी

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

18 7018

1.0

An unmarried daughter will continue to get the family pension till she:

1. Gets married; attains the age of 25 years or starts earning Rs. 9000 per month or more, whichever is earlier.
2. Gets married.
3. Attains the age of 25 years.
4. Starts earning Rs 9000 per month or more.

कोई अविवाहित पुत्री किस आयु तक पारिवारिक पेंशन प्राप्त करने की हकदार बनी रहेगी ?

1. विवाहित होने पर; 25 वर्ष की आयु पूर्ण करने तक या ₹9,000 या अधिक प्रतिमाह का अर्जन करना आरंभ करने पर, इनमें से जो भी पहले हो
2. विवाहित होने तक
3. 25 वर्ष की आयु तक
4. ₹9,000 प्रति माह या इससे अधिक के अर्जन करना प्रारंभ करने तक

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

19 7019

1.0

The rate of maximum pension is :

1. Rs 1,25,000 per month
2. Rs 1,00,000 per month
3. Rs 80,000 per month
4. Rs 75,000 per month

अधिकतम पेंशन दर है :

1. ₹1,25,000 प्रति माह
2. ₹1,00,000 प्रति माह
3. ₹80,000 प्रति माह
4. ₹75,000 प्रति माह

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

20 7020

Maximum limit of Commutation of Pension is :

1. 40% of Pension
2. 35% of Pension
3. 30% of Pension
4. 25% of Pension

पेंशन-सरांशीकरण की अधिकतम सीमा है :

1. पेंशन का 40%
2. पेंशन का 35%
3. पेंशन का 30%
4. पेंशन का 25%

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

21 7021

		The maximum amount of gratuity is limited to: 1. Rs. 20 Lakhs 2. Rs. 25 Lakhs 3. Rs. 30 Lakhs 4. Rs. 35 Lakhs उपदान की अधिकतम राशि की सीमा कितनी है ? 1. 20 लाख रुपए 2. 25 लाख रुपए 3. 30 लाख रुपए 4. 35 लाख रुपए A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		
--	--	---	--	--

Objective Question

22	7022	The date of birth of a Government servant is 01.01.1964, then he will retire from government service on: 1. 31.12.2023 2. 31.01.2024 3. 01.01.2024 4. 01.01.2023 किसी सरकारी सेवक की जन्म तिथि 01. 01.1964 है तो वह किस तारीख को सरकारी सेवा से सेवानिवृत्त होगा ? 1. 31. 12. 2023 2. 31. 01. 2024 3. 01. 01. 2024 4. 01. 01. 2023 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
----	------	--	-----	---

Objective Question

23	7023		1.0	(
----	------	--	-----	---

Family Pension at enhanced rate is admissible to the eligible member of the family of Government servant who dies while in service for a period of

1. 10 years
2. 7 years
3. 5 years
4. 12 years

किसी सरकारी सेवक की कितने को सेवाकाल के दौरान मृत्यु होने पर उसके परिवार के अर्हक सदस्य को बढ़ी हुई दर पर पारिवारिक पेंशन स्वीकार्य होती है ?

1. 10 वर्ष
2. 7 वर्ष
3. 5 वर्ष
4. 12 वर्ष

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

24 7024

Family Pension to a disabled son is admissible even after his marriage till he starts earning:

1. Rs. 9000 per month
2. Rs. 6000 per month
3. Rs. 10,000 per month
4. Will not be admissible as he is getting married

विवाह के उपरांत एवं उसके द्वारा आय-अर्जन की शुरुआत करने तक किसी दिव्यांग पुत्र हेतु कितनी पारिवारिक पेंशन स्वीकार्य होती है ?

1. ₹9,000 प्रति माह
2. ₹6,000 प्रति माह
3. ₹10,000 प्रति माह
4. विवाह के उपरांत यह स्वीकार्य नहीं होगी

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

25 7025

1.0 (C

1.0 (C

A government servant dies early in the morning at 1.00 am on 31.07.2023. Whether the day of death i.e. 31.07.2023 will be taken as a working day or not?

1. Will be taken as working day as day of death is a working day, irrespective of hour of death.
2. Will not be taken as working day as he has not attended the office on that day.
3. Depends on the discretionary power of the Head of Department.
4. Depends on the will of family whether they want family pension of that day or salary of that day.

एक सरकारी सेवक की मृत्यु 31. 07. 2023 को सुबह 1:00 हो जाती है। क्या मृत्यु की तिथि अर्थात् 31. 07. 2023 कार्य दिवस होगा अथवा नहीं ?

1. वह कार्य दिवस माना जाएगा क्योंकि मृत्यु की तिथि कार्य दिवस होता है चाहे मृत्यु का समय कुछ भी हो।
2. वह कार्य दिवस नहीं माना जाएगा क्योंकि वह उस दिन कार्यालय में उपस्थित नहीं हुआ है।
3. यह विभाग के प्रमुख के विवेकाधिकार पर निर्भर करता है।
4. यह परिवारवालों की इच्छा पर निर्भर करता है कि वह उस दिन का कुटुंब पेंशन लेना चाहते हैं अथवा वेतन।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

26 7026

1.0

Identify the statement which is not correct:

1. Service on probation against a post followed by confirmation is treated as qualifying service.
2. Period under suspension will be counted as qualifying service if he is finally fully exonerated and suspension is treated as wholly unjustified.
3. Resignation from a post entails forfeiture of past service, unless allowed to be withdrawn in public interest
4. Authorised leave of absence leads to forfeiture of past service.

निम्नलिखित में से उस कथन की पहचान करें जो सही नहीं है ?

1. स्थाई पद पर परीक्षाधीन सेवा को अर्हक सेवा माना जाता है।
2. निलंबन की अवधि को अर्हक सेवा माना जाएगा यदि उसे अंतिम रूप से दोषमुक्त कर दिया जाता है तथा निलंबन को पूर्णतः अनुचित करार दे दिया जाता है।
3. किसी पद से त्यागपत्र सेवक को पूर्व में दी गई सेवा लाभ से वंचित तब तक करता है जब तक वह लोक हित में वापस न ले लिया जाए।
4. अधिकृत अनुपस्थिति अवकाश के परिणाम स्वरूप पिछली सेवावधि समपहृत हो जाती है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

27 7027

1.0

Which of the following is a correct statement with respect to Compassionate Allowance in case of dismissal or removal from service?

1. In a case deserving special consideration, compassionate allowance can be sanctioned not exceeding two-third of pension or gratuity or both.
2. Compassionate allowance cannot be granted in case of dismissal or removal from service.
3. Compassionate allowance should be liberally granted.
4. Compassionate allowance should be limited to amount of pension normally admissible.

सेवा से बर्खास्त किए जाने अथवा हटाए जाने के मामले में क्षतिपूर्ति भत्ता के संबंध में निम्नलिखित में से कौन कथन सही है ?

1. विशेष विचार योग्य मामले में क्षतिपूर्ति भत्ता स्वीकृत की जा सकती है जो पेंशन अथवा परिदान राशि की दो-तिहाई से अधिक अथवा दोनों होगी।
2. सेवा से बर्खास्त किए जाने अथवा हटाए जाने की स्थिति में क्षतिपूर्ति भत्ता स्वीकृत नहीं की जा सकती।
3. क्षतिपूर्ति भत्ता उदारता पूर्वक प्रदान की जानी चाहिए।
4. क्षतिपूर्ति भत्ता सामान्य रूप से देय पेंशन राशि तक सीमित होनी चाहिए।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

28 7028

Which of the following is a minor penalty?

1. Suspension
2. Warning
3. Sensure
4. Removal from service

निम्नलिखित में से क्या लघु शास्ति है ?

1. निलंबन
2. चेतावनी
3. निंदा
4. सेवा से निष्कासन

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

29 7029

What is the expiry period on which the Accounts Officer shall treat the provisional gratuity as final and issue an authority order?

1. 3 months
2. 6 months
3. 9 months
4. 12 months

लेखा अधिकारी के लिए अनंतिम उपदान को अंतिम मानने तथा प्राधिकृत आदेश जारी करने के लिए समापन अवधि क्या होगी ?

1. 3 माह
2. 6 माह
3. 9 माह
4. 12 माह

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

30 7030

1.0

Which of the following is correct with reference to lapse of retirement gratuity or death gratuity?

1. When a government servant dies while in service without receiving gratuity and leaves behind no family and has not made any nomination, the retirement gratuity or death gratuity will lapse.
2. The retirement gratuity or death gratuity does not lapse in any event.
3. There is no provision for payment of retirement gratuity or death gratuity even on production of a succession certificate.
4. In the absence of valid nomination, competent authority can reduce half of the amount due as retirement gratuity as a special case.

सेवानिवृत्ति उपदान अथवा मृत्यु परिदान के व्यपगत होने के संदर्भ में निम्नलिखित कथन सही है-

1. जब सेवा में रहते हुए सरकारी सेवक की बिना उपदान प्राप्त किए मृत्यु हो जाती है और जिसका कोई परिवार न हो और जिसने किसी को नामांकित न किया हो तो उस स्थिति में सेवानिवृत्ति उपदान अथवा मृत्यु उपदान व्यपगत हो जाएगा।
2. सेवानिवृत्ति उपदान अथवा मृत्यु उपदान किसी भी स्थिति में व्यपगत नहीं होगा।
3. उत्तराधिकार प्रमाण पत्र प्रदान किए जाने पर भी सेवानिवृत्ति उपदान अथवा मृत्यु उपदान के भुगतान का कोई प्रावधान नहीं है।
4. मान्य नामांकन न होने की स्थिति में, विशेष मामले के रूप में सक्षम प्राधिकारी सेवानिवृत्ति उपदान की राशि आधी कर सकता है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

31 7031

1.0

Under the additional pension to the old pensioners from 01-01-2006, if the age of the pensioner is from 80 years to less than 85 years then what would be the quantum of pension:

1. 20% of revised basic pension/family pension
2. 30% of revised basic pension/family pension
3. 40% of revised basic pension/family pension
4. 50% of revised basic pension/family pension

01. 01. 2006 से वृद्ध पेंशन भोगियों के लिए अतिरिक्त पेंशन लाभ के अंतर्गत यदि पेंशनभोगी की उम्र 80 से 85 वर्ष से कम हो तो उस स्थिति में पेंशन की मात्रा क्या होगी ?

1. संशोधित मूल पेंशन/ कुटुम्ब पेंशन का 20%
2. संशोधित मूल पेंशन/ कुटुम्ब पेंशन का 30%
3. संशोधित मूल पेंशन/ कुटुम्ब पेंशन का 40%
4. संशोधित मूल पेंशन/ कुटुम्ब पेंशन का 50%

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

32 7032

1.0

What is the minimum and maximum amount of pension enhanced from 01-01-2016.

1. A minimum of ₹ 5000 pm and the maximum would be 50% of highest pay.
2. A minimum of ₹ 6000 pm and the maximum would be 50% of highest pay.
3. A minimum of ₹ 8000 pm and the maximum would be 50% of highest pay.
4. A minimum of ₹ 9000 pm and the maximum would be 50% of highest pay.

01. 01. 2016 से न्यूनतम तथा अधिकतम पेंशन राशि में कितनी वृद्धि की गई है ?

1. न्यूनतम ₹5,000 प्रति माह तथा अधिकतम वेतन का 50%
2. न्यूनतम ₹6,000 प्रति माह तथा अधिकतम वेतन का 50%
3. न्यूनतम ₹8,000 प्रति माह तथा अधिकतम वेतन का 50%
4. न्यूनतम ₹9,000 प्रति माह तथा अधिकतम वेतन का 50%

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

33 7033

1.0

		New Pension Scheme (NPS) is applicable to those Government servants who have entered government service on or after: 1. 01.01.2004 2. 01.01.2003 3. 01.01.2005 4. 01.01.2006 नई पेंशन योजना (एनपीएस) उन सरकारी सेवकों पर लागू होती है जिन्होंने निम्नलिखित तिथि को अथवा उसके पश्चात सरकारी सेवा में प्रवेश किया है। 1. 01. 01. 2004 2. 01. 01. 2003 3. 01. 01. 2005 4. 01. 01. 2006 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	---	--

Objective Question

34	7034	What is the time limit for completing the inquiry and submitting the report by Inquiring Authority? 1. Within six months from the date of receipt of order of his appointment. 2. Within 90 days from the date of appointment. 3. Within 12 months from the date of appointment. 4. There is no time limit fixed under CCS(CCA) Rules, 1965. जांच प्राधिकारी द्वारा जाँच पूरी कर प्रतिवेदन सौंपने की समय सीमा क्या है ? 1. उसकी नियुक्ति की तिथि के आदेश प्राप्ति के 6 माह के भीतर 2. नियुक्ति के 90 दिन के भीतर 3. नियुक्ति के 12 माह के भीतर 4. सी सी एस (सी सी ए) नियमावली, 1965 के अंतर्गत कोई भी समय सीमा तय नहीं है। A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
----	------	--	-----	---

Objective Question

35	7035		1.0	(
----	------	--	-----	---

A government servant is having a balance of Rs. 24,00,000 (Rs. 10,00,000 in his own account and Rs. 14,00,000 government contribution) in the pension wealth under NPS, then how much amount of withdrawal shall be admissible to him:

1. Rs. 2,50,000
2. Rs. 4,00,000
3. Rs. 6,00,000
4. Rs. 8,00,000

एक सरकारी सेवक के पास एन पी एस के अंतर्गत पेंशन धनराशि में ₹24,00,000 (अपने खाते में ₹10,00,000 और ₹14,00,000) का सरकार का योगदान, शेष हैं तब उसे कितनी धनराशि के आहरण की अनुमति होगी ?

1. ₹2,50,000
2. ₹4,00,000
3. ₹6,00,000
4. ₹8,00,000

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

36 7036

Watching the interest of subscribers to the New Pension Scheme (NPS) is the responsibility of:

1. P F R D A
2. N S D L
3. Head of the department in which the subscriber is working.
4. Department of Financial Services.

नई पेंशन योजना के अंशदाता के ब्याज का अवलोकन करना किस का उत्तरदायित्व है ?

1. पी एफ आर डी ए
2. एन एस डी एल
3. जहां अंशदाता कार्यरत है वहां के विभागाध्यक्ष का
4. वित्तीय सेवाएं विभाग

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

37 7037

1.0 (C

1.0 (C

		Prior Permission of the Competent Authority is not required: 1. To join the Territorial Army. 2. To join Civil Defence Services. 3. To accept membership of book club run by foreign agencies. 4. To participate in Flag Day collection on a voluntary basis. सक्षम प्राधिकारी की पूर्व अनुमति अपेक्षित नहीं है : 1. क्षेत्रीय (टेरिटोरियल) सेना में भाग लेना 2. सिविल रक्षा सेवाओं में भाग लेना 3. विदेशी एजेंसियों द्वारा संचालित पुस्तक क्लब की सदस्यता स्वीकार करना 4. स्वैच्छिक आधार पर ध्वज दिवस संग्रहण में भाग लेना A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		
Objective Question				
38	7038	The expression "gift" shall include the following provided by any person other than a near relative or personal friend, having no official dealings with the government servant: 1. Free transport 2. Free boarding 3. Free lodging or other services or pecuniary advantage. 4. All of the above 'दान' पद में निम्नलिखित शामिल होगा बशर्ते वह व्यक्ति निकट संबंधी न हो अथवा व्यक्तिगत मित्र जिसका सरकारी कामकाज से कोई लेना देना न हो 1. मुफ्त परिवहन 2. मुफ्त आवास सुविधा 3. मुफ्त आवास अथवा अन्य सेवाएं अथवा आर्थिक लाभ 4. उपर्युक्त सभी A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				
39	7039		1.0	(

Which of the following is not necessary in terms of CCS (Conduct) Rules, 1964?

1. Promptness and Courtesy
2. Observance of Government's policies
3. Prohibition of sexual harassment of working women
4. Prohibition of sexual harassment of working women and men

सी सी एस (आचरण) नियम, 1964 में निम्नलिखित शामिल नहीं है -

1. तत्परता और शिष्टाचार
2. सरकारी नीतियों का अनुपालन
3. कामकाजी महिलाओं के यौन उत्पीड़न का निषेध
4. कामकाजी पुरुष एवं महिलाओं के यौन उत्पीड़न का निषेध

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

40 7040

A Group 'C' Government servant has official dealings with a person 'X'. At the time of his marriage he can not accept a gift from 'X' without the permission of Government if the value of gift exceeds:

1. Rs. 2000
2. Rs. 3000
3. Rs. 4000
4. Rs. 5000

समूह 'ग' श्रेणी का कोई सरकारी सेवक व्यक्ति 'X' के साथ सरकारी व्यवहार करता है तो वह अपने विवाह के समय 'X' से सरकार की अनुमति के बिना कितने मूल्य से अधिक का उपहार स्वीकर नहीं कर सकता ?

1. ₹2000
2. ₹3000
3. ₹4000
4. ₹5000

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

41 7041

A Group 'C' Government servant can accept at the time of his anniversary, a gift from his near relative or personal friend having no official dealings with him, upto:

1. Rs. 7,500/-
2. Rs. 10,000/-
3. Rs. 25,000/-
4. Rs. 11,000/-

वर्ग 'ग' का कोई सरकारी सेवक अपनी शादी के वर्षगांठ में निकट संबंधियों अथवा व्यक्तिगत मित्रों से जिनका सरकारी कामकाज के सिलसिले में सरकारी सेवक से कोई लेनदेन न हो, उपहार प्राप्त कर सकता है -

1. ₹7,500
2. ₹10,000
3. ₹25,000
4. ₹11,000

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

42 7042

Select the option which does not apply to Government servant under CCS (Conduct) Rules, 1964.

1. Maintain absolute integrity at all times.
2. Maintain political neutrality.
3. Act in accordance with the Government Policies.
4. Insist on written instructions before initiating action in any matter.

उस कार्य की पहचान करें जो सी सी एस (आचरण) नियम, 1964 के अंतर्गत एक सरकारी सेवक पर लागू नहीं होता है :

1. हर समय पूर्ण सत्यनिष्ठा बनाए रखना
2. राजनीतिक तटस्थता बनाए रखना
3. सरकारी नीतियों के अनुरूप कार्य करना
4. कार्य आरंभ करने से पहले लिखित निर्देश के लिए आग्रह करना

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

43 7043

How many days of special leave are available to an aggrieved woman during an inquiry on sexual harassment?

1. Maximum of 90 days in addition to the leave which she is otherwise entitled.
2. Maximum of 120 days of special leave.
3. Maximum of 60 days of special leave.
4. No special leave shall be sanctioned.

यौन उत्पीड़न की जाँच के दौरान एक पीड़ित महिला को कितने दिन का विशेष अवकाश उपलब्ध रहता है ?

1. उसे अन्यथा उपलब्ध अवकाशों के अलावा अधिकतम 90 दिन का अवकाश
2. अधिकतम 120 दिन का विशेष अवकाश
3. अधिकतम 60 दिन का विशेष अवकाश
4. कोई विशेष अवकाश अनुमोदित नहीं किया जाता है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

44 7044

Which of the following is not relevant to 'Review' as per CCS (CCA) Rules, 1965?

1. President is empowered to review any order passed under CCS (CCA) Rules.
2. Review of any order is done when any new material or evidence comes to the notice of the President.
3. Review and Appeal are exactly similar.
4. A government servant is given an opportunity of making a representation if a penalty is proposed to be enhanced in the Review.

सी सी एस (सी सी ए) नियम, 1965 के अंतर्गत 'समीक्षा' के लिए निम्नलिखित में से कौन-सा सुसंगत नहीं है ?

1. राष्ट्रपति सी सी एस (सी सी ए) नियम के अंतर्गत पारित किसी भी आदेश की समीक्षा के लिए सक्षम हैं।
2. किसी भी आदेश की समीक्षा तब की जाती है जब कोई नई सामग्री अथवा साक्ष्य राष्ट्रपति की सूचना के अंतर्गत आता है।
3. समीक्षा तथा अपील दोनों ठीक समान हैं।
4. समीक्षा में प्रस्तावित शास्ति में वृद्धि के मामले में सरकारी सेवक को प्रतिवेदन देने का अवसर दिया जाता है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

45 7045

If a government servant is arrested for any reason, who has the primary duty to intimate the fact of his arrest to his superior official:

1. Government servant himself
2. His neighbour
3. His family member
4. His colleague at the work place

सरकारी सेवक को गिरफ्तार किए जाने की स्थिति में इस बात की जानकारी उच्च सरकारी अधिकारी को देने का प्राथमिक कर्तव्य किसका है ?

1. स्वयं सरकारी सेवक के द्वारा
2. उसके पड़ोसी द्वारा
3. उसके परिवार के सदस्य द्वारा
4. कार्यालय के सहयोगी के द्वारा

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

46 7046

Under which rule, disciplinary proceedings can be initiated against a retired Government servant?

1. Rule 9 of CCS (Pension) Rule, 1962.
2. Rule 8 of CCS (Pension) Rule, 1921.
3. Rule 9 of CCS (Pension) Rule, 1982.
4. Rule 9 of CCS (Pension) Rule, 1992.

सेवानिवृत्त सरकारी सेवक के विरुद्ध निम्नलिखित में से किस नियम के अंतर्गत अनुशासनात्मक कार्यवाही शुरू की जा सकती है ?

1. सी सी एस (पेंशन) नियम, 1962 का नियम 9
2. सी सी एस (पेंशन) नियम, 1921 का नियम 8
3. सी सी एस (पेंशन) नियम, 1982 का नियम 9
4. सी सी एस (पेंशन) नियम, 1992 का नियम 9

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

47 7047

Identify the correct option with reference to Group 'A' post:

1. A Central Civil post carrying the pay in the pay matrix at the level from 10 to 18.
2. A Central Civil post carrying the pay in the pay matrix at the level from 6 to 9.
3. A Central Civil post carrying the pay in the pay matrix at the level from 1 to 5.
4. Option 1 and 2

ग्रुप 'क' पद के अंतर्गत आने वाले सही विकल्प की पहचान करें -

1. पे मैट्रिक्स में 10 से 18 लेवल पर वेतन वाले सेंट्रल सिविल पोस्ट
2. पे मैट्रिक्स में 6 से 9 लेवल पर वेतन वाले सेंट्रल सिविल पोस्ट
3. पे मैट्रिक्स में 1 से 5 लेवल पर वेतन वाले सेंट्रल सिविल पोस्ट
4. उपर्युक्त में से कोई नहीं

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

48 7048

A Central Civil Post carrying the pay in the pay matrix at the level from 6 to 9 is classified as:

1. Group 'B'
2. Group 'C'
3. Group 'A'
4. Group 'D'

वेतन मैट्रिक्स में लेवल 6 से 9 तक के वेतन केंद्रीय सिविल पद के किस रूप में वर्गीकृत किए जाते हैं ?

1. समूह 'ख'
2. समूह 'ग'
3. समूह 'क'
4. समूह 'घ'

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

49 7049

Which of the following statements is not correct with reference to a Disciplinary Authority:

1. Disciplinary Authority may or may not be Appointing Authority.
2. Appointing Authority always has the power of a Disciplinary Authority.
3. Disciplinary Authority should always conduct the inquiry proceedings.
4. Disciplinary Authority is responsible for general discipline and disciplinary proceedings in respect of concerned employees.

अनुशासनिक प्राधिकारी के संबंध में, निम्नलिखित में से कौन-सा कथन सही नहीं है ?

1. अनुशासनिक प्राधिकारी अनुमोदन प्राधिकारी हो सकता है अथवा नहीं हो सकता है।
2. अनुमोदन प्राधिकारी को सदैव ही प्रशासनिक प्राधिकारी की शक्ति होती है।
3. प्रशासनिक प्राधिकारी को सदैव जांच कार्यवाई संचालित करना चाहिए।
4. प्रशासनिक प्राधिकारी पर सामान्य अनुशासन और विभाग के संबंधित कर्मचारी पर प्रशासनिक कार्यवाई का दायित्व होता है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

50 7050

Identify the correct statement with reference to suspension of a Government Servant:

1. A Government Servant placed under suspension is not eligible for grant of leave.
2. Family of a Government Servant under suspension is eligible for availing LTC.
3. A Government Servant placed under suspension is allowed substance allowance at the rate of 90% of basic pay drawn immediately before suspension.
4. The Disciplinary Authority is competent to place the Government Servant under suspension.

सरकारी सेवक के निलंबन के संबंध में निम्नलिखित में से सही कथन की पहचान करें:

1. निलंबित सरकारी सेवक केवल अवकाश प्राप्ति के लिए नहीं होता है।
2. निलंबित सरकारी सेवक का परिवार एल.टी.सी. का लाभ ले सकता है।
3. निलंबित सरकारी सेवक अपने निलंबन के पहले प्राप्त मूल वेतन का 90% की दर से गुजारा भत्ता प्राप्त कर सकता है।
4. अनुशासनिक प्राधिकारी सरकारी सेवक को निलंबन के अंतर्गत पदस्थापित करने के लिए सक्षम होता है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

51 7051

'Powers for incurring contingent expenditure' is given in _____ of the Delegation of Financial Powers Rules, 1978.

1. Schedule - IV
2. Schedule - V
3. Schedule - VI
4. Schedule - VII

'आकस्मिक व्यय अंतर्गत होने के लिए शक्तियाँ, को वित्तीय शक्ति प्रत्यायोजन नियम, 1978 को _____ में दिया गया है।

1. अनुसूची IV
2. अनुसूची V
3. अनुसूची VI
4. अनुसूची VII

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

52 7052

Which one of the following statements regarding 'Supernumerary post' is incorrect?

1. It is created to accomodate a Government servant holding a lien against a regular post but cannot be so accomodated due to non-availability of such a post.
2. It is personal to the officer for whom it was created.
3. It is created for an indefinite period.
4. Administrative authority should maintain a record of the supernumerary posts.

'अनुपूरक पद' के सम्बन्ध में निम्नलिखित में से कौन-सा कथन सही नहीं है ?

1. किसी नियमित पद के सापेक्ष ग्रहणाधिकार धारण करने वाले किसी सरकारी सेवक को समायोजित करने के लिए इसका सृजन किया जाता है किन्तु इस प्रकार के पद की अनुपलब्धता के कारण इसे समायोजित नहीं किया जा सकता है।
2. यह उस अधिकारी के लिए व्यक्तिगत होता है जिसके लिए यह सृजित किया जाता है।
3. अनिश्चित अवधि के लिए इसका सृजन किया जाता है।
4. प्रशासनिक प्राधिकारी को अनुपूरक पद का अभिलेख तैयार करना चाहिए।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

53 7053

		'Dearness Allowance' payable to employees as part of pay and allowances, is debit to which of the following primary unit of appropriation? 1. Allowances 2. Office Expenses 3. Salaries 4. Wages वेतन और भत्ते के एक अंश के रूप में कर्मचारियों को दिया जाने वाला "महंगाई भत्ता" निम्नलिखित में से किस विनियोग की प्राथमिक इकाई से देय होता है ? 1. भत्ते 2. कार्यालय व्यय 3. वेतन 4. पारिश्रमिक A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	--	--

Objective Question

54	7054	Expenditure on cost of training such as fees paid, contingencies, materials, etc for participating in the training, workshops, etc is debit to which one of the following primary unit of appropriation? 1. Salaries 2. Office Expenses 3. Training Expenses 4. Materials and Supplies प्रशिक्षण में भाग लेने हेतु प्रशिक्षण की लागत पर व्यय, जैसे कि अदा किया गया शुल्क, आकस्मिक व्यय, वस्तुनिष्ठ व्यय आदि निम्नलिखित में से किस विनियोग की प्राथमिक इकाई से देय है ? 1. वेतन 2. कार्यालय व्यय 3. प्रशिक्षण व्यय 4. वस्तु तथा आपूर्ति A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
----	------	--	-----	---

Objective Question

55	7055		1.0	(
----	------	--	-----	---

Given below are two statements in the context of the General Financial Rules (GFR), 2017:

Statement (I): These rules contain details of 'Destruction of Office records connected with accounts', that is, details of retention period of such records.

Statement (II): 'Contingency Fund of India Rules' is given as one of the Appendices to the GFRs, 2017.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

सामान वित्तीय नियम 2017 (जी एफ आर) के सन्दर्भ में नीचे दो कथन दिए गए हैं -

कथन (I) - इन नियमों में 'लेखे सम्बन्धी कार्यालय के अभिलेखों का विनाश' शामिल है जो इस प्रकार के अभिलेखों की निरोधन अवधि का विवरण होता है।

कथन (II) - 'भारत की आकस्मिक निधि नियम' एक परिशिष्ट के रूप में जी एफ आर, 2017 में प्रदत्त है।

उपर्युक्त कथनों के आलोक में, नीचे दिए गए विकल्पों में से सबसे उपयुक्त उत्तर का चयन कीजिए।

1. कथन (I) और कथन (II) दोनों सत्य हैं।
2. कथन (I) और कथन (II) दोनों असत्य हैं।
3. कथन (I) सत्य है किन्तु कथन (II) असत्य है।
4. कथन (I) असत्य है किन्तु कथन (II) सत्य है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

56 7056

Taxes and GST paid by government servants while performing a journey in public interest, on tour or transfer are:

1. Reimbursable
2. Not reimbursable
3. Half of the charges are reimbursable
4. 30% of the charges are reimbursable

लोकहित में किसी यात्रा या स्थानांतरण के समय निष्पादित की गई यात्रा के दौरान सरकारी सेवकों द्वारा भुगतान किए गए कर तथा जी एस टी हैं -

1. प्रतिपूर्ति योग्य
2. गैर-प्रतिपूर्ति योग्य
3. आधे शुल्क प्रतिपूर्ति योग्य होते हैं।
4. शुल्क का 30% प्रतिपूर्ति योग्य होता है।

A1
:

1

A2
:

2

A3
:

3

1.0 (

		3 A4 : 4		
Objective Question				
57	7057	For becoming entitled to travel by air while on tour or transfer, a Government servant should be drawing pay in: 1. Level 6 and above 2. Level 9 and above 3. Level 10 and above 4. Level 12 and above किसी यात्रा या स्थानांतरण के लिए वायु मार्ग द्वारा यात्रा के अर्हक होने के लिए किसी सरकारी सेवक का आहरित वेतन होना चाहिए- 1. लेवल 6 तथा उससे अधिक 2. लेवल 9 तथा उससे अधिक 3. लेवल 10 तथा उससे अधिक 4. लेवल 12 तथा उससे अधिक A1 : 1 A2 : 2 A3 : 3 A4 : 4	1.0	C
Objective Question				
58	7058	While travelling on tour, tickets may be booked: (A). Directly from airlines at their booking counter or website. (B). Through M/s Balmer Lawrie and Company Ltd (C). Through Ashoka Tours and Travels only (D). Through IRCTC Choose the correct answer from the options given below: 1. (A), (B), (C) and (D). 2. (A), (B) and (C) only. 3. (B) and (C) only . 4. (B), (C) and (D) only.	1.0	C

किसी यात्रा पर भ्रमण के लिए टिकट बुक किया जा सकता है -

- (A). सीधे एयरलाइन की बुकिंग पटल या वेबसाइट द्वारा
 (B). मेसर्स बॉमर लॉरी एंड कंपनी लिमिटेड द्वारा
 (C). केवल अशोक टूर एंड ट्रैवल द्वारा
 (D). आई आर सी टी सी द्वारा

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (A), (B), (C) और (D)
2. केवल (A), (B) और (C)
3. केवल (B) और (C)
4. केवल (B), (C) और (D)

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

59 7059

When TA advance is not drawn, then the TA Bill should be submitted within:

1. 60 days of completion of journey.
2. 45 days of completion of journey.
3. 30 days of completion of journey.
4. 15 days of completion of journey.

जब टी.ए. अग्रिम आहरित नहीं किया जाता है तो टी.ए. बिल को कितने दिनों में प्रस्तुत किया जाना चाहिए ?

1. यात्रा समाप्ति के 60 दिनों में
2. यात्रा समाप्ति के 45 दिनों में
3. यात्रा समाप्ति के 30 दिनों में
4. यात्रा समाप्ति के 15 दिनों में

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

60 7060

When the journey is performed at the Local Headquarters beyond 8 kilometers, then the Daily Allowance will be admissible at:

1. 50% of the rate of daily allowance prescribed.
2. 60% of the rate of daily allowance prescribed.
3. 30% of the rate of daily allowance prescribed.
4. No daily allowance will be admissible..

जब स्थानीय मुख्यालय से 8 किलोमीटर से अधिक की यात्रा निष्पादित की जाती है, तो दैनिक भत्ता किस दर से स्वीकार्य होता है ?

1. निर्धारित दैनिक भत्ते की दर का 50%
2. निर्धारित दैनिक भत्ते की दर का 60%
3. निर्धारित दैनिक भत्ते की दर का 30%
4. दैनिक भत्ता स्वीकार्य नहीं होगा

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

61 7061

The Current Block of four years for LTC is:

1. 2022 - 2025
2. 2021 - 2024
3. 2020 - 2023
4. 2019 - 2022

एल टी सी का वर्तमान चार वर्षीय ब्लॉक (ब्लॉक ईयर) है -

1. 2022-2025
2. 2021-2024
3. 2020-2023
4. 2019-2022

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

62 7062

On the unutilized amount of LTC advance, penal interest is charged from the date of drawal of advance to the preceding day of deposit at the rate of:

1. Prevailing rate of interest on GPF + 2%
2. Prevailing rate of interest on GPF
3. No interest will be charged
4. Prevailing rate of interest on fixed deposit for similar days + 2%

एल टी सी अग्रिम की खर्च न की गई राशि पर अग्रिम के आहरण की तारीख से जमा होने के पूर्ववर्ती दिन तक किस दर से ब्याज भारित किया जाता है ?

1. जी पी एफ पर प्रचलित ब्याज दर + 2%
2. जी पी एफ पर प्रचलित ब्याज दर
3. ब्याज भारित नहीं किया जाएगा
4. समान दिनों के लिए सावधि जमा पर प्रचलित ब्याज दर + 2%

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

63 7063

While encashment of Earned Leave on LTC, there should be a minimum balance of earned leave in leave account after taking into account the leave encashed and leave availed on the occasion:

1. Balance of at least 30 days EL.
2. Balance of at least 20 days EL.
3. Balance of at least 10 days EL.
4. Balance of at least 40 days EL.

एल टी सी पर अर्जित अवकाश के नकदीकरण के समय, अर्जित अवकाश खाते में अवकाश नकदीकरण तथा यात्रा हेतु आहरित किए गए अवकाश के पश्चात कितने न्यूनतम अर्जित अवकाश शेष होने चाहिए?

1. कम से कम 30 अर्जित अवकाश शेष
2. कम से कम 20 अर्जित अवकाश शेष
3. कम से कम 10 अर्जित अवकाश शेष
4. कम से कम 40 अर्जित अवकाश शेष

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

64 7064

1.0

In case no public transport is available, in a particular stretch of journey on LTC, a Government servant may be reimbursed as per his entitlement on transfer for a:

1. Maximum of 100 km, covered by private/personal transport based on self certificate.
2. Maximum of 60 km, covered by private/personal transport based on self certificate.
3. Maximum of 50 km, covered by private/personal transport based on self certificate.
4. Reimbursement for use of private/personal transport is not admissible in any circumstances.

एल टी सी पर किसी विशेष दूरी की यात्रा में सार्वजनिक परिवहन अनुपलब्ध होने के मामले में, किसी सरकारी सेवक को स्थानांतरण हेतु कितनी प्रतिपूर्ति की जा सकती है ?

1. स्वयं के प्रमाणपत्र के आधार पर निजी/व्यक्तिगत परिवहन द्वारा अधिकतम 100 किमी तक की यात्रा हेतु
2. स्वयं के प्रमाणपत्र के आधार पर निजी/व्यक्तिगत परिवहन द्वारा अधिकतम 60 किमी तक की यात्रा हेतु
3. स्वयं के प्रमाणपत्र के आधार पर निजी/व्यक्तिगत परिवहन द्वारा अधिकतम 50 किमी तक की यात्रा हेतु
4. निजी/व्यक्तिगत परिवहन द्वारा की गई यात्रा की प्रतिपूर्ति किसी भी दशा में स्वीकार्य नहीं है।

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

65 7065

Given below are two statements:

Statement (I): Secretary of a Department has full powers to reappropriate funds so long as the overall allocation is within the approved budget.

Statement (II): 'Head of the Department' is Head of an identifiable organisation and the minimum of his scale of pay is not lower than that of a Deputy Secretary to the Government of India.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

नीचे दो कथन दिए गए हैं :

कथन - I : किसी विभाग के सचिव को अनुमोदित बजट के अंतर्गत दीर्घावधि तक निधि के पुनर्विनियोग की पूर्ण शक्ति होती है।

कथन - II : विभागाध्यक्ष किसी पहचान योग्य संगठन का प्रमुख होता है और उसका न्यूनतम वेतन भारत सरकार के उप सचिव के वेतन से कम नहीं होता है।

उपर्युक्त कथनों के आलोक में निम्नलिखित विकल्पों में से सही उत्तर चुनें :

1. कथन I और II दोनों सत्य हैं।
2. कथन I और II दोनों असत्य हैं।
3. कथन I सत्य है, किन्तु कथन II असत्य है।
4. कथन I असत्य है, किन्तु कथन II सत्य है।

A1 1
:

1

A2 2
:

2

		2	
	A3	3	
	:		
		3	
	A4	4	
	:		
		4	

Objective Question

66	7066	An autonomous body under a department is to incur expenditure on pay and allowances of its regular employees. It receives grants-in-aid from the Department. This expenditure is to be accounted for under: 1. Other Revenue expenditure 2. Grants-in-aid General 3. Grants for creation of Capital Assets 4. Grants-in-aid Salaries किसी विभाग के अंतर्गत कोई स्वायत्त निकाय अपने नियमित कर्मचारियों के वेतन और भत्ते पर व्यय का उपगत करता है। यह विभाग से सहायता अनुदान प्राप्त करता है। यह व्यय किसके अंतर्गत होता है ? 1. अन्य राजस्व व्यय 2. सामान्य सहायता अनुमान 3. पूँजी आस्तियों के सृजन हेतु अनुदान 4. वेतन सहायता अनुदान A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
----	------	---	-----	---

Objective Question

67	7067	'This method' may be adopted when estimated value of the goods to be procured is upto Rs 25,00,000/-. What is 'This method' referred to in the General Financial Rules, 2017. 1. Advertised Tender Enquiry 2. Two Bid System 3. Limited Tender Enquiry 4. Purchase of goods by purchase committee ‘इस विधि’ को तब स्वीकार किया जाता है जब वस्तुओं का आकलित मूल्य ₹ 25,00,000 तक होता है। सामान्य वित्तीय नियम, 2017 में संदर्भित ‘यह विधि’ क्या है ? 1. विज्ञापित निविदा पृष्ठताछ 2. दोहरी नीलामी प्रणाली 3. सीमित निविदा पृष्ठताछ 4. खरीद समिति द्वारा वस्तुओं की खरीद A1 1 : 1 A2 2 : 2	1.0	(
----	------	---	-----	---

		A3 3 :	
		3	
		A4 4 :	
		4	

Objective Question

68	7068	Given below are two statements in the context of General Financial Rules (GFRs), 2017: Statement (I): GFRs are not at all applicable to autonomous bodies. Statement (II): 'User charges' is a component of the non-tax revenue. In light of the above statements, choose the <i>most appropriate</i> answer from the options given below. - Both Statement (I) and Statement (II) are correct. - Both Statement (I) and Statement (II) are incorrect. - Statement (I) is correct but Statement (II) is incorrect. - Statement (I) is incorrect but Statement (II) is correct. सामान्य वित्तीय नियम, 2017 के संदर्भ में नीचे दो कथन दिए गए हैं : कथन - I : सभी जी एफ आर स्वायत्त निकायों पर लागू नहीं होते हैं। कथन - II : 'प्रयोक्ता शुल्क' गैर-कर राजस्व का एक घटक है। उपर्युक्त कथनों के आलोक में निम्नलिखित विकल्पों में से सही उत्तर चुनें : - कथन I और II दोनों सत्य हैं। - कथन I और II दोनों असत्य हैं। - कथन I सत्य है , किन्तु कथन II असत्य है। - कथन I असत्य है , किन्तु कथन II सत्य है। A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
----	------	--	-----	---

Objective Question

69	7069	Given below are two statements in the cotext of General Financial Rules, 2017: Statement (I): 'Original works' means all new constructions, additions and alternations to existing works, etc. Statement (II): 'Minor works' means works which do not add capital value to existing assets. In light of the above statements, choose the <i>most appropriate</i> answer from the options given below. - Both Statement (I) and Statement (II) are correct. - Both Statement (I) and Statement (II) are incorrect. - Statement (I) is correct but Statement (II) is incorrect. - Statement (I) is incorrect but Statement (II) is correct.	1.0	(
----	------	--	-----	---

सामान्य वित्तीय नियम (जी एफ आर), 2017 के संदर्भ में नीचे दो कथन दिए गए हैं :

कथन - I : 'मूल कार्य' का मतलब होता है- सभी नए कार्य, मौजूदा कार्यों में योजन तथा परिवर्तन आदि।

कथन - II : 'अल्प कार्य' का मतलब उन कार्यों से होता है जो मौजूद आस्तियों में पूंजी मूल्य को नहीं जोड़ते हैं।

उपर्युक्त कथनों के आलोक में निम्नलिखित विकल्पों में से सही उत्तर चुनें :

1. कथन I और II दोनों सत्य हैं।
2. कथन I और II दोनों असत्य हैं।
3. कथन I सत्य है, किन्तु कथन II असत्य है।
4. कथन I असत्य है, किन्तु कथन II सत्य है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

70 7070

In terms of the definition of the term, "Controlling Officer" given in the General Financial Rules, 2017, which of the following depicts his responsibilities most appropriately?

1. Responsible for controlling the incurring of expenditure.
2. Responsible for collection of revenue.
3. Responsible for controlling the incurring of expenditure or collection of revenue.
4. Responsible for controlling the incurring of expenditure and/or collection of revenue.

सामान्य वित्तीय नियम, 2017 में प्रदत्त 'नियंत्रण अधिकारी' पद की परिभाषा के संदर्भ में, निम्नलिखित में से कौन-सा कथन उसको सबसे उपयुक्त रूप से प्रदर्शित करता है ?

1. व्यय की वृद्धि के नियंत्रण हेतु उत्तरदायी
2. राजस्व संग्रहण हेतु उत्तरदायी
3. व्यय की वृद्धि नियंत्रण तथा राजस्व संग्रहण हेतु उत्तरदायी
4. व्यय की वृद्धि के नियंत्रण और / या राजस्व संग्रहण

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

71 7071

1.0

As per S. R. 21, how many kinds of Travelling Allowance are drawn by government servants?

- (A). Daily allowance
- (B). Permanent travelling allowance.
- (C). Conveyance allowance
- (D). Mileage allowance
- (E). Actual cost of travelling

Choose the **correct** answer from the options given below:

- 1. (C), (D) and (E) only.
- 2. (A), (B), (C), (D) and (E).
- 3. (A), (B), (D) and (E) only.
- 4. (A), (B) and (D) only.

एस.आर. 21 के अनुसार, किसी सरकारी सेवक द्वारा कितने प्रकार के यात्रा भत्ते आहरित किए जाते हैं ?

- (A). दैनिक भत्ता
- (B). स्थाई यात्रा भत्ता
- (C). परिवहन भत्ता
- (D). माइलेज भत्ता
- (E). यात्रा की वास्तविक लागत

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

- 1. केवल (C), (D) और (E)
- 2. (A), (B), (C), (D) और (E)
- 3. केवल (A), (B), (D) और (E)
- 4. केवल (A), (B) और (D)

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

72 7072

What is the daily allowance for Central Government officers in pay level matrix 5 and below?

- 1. Rs 400 per day
- 2. Rs 450 per day
- 3. Rs 500 per day
- 4. Rs 550 per day

केंद्रीय सरकार के अधिकारियों के पे लेवल मैट्रिक्स 5 और उससे नीचे के लिए दैनिक भत्ता है ?

- 1. ₹ 400 प्रतिदिन
- 2. ₹ 450 प्रतिदिन
- 3. ₹ 500 प्रतिदिन
- 4. ₹ 550 प्रतिदिन

1.0 (C

		A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		
--	--	--	--	--

Objective Question

73	7073	Travel entitlements to government servants with pay level in Pay Matrix 5 and below on tour or training, within the country, travelling by train are: (A). AC - II (B). First class (C). AC - III (D). Ac chair car Choose the correct answer from the options given below: 1. (A), (B), (C) and (D). 2. (B), (C) and (D) only. 3. (C) and (D) only. 4. (B) and (C) only. पे मैट्रिक्स में पे लेवल 5 और उससे कम वाले सरकारी सेवकों के लिए रेलगाड़ी से देश के अंदर यात्रा हेतु यात्रा हकदारी क्या है ? (A). एसी -II (B). प्रथम श्रेणी (C). एसी-III (D). एसी कुर्सीयान नीचे दिए गए विकल्पों में से सही उत्तर चुने : 1. (A), (B), (C) और (D) 2. केवल (B), (C) और (D) 3. केवल (C) और (D) 4. केवल (B) और (C)	1.0	C
		A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		

Objective Question

74	7074		1.0	C
----	------	--	-----	---

		Since when was TA restricted to two dependent children for promoting the small family norm? 1. 01.01.2015 2. 01.01.2000 3. 01.01.1994 4. 01.01.2023 छोटा परिवार मानक के प्रोत्साहन हेतु, दो आश्रित संतानों हेतु टी ए कब से प्रतिबंधित किया गया था ? 1. 01.01.2015 2. 01.01.2000 3. 01.01.1994 4. 01.01.2023 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	---	--

Objective Question

75	7075	The officials of which pay level in pay matrix are allowed 'Deluxe Class' to travel between the mainland and the Andaman & Nicobar group of islands and the Lakshawadeep group of islands by ships operated by the Shipping Corporation of India? 1. 6 and above 2. 12 and above 3. 9 and above 4. 14 and above पे मैट्रिक्स में किस पे लेवल के कर्मचारियों को भारतीय पोत परिवहन निगम के समुद्री जहाज द्वारा 'डीलक्स क्लास' में मुख्य भूमि से अंडमान और निकोबार द्वीप समूहों की यात्रा की अनुमति है ? 1. 6 और उससे अधिक 2. 12 और उससे अधिक 3. 9 और उससे अधिक 4. 14 और उससे अधिक A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				
76	7076		1.0	(

Subject to certain conditions, which category of employees when called for interview for Group 'C' and 'D' are paid Second class railway fare?

1. SC/ST/OBC category employees
2. Only SC category employees
3. Only ST category employees
4. SC/ST category employees

किसी निश्चित परिस्थिति में, किस श्रेणी के कर्मचारी को ग्रुप सी और ग्रुप डी पदों पर साक्षात्कार हेतु बुलाए जाने पर द्वितीय श्रेणी का रेलवे किराया दिया जाता है ?

1. एस सी/ एस टी/ ओ बी सी श्रेणी कर्मचारी
2. केवल एस सी श्रेणी कर्मचारी
3. केवल एस टी श्रेणी कर्मचारी
4. एस सी/ एस टी श्रेणी कर्मचारी

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

77 7077

Implementation of the Seventh Central Pay Commission for Travelling Allowances Rules came into effect from:

1. 31.12.2016
2. 01.01.2017
3. 01.01.2016
4. 01.07.2017

'यात्रा भत्ता नियम' हेतु सातवें केंद्रीय वेतन आयोग का क्रियान्वयन कब से प्रभावी हुआ ?

1. 31.12.2016
2. 01.01.2017
3. 01.01.2016
4. 01.07.2017

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

78 7078

1.0

(

1.0

(

Given below are two statements in the context of the Central Civil Services (Leave Travel Concession) Rules, 1988:

Statement (I): LTC claim will not be allowed if the place declared while obtaining prior approval, is not visited.

Statement (II): Daily allowance shall be admissible for travel on LTC to Government Servants recruited under Persons with Disability category.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

केंद्रीय सिविल सेवा (अवकाश यात्रा रियायत) नियम, 1988 के संदर्भ में नीचे दो कथन दिए गए हैं :

कथन - I : पूर्व अनुमति ग्रहण करते समय, उस उल्लिखित स्थान के लिए एल.टी.सी. दावा मान्य नहीं होगा जिसका भ्रमण नहीं किया गया।

कथन - II : शारीरिक रूप से असमर्थ श्रेणी के तहत भर्ती सरकारी सेवकों के लिए एल.टी.सी. पर दैनिक यात्रा भत्ता मान्य होगा।

उपर्युक्त कथनों के आलोक में निम्नलिखित विकल्पों में से सही उत्तर चुनें :

1. कथन I और II दोनों सत्य हैं।
2. कथन I और II दोनों असत्य हैं।
3. कथन I सत्य है , किन्तु कथन II असत्य है।
4. कथन I असत्य है , किन्तु कथन II सत्य है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

79 7079

What is the maximum advance that a Government Servant can draw for LTC under the CCS (LTC) Rules, 1988?

1. 50% of the estimated amount.
2. 1/3 rd of the estimated amount.
3. 90% of the estimated amount.
4. Full amount.

सी सी एस एल टी सी नियम 1988 के अधीन सरकारी सेवक द्वारा एल टी सी हेतु आहरित किया जाने वाला अधिकतम अग्रिम कितना है ?

1. आकलित राशि का 50%
2. आकलित राशि का 1/3
3. आकलित राशि का 90%
4. सम्पूर्ण राशि

A1
:

1

A2
:

2

A3
:

3

1.0 (C

		A4 : 4	
Objective Question			
80	7080	Is daily allowance (DA) given to a Government Servant for travel on LTC? 1. Yes, he is entitled for full DA. 2. He is entitled to 50% DA. 3. He is entitled to 25% DA. 4. No, he is not entitled for DA. क्या सरकारी सेवक को एल टी सी यात्रा हेतु दैनिक भत्ता दिया जाता है ? 1. हाँ, वह पूर्ण दैनिक भत्ते के लिए हकदार होता है 2. वह 50% डी ए के लिए हकदार होता है 3. वह 25% डी ए के लिए हकदार होता है 4. नहीं, वह डी ए के लिए हकदार नहीं होता है A1 : 1 A2 : 2 A3 : 3 A4 : 4	1.0
Objective Question			
81	7081	Can the Chief information Commissioner be removed under RTI Act, 2005? 1. No, once appointed, he cannot be removed. 2. Yes, as per procedure under Section 14 of the RTI Act. 3. No, he can only be placed under suspension. 4. Yes, with the concurrence of the Leader of Opposition. क्या आर टी आई अधिनियम, 2005 के अंतर्गत मुख्य सूचना आयुक्त को हटाया जा सकता है ? 1. नहीं, एक बार नियुक्ति के बाद वह हटाया नहीं जा सकता है। 2. हाँ, आर टी आई अधिनियम की धारा 14 के अधीन प्रक्रिया के अनुसार 3. नहीं, उसे केवल निलंबित किया जा सकता है। 4. हाँ, विपक्ष के नेता की सहमति से A1 : 1 A2 : 2 A3 : 3 A4 : 4	1.0
Objective Question			
82	7082		1.0

What does Schedule I of the RTI Act, 2005 deal with?

1. List of officers of the Commission
2. List of exemptions
3. Details of the office building
4. Form of oath to be taken by various Information Commissioners

आर टी आई अधिनियम, 2015 की अनुसूची 2 का संबंध किससे है ?

1. आयोग के अधिकारियों की सूची
2. छूटों की सूची
3. कार्यालय भवन का विवरण
4. विभिन्न सूचना आयुक्तों द्वारा ली जाने वाली शपथों का प्रारूप

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

83 7083

In terms of the provisions contained in the Right to Information Act, 2005, "Right to Information" means:

- A) Right to inspection of work, documents and records
- B) Taking notes, extracts or certified copies of documents or records
- C) To obtain interpretation of information

Select the answer, using the code given below:

1. Only (A)
2. Only (A) and (B)
3. Only (A) and (C)
4. Only (C)

सूचना का अधिकार अधिनियम, 2005 में अंतर्विष्ट उपबंधों के अनुसार, "सूचना का अधिकार" का अर्थ है :

- A. कार्य, दस्तावेजों और अभिलेखों के जांच का अधिकार
- B. दस्तावेजों या अभिलेखों की सत्यापित प्रतियाँ, या उद्धरण या नोट्स लेने का अधिकार
- C. सूचना की व्याख्या प्राप्त करना

निम्नलिखित कूट का प्रयोग करके सही उत्तर का चयन करें :

1. केवल A
2. केवल A और B
3. केवल A और C
4. केवल C

A1
:

1

A2
:

2

1.0 (C

		A3 3 : 3 A4 4 : 4		
Objective Question				
84	7084	Consider the list of organisations given below: (A). Financial Intelligence Unit (B). Research and Analysis Wing of the Cabinet Secretariat (C). Directorate of Enforcement (D). Bureau of Police Research and Development Which of the above organisation(s) is/ are not included in the Second Schedule to The Right to Information Act, 2005? Select the answer, using the following code: 1. (B), (C) and (D) 2. (A), (B) and (C) 3. (A), (B) and (D) 4. (A), (C), and (D) नीचे दिए गए संगठनों की सूची पर विचार कीजिए : (A). वित्तीय आसूचना एकक (B). मंत्रिमंडल सचिवालय का अनुसन्धान एवं विश्लेषण स्कन्द (C). प्रवर्तन निदेशालय (D). पुलिस अनुसन्धान एवं विकास ब्यूरो उपर्युक्त संगठनों में से कौन-सा/ से संगठन सूचना का अधिकार अधिनियम, 2005 की द्वितीय अनुसूची में सम्मिलित नहीं हैं ? निम्नलिखित कूट का प्रयोग करके सही उत्तर का चयन कीजिए : 1. (B), (C) और (D) 2. (A), (B) और (C) 3. (A), (B) और (D) 4. (A), (C), और (D) A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				
85	7085		1.0	(

Shri Krisha submitted an RTI Application which was received by the Public Authority on 5th March, 2023. He is asked to pay Rs 50/- on 25th March, 2023 as charges for providing the information, which he deposited on 30th March, 2023.

Within what time period should he receive the reply/information after submitting the fees?

1. 05 days
2. 06 days
3. 12 days
4. 09 days

श्रीकृष्ण ने एक आर टी आई आवेदन किया जो 5 मार्च 2023 को लोक प्राधिकारी द्वारा प्राप्त किया गया था। उसे सूचना प्रदान करने के लिए 25 मार्च 2023 को 50 रुपये शुल्क के रूप में जमा कराने को कहा गया जिसे उसने 30 मार्च को जमा करवाये। शुल्क जमा करवाने के कितने समय के भीतर उसे सूचना प्राप्त होनी चाहिए?

1. 05 दिन
2. 06 दिन
3. 12 दिन
4. 09 दिन

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

86 7086

The time period for supply of information in case the RTI application is received through the APIO will be:

1. 30 days
2. 45 days
3. 35 days
4. None

यदि ए पी आई ओ के माध्यम से आर टी आई आवेदन प्राप्त हुआ है तो सूचना प्रदान करने की समयावधि होगी :

1. 30 दिन
2. 45 दिन
3. 35 दिन
4. उपर्युक्त में से कोई भी नहीं

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

87 7087

Under which Section of the RTI Act, 2005, is it required that every public authority *suo moto* discloses information to the public so that public have to resort to use the Act, at the minimum:

1. Section 3 (1) (b)
2. Section 4 (1) (b) and 4 (1) (2)
3. Section 7 (1) read with 7 (3) (a)
4. Section 6 (1) (a) read with 6 (3) (i)

आर टी आई अधिनियम की किस धारा में लोक प्राधिकारी द्वारा स्वतःसंज्ञान से जनता को सूचना का खुलासा किए जाने का प्रावधान है ताकि लोगों को अधिनियम का न्यूनतम उपयोग करना पड़े :

1. धारा 3 (1) (ख)
2. धारा 4(1) (ख) और 4(1) (2)
3. धारा 7(3) (क) के साथ पठित धारा 7(1)
4. धारा 6 (3) (i) के साथ पठित धारा 8(1) (क)

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

88 7088

The Right to Information Act (RTI), 2005, provides for:

- A) Constitution of the Central Information Commission (CIC)
- B) Terms of office of the CIC
- C) Promotion of Information Officer
- D) Removal of Chief Information Commissioner (CIC) or Information Commissioner (IC)

Select the correct answer using the following code:

1. (A), (B), (C) and (D)
2. (A), (B), (C) only
3. (B), (C), (D) only
4. (A), (B), (D) only

सूचना का अधिकार अधिनियम (आर टी आई), 2005 में उपलब्ध है :

- A . केन्द्रीय सूचना आयोग (सी आई सी) का गठन
- B. सी आई सी के कार्यालय के निबंधन
- C. सूचना अधिकारी की पदोन्नति
- D. सी आई सी के या आई सी की पदच्युति

निम्नलिखित कूट के उपयोग से सही उत्तर का चयन करें :

1. A , B, C और D
2. केवल A, B और C
3. केवल B, C और D
4. केवल A, B और D

1.0 (

		A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		
--	--	---	--	--

Objective Question

89	7089	Which Section under the RTI Act deals with disclosures of third party information? 1. Section 1 2. Section 10 3. Section 2 4. Section 11 आर टी आई अधिनियम की कौन-सी धारा तृतीय पक्ष सूचना के खुलासे से संबंधित है ? 1. धारा 1 2. धारा 10 3. धारा 2 4. धारा 11 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	C
----	------	---	-----	---

Objective Question

90	7090	Which Section of the RTI Act deals with exemption from disclosure of information? 1. Section 1 2. Section 4 3. Section 8 4. Section 12 आर टी आई अधिनियम की कौन-सी धारा सूचना के खुलासे से छूट के बारे में है ? 1. धारा 1 2. धारा 4 3. धारा 8 4. धारा 12 A1 1 : 1 A2 2 : 2	1.0	C
----	------	---	-----	---

		A3 3 : 3 A4 4 : 4		
Objective Question				
91	7091	Which of the following may not be provided while seeking information by the applicant? 1. Name 2. Postal Address 3. Contact Number 4. Fees आवेदक द्वारा चाही गई सूचना प्रदान करते समय निम्नलिखित में से क्या प्रदान नहीं किया जा सकता है? 1. नाम 2. डाक पता 3. संपर्क नंबर 4. शुल्क A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				
92	7092	How long can the Chief Information Commissioner hold office? 1. Till the age of 55 years 2. Till the age of 60 years 3. Till the age of 70 years 4. Till the age of 65 years मुख्य सूचना आयुक्त की पदावधि कितनी है ? 1. 55 वर्षों की आयु तक 2. 60 वर्षों की आयु तक 3. 70 वर्षों की आयु तक 4. 35 वर्षों की आयु तक A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(

		4		
Objective Question				
93	7093	Which of the following is not an objective of RTI Act, 2005 ? 1. Setting out practical regime 2. Promote transparency and accountability 3. Harmonise conflicting interests 4. Setting out practical regime of Right to Information for citizens and non-citizens निम्नलिखित में से क्या सूचना का अधिकार अधिनियम, 2005 का उद्देश्य नहीं है : 1. व्यावहारिक तंत्र का निर्धारण 2. पारदर्शिता और जवाबदेही को बढ़ावा देना 3. विरोधाभासी (द्वन्द्व परक) हितों में परस्पर सन्तुलन स्थापित करना 4. नागरिकों तथा गैर-नागरिकों के लिए सूचना का अधिकार के व्यवहारिक तंत्र का निर्धारण A1 1 : A2 2 : A3 3 : A4 4 :	1.0	(
Objective Question				
94	7094	Which of the following is not correct in respect of rates of fees as prescribed under the Right to Information (Regulation of Fee and Cost) Rules, 2005? 1. Rupees two for each page (in A-4 or A-3 size paper) created or copied 2. Rs 10/- for copy in larger size paper 3. Actual cost or price for samples or models 4. For information provided in printed form, at the price fixed for such publication सूचना का अधिकार (शुल्क और लागत 45 विनियमन) नियम, 2005 में यथा विहित शुल्क के नियमों के संबंध में निम्नलिखित में से कौन-सा सही नहीं है? 1. बनाये गये या प्रतिलिपि किए प्रत्येक पेज (A₄ या A₃ आकार का पेज) के लिए दो रुपए 2. 'बड़े आकार के पेपर के लिए प्रतिलिपि हेतु 10 रुपए 3. नमूने या प्रतिरूप के लिए वास्तविक लागत या मूल्य 4. मुद्रित रूप में प्रदत्त सूचना के लिए, ऐसे प्रकाशन के नियत मूल्य पर A1 1 : A2 2 : A3 3 : A4 4 :	1.0	(
Objective Question				
95	7095		1.0	(

		Who among the following can ask for information under RTI Act, 2005? 1. Association 2. Director of a company 3. NGO 4. A person who is not citizen of India आर टी आई अधिनियम, 2005 के अंतर्गत निम्नलिखित में से कौन सूचना मांग सकता है? 1. एसोसिएशन 2. कंपनी के निदेशक 3. एन जी ओ 4. एक व्यक्ति जो भारत का नागरिक नहीं है। A1 1 : A2 2 : A3 3 : A4 4 :	
--	--	--	--

Objective Question

96	7096	What is the opinion of the Supreme Court regarding advice/opinion sought by applicant under RTI Act, 2005? 1. Opinion can be given by the office 2. Advice can be given by the office 3. Both advice as well as opinion can be given to the applicant 4. It is not required to provide advice/opinion to the applicant under RTI Act and they are not obliged to provide advice/opinion under the Act आर टी आई अधिनियम, 2005 के अंतर्गत आवेदक द्वारा मांगी गई सलाह/ मत के संबंध में उच्चतम न्यायालय का क्या मत है ? 1. कार्यालय द्वारा मत दिया जा सकता है 2. कार्यालय द्वारा सलाह दी जा सकती है। 3. आवेदक को सलाह और मत दोनों दिए जा सकते हैं 4. आर टी आई अधिनियम के अंतर्गत आवेदक को सलाह/ मत प्रदान करने की आवश्यकता नहीं है। आर टी आई अधिनियम के अंतर्गत, वह सलाह/ मत प्रदान करने के लिए बाध्य नहीं है। A1 1 : A2 2 : A3 3 : A4 4 :	1.0	(
----	------	--	-----	---

Objective Question

97	7097		1.0	(
----	------	--	-----	---

In the context of 'Third Party Information' which of the following statements is incorrect?

1. The CPIO shall give a written note to the third party within ten days of receipt of the RTI application, whether the information could be disclosed.
2. The third party is to make a submission in writing only.
3. The CPIO may disclose if the public interest in disclosure outweighs possible harm or injury to such third party.
4. The CPIO shall make a decision within forty days of receipt of RTI application.

'तृतीय पक्ष सूचना' के सन्दर्भ में, निम्नलिखित में से कौन-सा कथन सही नहीं है ?

1. सी पी आई ओ, आर टी आई आवेदन की प्राप्ति के दस दिनों के भीतर तृतीय पक्ष को लिखित सूचना देगा कि क्या सूचना प्रकट की जा सकती है।
2. तृतीय पक्ष को लिखित या मौखिक रूप से उत्तर प्रस्तुत करना है।
3. यदि तृतीय पक्ष के संभावित नुकसान या क्षति से अधिक प्रभावी जनहित है तो सी पी आई ओ सूचना प्रकट कर सकता है।
4. सी पी आई ओ आर टी आई आवेदन की प्राप्ति के चालीस दिन के अंदर निर्णय लेगा।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

98	7098	Is payment of fee under the electronic postal order possible? 1. Yes 2. No 3. May be 4. Definitely No क्या इलेक्ट्रॉनिक पोस्टल ऑर्डर के माध्यम से शुल्क भुगतान संभव है? 1. हाँ 2. नहीं 3. शायद 4. निश्चित रूप से नहीं A1 : 1 A2 : 2 A3 : 3 A4 : 4	1.0	(
----	------	---	-----	---

Objective Question

99	7099		1.0	(
----	------	--	-----	---

		How much is the fee to be paid to obtain information through RTI? 1. Rs 5/- 2. Rs 1/- 3. Rs 20/- 4. Rs 10/- आर टी आई द्वारा सूचना प्राप्त करने के लिए कितने शुल्क का भुगतान करना होता है ? 1. 5 रुपए 2. 1 रुपए 3. 20 रुपए 4. 10 रुपए A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	--	--

Objective Question

100	7100	Sexual Harassment results in violation of the fundamental rights of women and is mentioned in which Article of the Constitution? 1. Articles 13 and 14 2. Articles 14 and 15 3. Articles 14 and 21 4. Articles 15 and 21 यौन उत्पीड़न से पीड़ित महिला के संविधान के किन अनुच्छेदों में उल्लिखित मूल अधिकारों का हनन होता है ? 1. 13 और 14 2. 14 और 15 3. 14 और 21 4. 15 और 21 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	---	-----	---

Objective Question

101	7101		1.0	(
-----	------	--	-----	---

		From the date of incident, within what period can a women file her complaint? 1. One month 2. Two months 3. Three months 4. Any time घटना की तारीख से कितनी अवधि के भीतर महिला शिकायत दर्ज करा सकती है? 1. एक माह 2. दो माह 3. तीन माह 4. किसी भी समय A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		
--	--	---	--	--

Objective Question

102	7102	When was The Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act enacted? 1. 15-8-2015 2. 02-10-2016 3. 09-12-2013 4. 26-11-2013 कार्यस्थल पर महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम कब अधिनियमित हुआ ? 1. 15-8-2015 2. 02-10-2016 3. 09-12-2013 4. 26-11-2013 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	--	-----	---

Objective Question

103	7103		1.0	(
-----	------	--	-----	---

Which Section of Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 specifically deals about prevention of sexual harassment?

1. Section 1
2. Section 2
3. Section 3
4. Section 4

महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम की किस धारा में लैंगिक उत्पीड़न के बारे में उल्लेख है ?

1. धारा 1
2. धारा 2
3. धारा 3
4. धारा 4

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

104 7104

1.0 (

On completion of an inquiry under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the Internal Committee shall provide report of its findings to the employer within a period of ____ days from the date of completion of the inquiry.

1. 10 days
2. 15 days
3. 30 days
4. 45 days

कार्य स्थल पर महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम खंड के अंतर्गत जाँच पूरी होने पर विभागीय समिति नियोक्ता को जाँच पूरी होने की तिथि से ____ दिनों के भीतर अपने निष्कर्ष का प्रतिवेदन प्रदान करेगी:

1. 10 दिन
2. 15 दिन
3. 30 दिन
4. 45 दिन

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

105 7105

1.0 (

What is the genesis or origin of the The Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013?

1. The Prime Minister initiated it
2. PIL for justice to Bhanwari Devi of Rajasthan who was punished by Panchayat Members for opposing child marriage
3. The woman President of India wanted this
4. On the recommendations of Human Rights Commission

कार्यस्थल पर महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम, 2013 का उद्गम मूल क्या है ?

1. प्रधानमंत्री ने इसे शुरू किया।
2. बाल विवाह का विरोध करने पर पंचायत सदस्यों द्वारा सामूहिक बलात्कार का शिकार होने वाली राजस्थान की भंवरी देवी की पी आई एल
3. भारत की महिला राष्ट्रपति इसे चाहती थी।
4. महिला एन जी ओ ने ऐसा चाहा था

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

106 7106

1.0 (

Which of the following is not included in the definition of workplace as per The Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013?

- A) Places visited by the employee (including while on travel) including transportation provided by employer
- B) A dwelling place or house
- C) Hospitals/Nursing homes

Select the correct answer, using the following code:

1. (A), (B) and (C)
2. (A) and (B)
3. (A) and (C)
4. Only (A)

महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम, 2013 के अनुसार कार्यस्थल की परिभाषा में निम्नलिखित में से क्या सम्मिलित नहीं है ?

- A. नियोक्ता द्वारा प्रदत्त परिवहन सहित कर्मचारी द्वारा दौरा किए जाने वाले स्थान (यात्रा के दौरान सहित)
- B. रहने का स्थान या घर
- C. अस्पताल/ नर्सिंग होम

निम्नलिखित कूट के प्रयोग से सही उत्तर का चुनाव करें:

1. A, B और C
2. A और B
3. A और C
4. केवल A

A1
:

1

		A2 2 : 2 A3 3 : 3 A4 4 : 4		
Objective Question				
107	7107	As per The Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013 the Internal Complaint Committee and Local Complaints Committee members will hold office for not exceeding how many years from the date of their nomination or appointment? 1. Not exceeding one year 2. Not exceeding two years 3. Not exceeding three years 4. Upto 5 years कार्यस्थल पर महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम, 2013 के अनुसार विभागीय शिकायत समिति और स्थानीय शिकायत समिति के सदस्य अपने नाम-निर्देशन या नियुक्ति की तारीख से अधिकतम कितने वर्ष तक पद धारण करेंगे ? 1. अधिकतम 1 वर्ष तक 2. अधिकतम 2 वर्ष तक 3. अधिकतम 3 वर्ष तक 4. 5 वर्ष तक A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
Objective Question				
108	7108	On the completion of an inquiry under The Sexual Harassment at Workplace Act, 2013 the Internal Committee or the Local Complaints Committee as the case may be, shall provide a report of its findings to the employer, or as the case may be, the District Officer within a period of how many days? 1. 7 days 2. 10 days 3. 15 days 4. 21 days कार्यस्थल पर महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम, 2013 के अनुसार, जाँच पूर्ण होने पर विभागीय समिति या स्थानीय शिकायत समिति, जैसी भी स्थिति से, कितनी समयावधि में नियोक्ता को या जिला अधिकारी, जैसी भी स्थिति हो, को अपने निष्कर्षों का प्रतिवेदन प्रस्तुत करेंगी ? 1. 7 दिन 2. 10 दिन 3. 15 दिन 4. 21 दिन A1 1 :	1.0	(

		1	
		A2 2	
		:	
		2	
		A3 3	
		:	
		3	
		A4 4	
		:	
		4	

Objective Question

109	7109	Under which Section of The Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013, does punishment for false complaints against respondent exist? 1. Section 8 2. Section 14 3. Section 10 4. Section 16 कार्यस्थल पर महिलाओं का लैंगिक उत्पीड़न (निवारण, प्रतिषेध और प्रतितोष) अधिनियम, 2013 कि किस धारा में मिथ्या शिकायत के लिए महिलाओं हेतु दण्ड का प्रावधान है ? 1. धारा 8 2. धारा 14 3. धारा 10 4. धारा 16 A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	--	-----	---

Objective Question

110	7110	Which of the following is incorrect in respect of action during pendency of inquiry? The Internal Committee or the Local Committee may recommend to the employer to: A) Transfer the aggrieved woman B) Grant leave to the aggrieved women upto 3 months C) Grant such other relief to the aggrieved woman as may be prescribed. Select the correct answer, using the code given below: 1. Only (A) and (C) 2. Only (B) and (C) 3. Only (A) and (B) 4. (A), (B) and (C)	1.0	(
-----	------	--	-----	---

विभागीय समिति या स्थानीय समिति द्वारा नियोक्ता को की जाने वाली अनुशंसा के संबंध में निम्नलिखित में से कौन-सा असत्य है ?

- (A). व्यथित महिला का स्थानांतरण करना
 (B). व्यथित महिला को 90 दिन तक का अवकाश प्रदान करना
 (C). व्यथित महिला को ऐसी अन्य राहत प्रदान करना, जो विहित की जाये
 नीचे दिए गए कूट का उपयोग करके सही उत्तर का चयन करें:

1. केवल (A) और (C)
2. केवल (B) और (C)
3. केवल (A) और (B)
4. (A), (B) और (C)

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

111	7111	The e-files may be recorded under which of the following categories? 1. Categories 'A'-e Files 2. Category 'C'-e Files 3. Both Categories 'A'-e Files and Category 'C'-e Files 4. None of the above ई-फाइल्स निम्नलिखित में से किस श्रेणी में संधारित की जा सकती हैं ? 1. 'A' - ई फाइल्स 2. 'C' -ई फाइल्स 3. 'A' - ई फाइल्स और 'C' -ई फाइल्स दोनों में 4. उपर्युक्त में से कोई नहीं A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	---	-----	---

Objective Question

112	7112		1.0	(
-----	------	--	-----	---

		Files obtained by a Section from the Departmental Record Room will normally be returned within _____ time. 1. One month 2. 3 months 3. 6 months 4. None किसी अनुभाग द्वारा विभागीय रिकॉर्ड रूम से प्राप्त की गई फाइल सामान्यतया _____ समयावधि में पुनः वापस कर दी जाएगी 1. एक माह 2. 3 माह 3. 6 माह 4. उपर्युक्त में से कोई नहीं A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4		
--	--	--	--	--

Objective Question

113	7113	Files which survive review on their attaining 25th year of life will be: 1. Retained in a special room created in the concerned department 2. Transferred to the National Library 3. Transferred to the National Archives of India 4. Transferred to Central Secretarial Library 25 वॉ जीवन वर्ष पूर्ण करने पर भी बनी रहने वाली फाइलें : 1. संबंधित विभाग में निर्मित विशेष कक्ष में रखी जाएंगी 2. राष्ट्रीय पुस्तकालय को अंतरित की जाएंगी 3. भारतीय राष्ट्रीय अभिलेखागार को अंतरित की जाएंगी 4. केन्द्रीय सचिवालय पुस्तकालय को अंतरित की जाएंगी A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	---	-----	---

Objective Question

114	7114		1.0	(
-----	------	--	-----	---

		What is the record retention period of Record Review Register from the date of closure? 1 year 3 years 5 years - None समापन की तारीख से अभिलेख समीक्षा पंजिका की अभिलेख प्रतिधारण अवधि कितनी है ? 1 वर्ष 3 वर्ष 5 वर्ष - उपरोक्त में से कोई नहीं A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	--	--

Objective Question

115	7115	In respect of records connected with its substantive functions, every department may issue Departmental Record Retention Schedule vetted by: - National Archives of India - Department of Personnel & Training - Financial Advisor - Joint Secretary (Admin) प्रत्येक विभाग निम्नलिखित में से किसकी समीक्षा के पश्चात् अपने महत्वपूर्ण कार्यों से संबंधित अभिलेखों के संबंध में विभागीय अभिलेख संधारण योजना जारी कर सकता है - भारतीय राष्ट्रीय अभिलेखागार - कार्मिक और प्रशिक्षण विभाग - वित्तीय सलाहकार - संयुक्त सचिव (प्रशासन) A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	---	-----	---

Objective Question

116	7116		1.0	(
-----	------	--	-----	---

		What is the record retention period of Section Dispatch Register from the date of its closure? 1 year 2 years 3 years 5 years समापन की तारीख से अनुभाग जावक पंजिका की अभिलेख संधारण अवधि कितनी है ? 1 वर्ष 2 वर्ष 3 वर्ष 5 वर्ष A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	---	--

Objective Question

117	7117	Which of the following statements is not appropriate for taking measures to reduce the volume of records which do not have significant need for retention? 1. Launching a special drive annually to record/review Category 'C' files 2. Each Section Officer may review once in two years only the state of recording/reviewing/ weeding out of files in his wing 3. Inspecting officers have to pay special attention to Records Management in Sections and Departmental Records Room 4. Routine files/records will be manually torn into small pieces and disposed of महत्वपूर्ण संधारण आवश्यकता नहीं रखने वाले अभिलेखों की मात्रा कम करने के लिए किए गए उपायों के लिए निम्नलिखित में से कौन-सा कथन सुसंगत नहीं है : 1. श्रेणी 'सी' फाइलों की समीक्षा के लिए विशेष वार्षिक अभियान चलाना 2. प्रत्येक अनुभाग अधिकारी अपने स्कंध में फाइलों के संधारण/ समीक्षा/ समापन करने की स्थिति के लिए समीक्षा कर सकता है। 3. अनवीक्षण अधिकारी अनुभागों और विभागीय संधारण कक्ष में अभिलेखन प्रबंधन पर विशेष ध्यान देंगे 4. प्रत्येक दो वर्षों में केवल एक बार दैनिक फाइलें/ अभिलेख छोटे टुकड़ों में फाड़कर निपटाई जाएंगी A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	--	-----	---

Objective Question

118	7118		1.0	(
-----	------	--	-----	---

Each record creating agency of an office of the Government of India, will nominate a Departmental Records Officer (DRO) who is not below the level of _____ for overall records management:

1. Section Officer
2. Under Secretary
3. Director
4. Senior most Assistant Section Officer

भारत सरकार के किसी कार्यालय का अभिलेख सृजन करने वाला अभिकरण संपूर्ण अभिलेख प्रबंधन के लिए एक _____ से अधिक रैंक के अधिकारी को विभागीय अभिलेख अधिकारी (डी आर ओ) के रूप में नामित करेगा

1. अनुभाग अधिकारी
2. अवर सचिव
3. निदेशक
4. वरिष्ठतम अनुभाग अधिकारी

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

119 7119

In an office of the Government of India, records management mainly covers which of the following activities:

1. Only recording and weeding out
2. Recording and Retention only
3. Recording, Retention, Retrieval and weeding out
4. Recording, Retrieval and weeding only

भारत सरकार के कार्यालय में अभिलेख प्रबंधन मुख्यतया निम्नलिखित गतिविधियों को आच्छादित करता है :

1. केवल अभिलेखकरण और विनष्टीकरण
2. केवल अभिलेखण और संधारण
3. अभिलेखण, संधारण, पुनर्वापसी और विनष्टीकरण
4. केवल अभिलेखण, पुनर्वापसी और विनष्टीकरण

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

120 7120

Category 'C' Files are of secondary importance having reference value for a limited period not exceeding ____ years.

1. 3
2. 5
3. 10
4. 25

श्रेणी 'C' फाइलें द्वितीयक महत्ता वाले संदर्भ मूल्य की होती हैं, जो ____ वर्षों तक की सीमित अवधि के लिए होती है।

1. 3
2. 5
3. 10
4. 25

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

121 7121

1.0 (

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, so also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Identify the sentence which shows the summary of first paragraph.

1. Smile is a visual stimulus showing an affectionate bond between a mother and her baby.
2. Adults convey their moods just by twisting their lips.
3. Parents or adults smile more sincerely than babies.
4. Smile is the best tool for a mother used explicitly.

10/15/23, 12:44 PM	7_Live_Paper2_E_1-180.html		
		Read the passage and answer the question that follows: We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expresssion of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face. But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response. Identify the sentence which shows the summary of first paragraph. 1. Smile is a visual stimulus showing an affectionate bond between a mother and her baby. 2. Adults convey their moods just by twisting their lips. 3. Parents or adults smile more sincerely than babies. 4. Smile is the best tool for a mother used explicitly. A1 : 1 A2 : 2 A3 : 3 A4 : 4	
	Objective Question		1.0 (
file:///E:/DoPT_3/ZIP/7_Live_Paper2_E/7_Live_Paper2_E_1-180.html	122 7122		64/133

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, so also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

According to the information given in the paragraph arrange the following sentences in correct order.

- A. The infant's smile is full of intensity with kicking too.
- B. A baby may also show all that remains of the ancient clinging response.
- C. A smile is vital bond of love and attachment.
- D. But there is more to smiling than a line of the month.

Choose the correct answer from the options given below:

- 1. A, B, D, C
- 2. B, C, A, D
- 3. C, D, A, B
- 4. D, A, C, B

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, so also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

According to the information given in the paragraph arrange the following sentences in correct order.

- A. The infant's smile is full of intensity with kicking too.
- B. A baby may also show all that remains of the ancient clinging response.
- C. A smile is vital bond of love and attachment.
- D. But there is more to smiling than a line of the month.

Choose the correct answer from the options given below:

1. A, B, D, C
2. B, C, A, D
3. C, D, A, B
4. D, A, C, B

$$\begin{array}{c} A1 \\ \vdots \\ 1 \end{array}$$

1

$$\begin{array}{c} A2 \\ \vdots \end{array} \quad 2$$

2

$$\begin{array}{c} A3 \\ : \end{array} \quad 3$$

3

$$\begin{array}{c} A4 \\ \vdots \end{array} \quad 4$$

4

Objective Question

123	7123		1.0	(
-----	------	--	-----	---

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Pick out from the passage an antonym of 'down-turned'-

1. Crying out
2. Curling up
3. Happiness
4. Anti-smile

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Pick out from the passage an antonym of 'down-turned'-

1. Crying out
2. Curling up
3. Happiness
4. Anti-smile

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

Objective Question

124 7124

1.0 (

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Given below are two statements:

Statement (I): An adult can convey his smile by adopting a mouth-line completely opposite to the anti-smile shape.

Statement (II): A baby's smile is not more vigorous than that of an adult.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Given below are two statements:

Statement (I): An adult can convey his smile by adopting a mouth-line completely opposite to the anti-smile shape.

Statement (II): A baby's smile is not more vigorous than that of an adult.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

A1 1
:
1
A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

125 7125

1.0 C

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, so also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Identify the sentence which shows the summary of last paragraph.

1. Adults smile more openly than a baby
2. A baby's smile may change radically due to change of emotions
3. A baby's smile is full of vigour and variety
4. A baby may adopt a mouth-line which is completely opposite of smile i.e. anti-smile

10/15/23, 12:44 PM	7_Live_Paper2_E_1-180.html		
		Read the passage and answer the question that follows: We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expresssion of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face. But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response. Identify the sentence which shows the summary of last paragraph. 1. Adults smile more openly than a baby 2. A baby's smile may change radically due to change of emotions 3. A baby's smile is full of vigour and variety 4. A baby may adopt a mouth-line which is completely opposite of smile i.e. anti-smile A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
Objective Question			
126	7126		1.0 (

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Suggest the most suitable title for the given passage

1. Anti-smile
2. Offensive smile
3. Smiling Styles and Happiness
4. Smile and Body Movements

Read the passage and answer the question that follows:

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression radically changed. This development has in turn led to the possibility of another and contrasting facial posture that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile, it is possible to signal an anti-smile. Just as laughing, 50 also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

Suggest the most suitable title for the given passage

1. Anti-smile
2. Offensive smile
3. Smiling Styles and Happiness
4. Smile and Body Movements

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

Objective Question

127 7127

1.0 (

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Choose the most appropriate title from the following options for the given passage

1. Mazdoor Kisan Shakti Sangathan
2. Movement for Right to Information
3. Development Projects and Rights to Information
4. Mazdoor Kisan Shakti Sangathan

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Choose the most appropriate title from the following options for the given passage

1. Mazdoor Kisan Shakti Sangathan
2. Movement for Right to Information
3. Development Projects and Rights to Information
4. Mazdoor Kisan Shakti Sangathan

A1 1
:

1

A2 2
:

2
A3
:
3
A4
:
4

Objective Question

128 7128

1.0 (

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

What demands were made by Mazdoor Kisan Shakti Sangathan in 1990?

1. To provide copies of records of relief works
2. To provide copies of accounts of labourers
3. To provide copies of records of relief works and account of labourers
4. To pass the RTI Act

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

What demands were made by Mazdoor Kisan Shakti Sangathan in 1990?

1. To provide copies of records of relief works
2. To provide copies of accounts of labourers
3. To provide copies of records of relief works and account of labourers
4. To pass the RTI Act

A1
:
1

A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

129 7129

1.0 (

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

RTI Act is also called

1. Right to Information Act, 1996
2. Right to Information Act, 2002
3. Right to Information Act, 2004
4. Right to Information 2005

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

RTI Act is also called

1. Right to Information Act, 1996
2. Right to Information Act, 2002
3. Right to Information Act, 2004
4. Right to Information 2005

A1 1
:
1
A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

130 7130

1.0 (

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Arrange the following sentences in the most logical order to form a coherent paragraph:

(A). The villagers in Bhim Tehsil asserted their right to information and in the process, exposed the corruption in development project.

(B). The RTI movement was spearheaded by MKSS in 1990.

(C). Soon after in 1994 and 1996, public hearings became a step towards realising of the RTI bill.

(D). It was in Rajasthan that MKSS took the first steps to demand records, files and accounts of works done and workers in the past.

(E). However, it was not until June of 2005 that the president assented to the Bill.

Choose the **correct** answer from the options given below:

1. (A), (B), (C), (D), (E)
2. (E), (A), (C), (B), (D).
3. (B), (D), (A), (C), (E)
4. (B), (C), (E), (A), (D).

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Arrange the following sentences in the most logical order to form a coherent paragraph:

- (A). The villagers in Bhim Tehsil asserted their right to information and in the process, exposed the corruption in development project.
- (B). The RTI movement was spearheaded by MKSS in 1990.
- (C). Soon after in 1994 and 1996, public hearings became a step towards realising of the RTI bill.
- (D). It was in Rajasthan that MKSS took the first steps to demand records, files and accounts of works done and workers in the past.
- (E). However, it was not until June of 2005 that the president assented to the Bill.

Choose the **correct** answer from the options given below:

1. (A), (B), (C), (D), (E)
2. (E), (A), (C), (B), (D).
3. (B), (D), (A), (C), (E)
4. (B), (C), (E), (A), (D).

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

131 7131

1.0 (

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Given below are two statements:

Statement I : An amendment was forced in the Rajasthan Panchayat Raj Act which facilitated procurement of certified copies of documents held by the Panchayats.

Statement II : The Consumer Education and Research Center, The Press Council and the Shourie Committee had proposed a draft RTI law for the very first time.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Given below are two statements:

Statement I : An amendment was forced in the Rajasthan Panchayat Raj Act which facilitated procurement of certified copies of documents held by the Panchayats.

Statement II : The Consumer Education and Research Center, The Press Council and the Shourie Committee had proposed a draft RTI law for the very first time.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

A1 1
:
1
A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

132 7132

1.0 C

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Choose the most appropriate single sentence precis from the following options for the given passage:

1. The passage records the movements of RTI
2. The passage documents the initial movement's failure of RTI
3. The passage is an account of misappropriation of funds incurred in development projects.
4. The passage gives a detailed overview of the culmination and realisation of RTI movements in India.

Read the passage and answer the question that follows:

The movement for Right to Information (RTI) one of the few recent examples of a movement that did succeed in getting the state to accept its major demand. The movement started in 1990, when a mass based organisation called the Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan took the initiative in demanding records of famine relief work and accounts of labourers. The demand was first raised in Bhim Tehsil in a very backward region of Rajasthan. The villagers asserted their right to information by asking for copies of bills and vouchers and names of persons on the muster rolls who have been paid wages on the construction of schools, dispensaries, small dams and community centres. On paper such development projects were all completed, but it was common knowledge of the villagers that there was gross misappropriation of funds. In 1994 and 1996, the MKSS organised Jan Sunwais or Public Hearings, where the administration was asked to explain its stand in public.

The movement had a small success when they could force an amendment in the Rajasthan Panchayati Raj Act to permit the public to procure certified copies of documents held by the Panchayats. The Panchayats were also required to publish on a board and in newspapers, the budget, accounts, expenditure, policies and beneficiaries. In 1996, MKSS formed National Council for People's Right to Information in Delhi to raise RTI to the status of a national campaign. Prior to that, the Consumer Education and Research Center, the Press Council and the Shourie committee had proposed a draft RTI law. In 2002, a weak Freedom of Information Act was legislated but it never came into force. In 2004 RTI bill was tabled and received presidential assent in June 2005.

Choose the most appropriate single sentence precis from the following options for the given passage:

1. The passage records the movements of RTI
2. The passage documents the initial movement's failure of RTI
3. The passage is an account of misappropriation of funds incurred in development projects.
4. The passage gives a detailed overview of the culmination and realisation of RTI movements in India.

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

133 7133

1.0 (

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

Identify the statement which shows the summary of first paragraph

1. Positive thinking can be achieved by simple methods like spending time with Nature
2. Positive results are the outcome of positive thinking
3. No man can live without positive thinking
4. Only positive thinking brings methodical results in life

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

Identify the statement which shows the summary of first paragraph

1. Positive thinking can be achieved by simple methods like spending time with Nature
2. Positive results are the outcome of positive thinking
3. No man can live without positive thinking
4. Only positive thinking brings methodical results in life

A1 1
:

1

A2 2
:

2
A3 3
:
3
A4 4
:
4

Objective Question

134	7134	Read the passage and answer the question that follows: Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results. It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle. Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye. Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree. Given below are two statements: Statement (I): It is amazing to see how positive thinking turns a restless mind into a peaceful and productive mind. Statement (II): In order to become a successful person, feed your mind with creativity, energy and enthusiasm. In light of the above statements, choose the <i>most appropriate</i> answer from the options given below. - Both Statement (I) and Statement (II) are correct. - Both Statement (I) and Statement (II) are incorrect. - Statement (I) is correct but Statement (II) is incorrect. - Statement (I) is incorrect but Statement (II) is correct.	1.0	C
-----	------	--	-----	---

10/15/23, 12:44 PM	7_Live_Paper2_E_1-180.html		
		Read the passage and answer the question that follows: Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results. It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle. Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye. Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree. Given below are two statements: Statement (I): It is amazing to see how positive thinking turns a restless mind into a peaceful and productive mind. Statement (II): In order to become a successful person, feed your mind with creativity, energy and enthusiasm. In light of the above statements, choose the <i>most appropriate</i> answer from the options given below. - Both Statement (I) and Statement (II) are correct. - Both Statement (I) and Statement (II) are incorrect. - Statement (I) is correct but Statement (II) is incorrect. - Statement (I) is incorrect but Statement (II) is correct. A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
	Objective Question 135 7135		1.0 (

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

According to information given in the passage, arrange the following sentences in correct order:

- (A). A person falls in the clutches of depression when the mind is restless.
- (B). Physical fitness is necessary for positive thinking.
- (C). Our thoughts determine the world around us.
- (D). Positive thinking helps in creating a magnetic whirlpool.

Choose the **correct** answer from the options given below:

- 1. (B), (A), (D), (C).
- 2. (C), (B), (D), (A).
- 3. (D), (C), (B), (A).
- 4. (A), (C), (B), (D).

10/15/23, 12:44 PM	7_Live_Paper2_E_1-180.html
	Read the passage and answer the question that follows: Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results. It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle. Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye. Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree. According to information given in the passage, arrange the following sentences in correct order: (A). A person falls in the clutches of depression when the mind is restless. (B). Physical fitness is necessary for positive thinking. (C). Our thoughts determine the world around us. (D). Positive thinking helps in creating a magnetic whirlpool. Choose the correct answer from the options given below: 1. (B), (A), (D), (C). 2. (C), (B), (D), (A). 3. (D), (C), (B), (A). 4. (A), (C), (B), (D). A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4
Objective Question 136 7136	1.0 (

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

Identify the statement which shows the summary of last paragraph.

1. Positive thinking can be inculcated by image formation technique through mind's eyes.
2. Physical fitness is an integral part of positive thinking.
3. In a realistic society, it is impossible to attain positive thinking.
4. In spite of positive thinking, sometimes a person may fall victim to worries and tears.

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

Identify the statement which shows the summary of last paragraph.

1. Positive thinking can be inculcated by image formation technique through mind's eyes.
2. Physical fitness is an integral part of positive thinking.
3. In a realistic society, it is impossible to attain positive thinking.
4. In spite of positive thinking, sometimes a person may fall victim to worries and tears.

A1 1
:

1

A2 2
:

2

A3 3
:

3
A4 4
:
4

Objective Question

137	7137	Read the passage and answer the question that follows: Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results. It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle. Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye. Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree. Pick out from the passage synonym of the word 'delusion'. 1. tremendous 2. chaotic 3. ultimate 4. enthusiastic Read the passage and answer the question that follows: Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results. It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle. Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye. Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree. Pick out from the passage synonym of the word 'delusion'. 1. tremendous 2. chaotic 3. ultimate 4. enthusiastic A1 1 : 1	1.0	C
-----	------	---	-----	---

A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

138 7138

1.0 (

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

Suggest the most suitable title for the above passage

1. Positivity and Pessimism
2. Self control
3. Power of Positivity
4. Orthodox Positivity

Read the passage and answer the question that follows:

Perhaps it is the strong positive thought-process of the man; which reaches out to people and creates a magnetic whirlpool, as it were, attracting positive conditions-which, in turn, yield positive results.

It's not as mystical as it sounds. Your thoughts do shape the world you perceive around you. To a depressed man, the silent presence of a plant will only add to his sense of isolation; but for a positive thinker the same plant would hold a promise in its lush greenery, making him happy to belong to a world full of beautiful creations. And so it is-fill your mind with energetic, happy, enthusiastic and creative thoughts and watch yourself turn into a new person. Make-belief works. If you tell yourself that you are a dynamo of energy, a powerhouse of creativity and act enthusiastic, your brain will miraculously absorb the new thought process and you will begin to live it. It's no longer a delusion but a return to what nature meant us to be. It's difficult to think positive if you feel physically sluggish. Regular exercise sets in motion the wheels of the positive process. As circulation revs up, muscles tauten, one feels more in control of oneself and as a result, optimism surges. The message, 'It's-a-great-life' in turn starts a healthy mind-and-body cycle.

Positive thinking can be tuned into by simple methods: by occasionally spending time close to, Nature. The sighing of the sea, the hush in the air/the rustle of the wind through the leaves balance your bio-rhythm and restore your mental processes back to their natural wavelength. Back home, you can let the same image flash through your mind's eye.

Sometimes, the mind slips back to its worries, its tears and its pessimism, But that is no cause to worry, since the positive ideas have already taken root and will ultimately grow into a strong tree.

Suggest the most suitable title for the above passage

- 1. Positivity and Pessimism
- 2. Self control
- 3. Power of Positivity
- 4. Orthodox Positivity

A1 1

: 1

A2 2

: 2

A3 3

: 3

A4 4

: 4

Objective Question

139 7139

1.0 (

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Choose the most appropriate title from the following options

1. Buddha and his Teachings
2. Buddha and the record of his teachings
3. Tipitaka ; The Three Dimensional Teachings
4. Modern Translations of The Buddha Teachings

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Choose the most appropriate title from the following options

1. Buddha and his Teachings
2. Buddha and the record of his teachings
3. Tipitaka ; The Three Dimensional Teachings
4. Modern Translations of The Buddha Teachings

A1 1
:

1
A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

140	7140	Read the passage and answer the question that follows: The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the <i>Buddha's</i> speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at <i>Vesali</i> (<i>Pali</i> for <i>Vaishali</i> in present-day <i>Bihar</i>). These compilations were known as <i>Tipitaka</i> - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter. The <i>Vinaya Pitaka</i> included rules and regulations for those who joined the <i>sangha</i> or monastic order; the <i>Buddha's</i> teachings were included in the <i>Sutta Pitaka</i>, and the <i>Abhidhamma Pitaka</i> dealt with philosophical matters. Each <i>pitaka</i> comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars As Buddhism travelled to new regions such as Sri Lanka, other texts such as the <i>Dipavamsa</i> (literally, the chronicle of the island) and <i>Mahavamsa</i> (the great chronicle) were written, containing regional histories of <i>Buddhism</i>. Many of these works contained biographies of the Buddha. Some of the oldest texts are in <i>Pali</i>, while later compositions are in <i>Sanskrit</i>. When <i>Buddhism</i> spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian <i>Buddhist</i> teachers also travelled to faraway places, carrying texts to disseminate the teachings of the <i>Buddha</i>. <i>Buddhist</i> texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from <i>Pali</i>, <i>Sanskrit</i>, Chinese and Tibetan texts. Which of the following options best summarizes the second paragraph of the passage 1. Three fold compilation of Buddha's teachings Tripitaka were interpreted in different ways 2. Buddhism has been recorded and has travelled to different regions 3. Buddhist texts were documented and preserved for later uses. 4. Buddhist texts were preserved for the purpose of translations	1.0	(
-----	------	---	-----	---

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tripitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Which of the following options best summarizes the second paragraph of the passage

1. Three fold compilation of Buddha's teachings Tripitaka were interpreted in different ways
2. Buddhism has been recorded and has travelled to different regions
3. Buddhist texts were documented and preserved for later uses.
4. Buddhist texts were preserved for the purpose of translations

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

141 7141

1.0 (

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Which of the following compilations included regional histories of Buddhism?

1. Tipitaka
2. Abhidhamma Pitaka
3. Dipavamsa
4. Mahavamsa

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Which of the following compilations included regional histories of Buddhism?

1. Tipitaka
2. Abhidhamma Pitaka
3. Dipavamsa
4. Mahavamsa

A1 1
:

1

A2 2
:

2
A3 3
:
3
A4 4
:
4

Objective Question

142	7142	Read the passage and answer the question that follows: The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the <i>Buddha's</i> speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at <i>Vesali</i> (<i>Pali</i> for <i>Vaishali</i> in present-day <i>Bihar</i>). These compilations were known as <i>Tipitaka</i> - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter. The <i>Vinaya Pitaka</i> included rules and regulations for those who joined the <i>sangha</i> or monastic order; the <i>Buddha's</i> teachings were included in the <i>Sutta Pitaka</i>, and the <i>Abhidhamma Pitaka</i> dealt with philosophical matters. Each <i>pitaka</i> comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars As Buddhism travelled to new regions such as Sri Lanka, other texts such as the <i>Dipavamsa</i> (literally, the chronicle of the island) and <i>Mahavamsa</i> (the great chronicle) were written, containing regional histories of <i>Buddhism</i>. Many of these works contained biographies of the Buddha. Some of the oldest texts are in <i>Pali</i>, while later compositions are in <i>Sanskrit</i>. When <i>Buddhism</i> spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian <i>Buddhist</i> teachers also travelled to faraway places, carrying texts to disseminate the teachings of the <i>Buddha</i>. <i>Buddhist</i> texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from <i>Pali</i>, <i>Sanskrit</i>, Chinese and Tibetan texts. Rearrange the following sentences in a logical order to form a coherent paragraph - A. These compilations were later categorised into <i>pitakas</i>, containing number of individual texts B. Gradually, these texts interested Buddhist scholars who added comments. C. It was only C. 5th- 4th century BCE that his teachings were compiled by his disciples. D. Today many modern translations can be found of these texts. E. The Buddha taught orally and did not record his teachings. Choose the correct answer from the options given below: 1. A, D, C, B, E 2. E, C, A, B, D 3. B, A, C, D, E 4. C, A, B, E, D	1.0	C
-----	------	---	-----	---

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Rearrange the following sentences in a logical order to form a coherent paragraph -

- A. These compilations were later categorised into *pitakas*, containing number of individual texts
- B. Gradually, these texts interested Buddhist scholars who added comments.
- C. It was only C. 5th- 4th century BCE that his teachings were compiled by his disciples.
- D. Today many modern translations can be found of these texts.
- E. The Buddha taught orally and did not record his teachings.

Choose the correct answer from the options given below:

- 1. A, D, C, B, E
- 2. E, C, A, B, D
- 3. B, A, C, D, E
- 4. C, A, B, E, D

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

143 7143

1.0 (

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Given below are two statements:

Statement (I): Pilgrims such as Fa Xian and Xuan Zang came from China to translate Buddhist texts.

Statement (II): Indian Buddhist teachers also travelled far and wide to disseminate Buddhism.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Given below are two statements:

Statement (I): Pilgrims such as Fa Xian and Xuan Zang came from China to translate Buddhist texts.

Statement (II): Indian Buddhist teachers also travelled far and wide to disseminate Buddhism.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

144 7144

1.0 (

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Which of the following options sums up, Fa Xian and Xuan Zang :

1. Chinese pilgrims
2. Pilgrim and Scholars
3. Scholars and translators
4. Modern translators and teachers

Read the passage and answer the question that follows:

The Buddha (and other teachers) taught orally through discussion and debate. Men and women (perhaps children as well) attended these discourses and discussed what they heard. None of the *Buddha's* speeches were written down during his lifetime. After his death (c. fifth-fourth century BCE), his teachings were compiled by his disciples at a council of "elders or senior monks at *Vesali* (*Pali* for *Vaishali* in present-day *Bihar*). These compilations were known as *Tipitaka* - literally, three baskets to hold different types of texts. They were first transmitted orally and then written and classified according to length as well as subject matter.

The *Vinaya Pitaka* included rules and regulations for those who joined the *sangha* or monastic order; the *Buddha's* teachings were included in the *Sutta Pitaka*, and the *Abhidhamma Pitaka* dealt with philosophical matters. Each *pitaka* comprised a number of individual texts. Later, commentaries were written on these texts by Buddhist scholars

As Buddhism travelled to new regions such as Sri Lanka, other texts such as the *Dipavamsa* (literally, the chronicle of the island) and *Mahavamsa* (the great chronicle) were written, containing regional histories of *Buddhism*. Many of these works contained biographies of the Buddha. Some of the oldest texts are in *Pali*, while later compositions are in *Sanskrit*.

When *Buddhism* spread to East Asia, pilgrims such as Fa Xian and Xuan Zang travelled all the way from China to India in search of texts. These they took back to their own country, where they were translated by scholars. Indian *Buddhist* teachers also travelled to faraway places, carrying texts to disseminate the teachings of the *Buddha*.

Buddhist texts were preserved in manuscripts for several centuries in monasteries in different parts of Asia. Modern translations have been prepared from *Pali*, *Sanskrit*, Chinese and Tibetan texts.

Which of the following options sums up, Fa Xian and Xuan Zang :

1. Chinese pilgrims
2. Pilgrim and Scholars
3. Scholars and translators
4. Modern translators and teachers

A1 1
:

1

A2 2
:

2
A3 3
:
3
A4 4
:
4

Objective Question

145	7145	Read the passage given below and answer the question that follows: She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there. Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on. "I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know.' "I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music." Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington. They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition. Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them. "This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says. Find out a word from the above passage which means 'very surprised' 1. seldom 2. flabbergasted 3. jitterbugged 4. attitude	1.0	C
-----	------	---	-----	---

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know.'

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Find out a word from the above passage which means 'very surprised'

1. seldom
2. flabbergasted
3. jitterbugged
4. attitude

$$\begin{pmatrix} A1 \\ \vdots \end{pmatrix} \quad 1$$

1

A2 2

2

A3 3

3

$$\begin{array}{c} A4 \\ : \end{array} \quad 4$$

4

Objective Question

146	7146		1.0	(
-----	------	--	-----	---

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, "He's deaf, you know."

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Identify the statement which shows the summary of first paragraph

1. They became the dance partners though he wasn't very talkative
2. Debra and Templin prepared together for Virginia state open dance competition
3. The boy was a great dancer and it was a pleasure to watch him
4. Templin was very pleased but unsurprised like his mother

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, "He's deaf, you know.

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Identify the statement which shows the summary of first paragraph

1. They became the dance partners though he wasn't very talkative
2. Debra and Templin prepared together for Virginia state open dance competition
3. The boy was a great dancer and it was a pleasure to watch him
4. Templin was very pleased but unsurprised like his mother

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

147 7147

1.0 C

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know.'

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Given below are two statements:

Statement (I): Sternberg was a young dancer full of fun, cheerfulness and energy but was deaf.

Statement (II): Joseph was a young beautiful lady of 19 who loved dance and wanted to enjoy life.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, "He's deaf, you know.

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Given below are two statements:

Statement (I): Steraberg was a young dancer full of fun, cheerfulness and energy but was deaf.

Statement (II): Joseph was a young beautiful lady of 19 who loved dance and wanted to enjoy life.

In light of the above statements, choose the *most appropriate* answer from the options given below.

1. Both Statement (I) and Statement (II) are correct.
2. Both Statement (I) and Statement (II) are incorrect.
3. Statement (I) is correct but Statement (II) is incorrect.
4. Statement (I) is incorrect but Statement (II) is correct.

A1 1

: 1

A2 2

: 2

A3 3

: 3

A4 4

: 4

Objective Question

148 7148

1.0 (

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know.'

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

According to the information given in the above passage arrange the following sentences in correct order

- A. She was shocked when his mother informed her that he was deaf
- B. Joseph Templin never spoke to her in four weeks expect 'thank you'
- C. There was a strange dance pair but Templin was unsurprised
- D. Debra was surprised to see a new dancer on the floor dancing brilliantly

Choose the correct answer from the options given below:

- 1. C, A, B, D
- 2. B, A, C, D
- 3. D, B, A, C
- 4. A, B, C, D

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know.'

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

According to the information given in the above passage arrange the following sentences in correct order

- A. She was shocked when his mother informed her that he was deaf
- B. Joseph Templin never spoke to her in four weeks expect 'thank you'
- C. There was a strange dance pair but Templin was unsurprised
- D. Debra was surprised to see a new dancer on the floor dancing brilliantly

Choose the correct answer from the options given below:

- 1. C, A, B, D
- 2. B, A, C, D
- 3. D, B, A, C
- 4. A, B, C, D

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

149 7149

1.0 C

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know.'

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Identify the statement which shows the summary of last paragraph

1. It was a great pleasure to watch Templin dancing
2. Debra and Templin were 'unlike' dance partners
3. Where there is a will, there is a way
4. End justifies the means

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, 'He's deaf, you know."

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Identify the statement which shows the summary of last paragraph

1. It was a great pleasure to watch Templin dancing
2. Debra and Templin were 'unlike' dance partners
3. Where there is a will, there is a way
4. End justifies the means

$$\begin{array}{c} A1 \\ \vdots \\ 1 \end{array}$$

1

A2 2

2

A3 3

3

$$\begin{array}{c} A4 \\ : \\ 4 \end{array}$$

4

Objective Question

150	7150
-----	------

1.0 (

Read the passage given below and answer the question that follows:

She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there.

Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on.

"I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, "He's deaf, you know."

"I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music."

Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington.

They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition.

Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them.

"This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says.

Pick out the most suitable title for the given passage

1. A Deaf Dancer
2. Glory of a Deaf Dancer
3. Debra and Joseph
4. The Unlikely Pair

10/15/23, 12:44 PM	7_Live_Paper2_E_1-180.html
	Read the passage given below and answer the question that follows: She studied the boy from across a dance floor last winter, moved more by what he made her feel than what she saw. A dance instructor for six years, she had all the steps, but this kid had all those moves and something more, a grace, a soul to make her eyes well up, so joyous did he look out there. Debra Sternberg studied Joseph Templin the way you study a natural phenomenon, thinking she had seldom seen a dancer with such natural flair for the jitterbug and the Lindy. She approached his mother, Carla, one of her more than 600 dance students, looking for permission to dance with the boy. The chatty woman and the quiet boy jitterbugged, off and on, for the next four weeks on crowded dance floors, but not once did Templin speak to Sternberg. He mouthed hi! at the beginning and thank you! at the end of their dances, then moved on. "I just thought he wasn't very talkative," Sternberg remembers. "And then one night, one of Joe's brothers says to me, "He's deaf, you know. "I was flabbergasted, not only that he was deaf, but more that he could do what he does without being able to hear the music." Now they're dance partners, preparing for the Virginia State Open, a swing dance competition beginning in late September in suburban Washington. They're an unlikely pairing: Sternberg is 46, funny, saucy, happily married, good with her sashaying hips, lithe in her dancer's body, who has a Website called gottaswing.com. Templin just turned 19, still a kid with braces, lanky, handsome, Brazilian-dark, smooth-skinned, certain to be the focus of the up-coming competition. Templin is pleased but unsurprised. He'll soon begin his freshman year here at Gallaudet University, enroute to what he hopes will be a career in computer Web design. Dance is simply one more passion in a life teeming with them. "This just shows deaf people can dance, too, which we always knew," he says, his mother translating his sign language. "We can do everything the hearing can do. My attitude in life is: Do whatever it is you want to do. No excuses. I knew I could do this. I knew I would. I'm not amazed....I know that lately things have been great," he says. Pick out the most suitable title for the given passage 1. A Deaf Dancer 2. Glory of a Deaf Dancer 3. Debra and Joseph 4. The Unlikely Pair A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4
Objective Question	
151	7151 1.0

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

गद्यांश में किस भाषा को यूरोपीय भाषाओं का 'कामधेनु' कहा गया है -

1. हिंदी
2. ग्रीक
3. अपभ्रंश
4. यूरोपीय

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

गद्यांश में किस भाषा को यूरोपीय भाषाओं का 'कामधेनु' कहा गया है -

1. हिंदी
2. ग्रीक
3. अपभ्रंश
4. यूरोपीय

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

152 7152

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

गद्यांश का सर्वाधिक उपयुक्त शीर्षक है -

1. भाषा और शब्द भण्डार
2. भारतीय साहित्य
3. यूरोपीय भाषाएं
4. भाषा और कामधेनु

1.0 (

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

गद्यांश का सर्वाधिक उपयुक्त शीर्षक है -

1. भाषा और शब्द भण्डार
2. भारतीय साहित्य
3. यूरोपीय भाषाएं
4. भाषा और कामधेनु

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

153 7153

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

"लेखा-जोखा" में समास है -

1. द्वंद्व समास
2. द्विगु समास
3. अव्ययी भाव समास
4. बहुव्रीहि समास

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

"लेखा-जोखा" में समास है -

1. द्वंद्व समास
2. द्विगु समास
3. अव्ययी भाव समास
4. बहुव्रीहि समास

A1
:

1

A2
:

2

A3
:

3

1.0 (

		3 A4 : 4	
Objective Question			
154	7154	दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये। हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए। गद्यांश में भाषा के किस पक्ष पर विचार किया गया है - 1. व्याकरण 2. साहित्य 3. शब्द भण्डार 4. संपादन दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये। हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए। गद्यांश में भाषा के किस पक्ष पर विचार किया गया है - 1. व्याकरण 2. साहित्य 3. शब्द भण्डार 4. संपादन A1 : 1 A2 : 2 A3 : 3 A4 : 4	1.0
Objective Question			
155	7155	दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये। हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए। प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है 1. जैसे यूरोपीय भाषाएँ अपने शब्द भंडार के किए मूलतः ग्रीक भाषा पर अवलंबित हैं, वैसे ही हिंदी सहित भारतीय भाषाओं के संदर्भ में संस्कृत की महत्वपूर्ण भूमिका है। यद्यपि हिंदी के मूल शब्द स्रोत का सटीक संदर्भ और संख्या अपभ्रंश एवं हिंदी के समग्र साहित्य के प्रकाशनोपरांत ही ज्ञात किया जा सकता है। 2. हिंदी के शब्द स्रोत तत्सम और तद्भव दोनों हैं। दोनों का मूल संस्कृत तथा अपभ्रंश है। 3. हिंदी का जन्म संस्कृत से हुआ। इसीलिए अपने जन्म-काल से ही वह संस्कृत भाषा से अधिकाधिक शब्द लेती रही है। 4. विश्व भाषा-परिवार में शब्द-भंडार का मुद्दा हमेशा से जटिल रहा है। हिंदी भी इसका अपवाद नहीं है। संस्कृत और अपभ्रंश, दोनों का अपना-अपना दावा हिंदी शब्द भंडार को लेकर उचित ही है।	1.0

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है

1. जैसे यूरोपीय भाषाएँ अपने शब्द भंडार के लिए मूलतः ग्रीक भाषा पर अवलंबित हैं, वैसे ही हिंदी सहित भारतीय भाषाओं के संदर्भ में संस्कृत की महत्वपूर्ण भूमिका है। यद्यपि हिंदी के मूल शब्द स्रोत का सटीक संदर्भ और संख्या अपभ्रंश एवं हिंदी के समग्र साहित्य के प्रकाशनोपरांत ही ज्ञात किया जा सकता है।
2. हिंदी के शब्द स्रोत तत्सम और तद्भव दोनों हैं। दोनों का मूल संस्कृत तथा अपभ्रंश है।
3. हिंदी का जन्म संस्कृत से हुआ। इसीलिए अपने जन्म-काल से ही वह संस्कृत भाषा से अधिकाधिक शब्द लेती रही है।
4. विश्व भाषा-परिवार में शब्द-भंडार का मुद्दा हमेशा से जटिल रहा है। हिंदी भी इसका अपवाद नहीं है। संस्कृत और अपभ्रंश, दोनों का अपना-अपना दावा हिंदी शब्द भंडार को लेकर उचित ही है।

A1
:

1

A2
:

2

A3
:

3

A4
:

4

Objective Question

156 7156

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

वाक्य क्रम ठीक कीजिए -

- (A). अपभ्रंश एवं हिंदी का समूचा साहित्य
- (B). तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती,
- (C). अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किये।
- (D). यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिंदी को अपने जन्म के समय
- (E). जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता,

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (A), (B), (D), (C), (E)
2. (A), (E), (B), (D), (C)
3. (A), (C), (B), (D), (E)
4. (E), (A), (B), (D), (C)

1.0 (

दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिये।

हिन्दी भाषा अपने जन्म से ही संस्कृत भाषा से इतने अधिक शब्द लेती रही है तथा ले रही है कि उसका ठीक-ठीक लेखा-जोखा करना प्रायः असंभव सा है। ग्रीक जिस प्रकार यूरोपीय भाषाओं के लिए कामधेनु है, भारतीय भाषाओं के लिए संस्कृत की भी यही स्थिति है। वस्तुतः अपभ्रंश एवं हिन्दी का समूचा साहित्य जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती, यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिन्दी को अपने जन्म के समय अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किए।

वाक्य क्रम ठीक कीजिए -

- (A). अपभ्रंश एवं हिंदी का समूचा साहित्य
 (B). तथा उसकी सुव्यवस्थित शब्दानुक्रमणी तैयार नहीं हो जाती,
 (C). अपभ्रंश से मिले तथा कौन-से उसने बाद में संस्कृत से ग्रहण किये।
 (D). यह कहना बड़ा कठिन है कि कौन-से संस्कृत शब्द हिंदी को अपने जन्म के समय
 (E). जब तक सुसंपादित होकर हमारे सामने नहीं आ जाता,

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (A), (B), (D), (C), (E)
2. (A), (E), (B), (D), (C)
3. (A), (C), (B), (D), (E)
4. (E), (A), (B), (D), (C)

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

157 7157

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

गद्यांश में आए 'प्रारंभ' शब्द का उपयुक्त समानार्थी शब्द है -

1. आरंभ
2. अवसान
3. अंत
4. मध्य

1.0 (

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

गद्यांश में आए 'प्रारंभ' शब्द का उपयुक्त समानार्थी शब्द है -

1. आरंभ
2. अवसान
3. अंत
4. मध्य

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

158 7158

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

उपर्युक्त गद्यांश का उचित शीर्षक लिखिए

1. इतिहास-कथा
2. इतिहास और राष्ट्र : अंतर्संबंध
3. राष्ट्रीय बोध
4. राष्ट्रीय एकात्म

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

उपर्युक्त गद्यांश का उचित शीर्षक लिखिए

1. इतिहास-कथा
2. इतिहास और राष्ट्र : अंतर्संबंध
3. राष्ट्रीय बोध
4. राष्ट्रीय एकात्म

A1

:

1

1.0 (

		A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	--	--

Objective Question

159	7159	निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए। इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है गद्यांश में प्रयुक्त किस शब्द की वर्तनी सही है 1. राष्ट्रिय 2. क्षीतिज 3. एकात्मकता 4. अन्तर्राष्ट्र निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए। इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है गद्यांश में प्रयुक्त किस शब्द की वर्तनी सही है 1. राष्ट्रिय 2. क्षीतिज 3. एकात्मकता 4. अन्तर्राष्ट्र A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	--	-----	---

Objective Question

160	7160		1.0	(
-----	------	--	-----	---

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

गद्यांश के आधार पर अब इतिहासकारों के निष्कर्षों को कौन नियंत्रित नहीं करता है -

1. राजवंशों की भूमिका
2. संचार साधन
3. रसायन शास्त्र
4. अन्तर्राष्ट्र का क्षितिज

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

गद्यांश के आधार पर अब इतिहासकारों के निष्कर्षों को कौन नियंत्रित नहीं करता है -

1. राजवंशों की भूमिका
2. संचार साधन
3. रसायन शास्त्र
4. अन्तर्राष्ट्र का क्षितिज

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

161 7161

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

'रसायन शास्त्र और गणित राष्ट्रीय नहीं हो सकते' गद्यांश के आधार पर इस वाक्य का क्या आशय है -

1. इनमें राष्ट्रीय भावना नहीं होती
2. इनमें राष्ट्र के प्रति समर्पण नहीं होता
3. इन्हें किसी राष्ट्र की सीमा में नहीं बाँधा जा सकता
4. इनका लक्ष्य राष्ट्रीय ही होता है

1.0 (

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

'रसायन शास्त्र और गणित राष्ट्रीय नहीं हो सकते' गद्यांश के आधार पर इस वाक्य का क्या आशय है -

1. इनमें राष्ट्रीय भावना नहीं होती
2. इनमें राष्ट्र के प्रति समर्पण नहीं होता
3. इन्हें किसी राष्ट्र की सीमा में नहीं बाँधा जा सकता
4. इनका लक्ष्य राष्ट्रीय ही होता है

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

162 7162

1.0 (

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

वाक्य का क्रम ठीक कीजिए -

- (A). अब इतिहासकार के निष्कर्षों को
- (B). उसकी कार्य प्रणाली को प्रभावित करती है
- (C). राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही
- (D). राजवंशों की भूमिका
- (E). नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (A), (D), (E), (C), (B)
2. (D), (A), (E), (C), (B)
3. (A), (B), (C), (E), (D)
4. (D), (C), (B), (A), (E)

निम्नलिखित गद्यांश को पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

इतिहास उसी तरह राष्ट्रीय नहीं हो सकता जैसे रसायनशास्त्र और गणित राष्ट्रीय नहीं हो सकते। संचार साधनों ने राष्ट्रों और जनगण तथा उनकी संस्कृतियों, उनकी जीवन प्रणालियों और भावनाओं में एक अंतर्भूत एकात्मकता पैदा कर दी है। राष्ट्र अपनी संकुचित सीमाएं तोड़ रहा है और उन समान आधारों को खोज रहे हैं जिनसे उनकी नींव बनी है। राजवंशों की भूमिका अब इतिहासकार के निष्कर्षों को नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण, राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही उसकी कार्यप्रणाली को प्रभावित करती हैं। क्योंकि राजवंश गायब हो चुके हैं और राष्ट्रों ने अब एक भिन्न एकात्म क्षितिज, "अन्तर्राष्ट्र" का क्षितिज, खोजना प्रारंभ कर दिया है

वाक्य का क्रम ठीक कीजिए -

- (A). अब इतिहासकार के निष्कर्षों को
(B). उसकी कार्य प्रणाली को प्रभावित करती है
(C). राष्ट्र का जातीय गौरव जैसी बातें अब शायद ही
(D). राजवंशों की भूमिका
(E). नियंत्रित नहीं करती और राष्ट्रीय दृष्टिकोण

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (A), (D), (E), (C), (B)
2. (D), (A), (E), (C), (B)
3. (A), (B), (C), (E), (D)
4. (D), (C), (B), (A), (E)

A1 1

: 1

A2 2

: 2

A3 3

: 3

A4 4

: 4

Objective Question

163 7163

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

उपर्युक्त गद्यांश में सरकार किसके मानस-निर्माण पर जोर दे रही है ?

1. विचारधारा
2. जनसाधारण का, मानव-समाज का
3. संचार-प्रसार
4. शैक्षिक वातावरण

1.0 (

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

उपर्युक्त गद्यांश में सरकार किसके मानस-निर्माण पर जोर दे रही है ?

1. विचारधारा
2. जनसाधारण का, मानव-समाज का
3. संचार-प्रसार
4. शैक्षिक वातावरण

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

164 7164

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

प्रस्तुत गद्यांश का उचित शीर्षक लिखिए

1. मानस निर्माण
2. जनता का मनोनुकूलन
3. वर्चस्व का साधन : शिक्षा
4. शिक्षा, संचार और मानस निर्माण

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

प्रस्तुत गद्यांश का उचित शीर्षक लिखिए

1. मानस निर्माण
2. जनता का मनोनुकूलन
3. वर्चस्व का साधन : शिक्षा
4. शिक्षा, संचार और मानस निर्माण

A1

:

1

1.0

		A2 2 : 2 A3 3 : 3 A4 4 : 4	
Objective Question			
165	7165	निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए। शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं। प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है 1. शिक्षा और संचार मानव-समाज के हथियार हैं, पर राजनीतिक हित के अनुरूप सरकार इनका उपयोग-दुरुपयोग करती है। 2. शिक्षा-सुधार वस्तुतः ज्ञान के वर्चस्व का दूसरा नाम है वस्तुतः शिक्षा के द्वारा जनता का मनोनुकूलन होता आया है। 3. शिक्षा और संचार का उपयोग हर सरकार अपने अनुरूप मानस निर्माण के लिए करती है। एक ओर शिक्षा की विचारधारात्मक उपयोगिता होती है, दूसरी ओर वह वर्चस्व के साधन के रूप में भी प्रकट होती है। इसलिए सरकारें शैक्षिक सुधार के नाम पर अपने राजनीतिक हितों को साधती रही हैं। 4. जनसाधारण का, मानव-समाज का मानस निर्माण ही सरकार का सर्वप्रमुख काम है। शिक्षा की सबसे बड़ी उपयोगिता विचारधारात्मक प्रचार-प्रसार है। निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए। शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं। प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है 1. शिक्षा और संचार मानव-समाज के हथियार हैं, पर राजनीतिक हित के अनुरूप सरकार इनका उपयोग-दुरुपयोग करती है। 2. शिक्षा-सुधार वस्तुतः ज्ञान के वर्चस्व का दूसरा नाम है वस्तुतः शिक्षा के द्वारा जनता का मनोनुकूलन होता आया है। 3. शिक्षा और संचार का उपयोग हर सरकार अपने अनुरूप मानस निर्माण के लिए करती है। एक ओर शिक्षा की विचारधारात्मक उपयोगिता होती है, दूसरी ओर वह वर्चस्व के साधन के रूप में भी प्रकट होती है। इसलिए सरकारें शैक्षिक सुधार के नाम पर अपने राजनीतिक हितों को साधती रही हैं। 4. जनसाधारण का, मानव-समाज का मानस निर्माण ही सरकार का सर्वप्रमुख काम है। शिक्षा की सबसे बड़ी उपयोगिता विचारधारात्मक प्रचार-प्रसार है।	1.0
		A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
Objective Question			
166	7166		1.0

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

वाक्य का क्रम ठीक कीजिए-

- (A). कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है।
 (B). इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है।
 (C). सरकार किसका मानस निर्माण करती है ?
 (D). शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस निर्माण होता है।
 (E). जनसाधारण का, मानव समाज का।

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (D), (E), (C), (A), (B)
2. (D), (A), (C), (E), (B)
3. (C), (E), (D), (A), (B)
4. (A), (B), (D), (C), (E)

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

वाक्य का क्रम ठीक कीजिए-

- (A). कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है।
 (B). इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है।
 (C). सरकार किसका मानस निर्माण करती है ?
 (D). शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस निर्माण होता है।
 (E). जनसाधारण का, मानव समाज का।

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. (D), (E), (C), (A), (B)
2. (D), (A), (C), (E), (B)
3. (C), (E), (D), (A), (B)
4. (A), (B), (D), (C), (E)

A1 1
:

1

A2 2
:

2

A3 3
:

3

A4 4
:

4

Objective Question

167 7167

1.0 (

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

गद्यांश में आये 'मनोनुकूल' शब्द का संधि विच्छेद है-

1. मनः + अनुकूल
2. मनो + अनुकूल
3. मन + अनुकूल
4. मनो + नुकूल

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

गद्यांश में आये 'मनोनुकूल' शब्द का संधि विच्छेद है-

1. मनः + अनुकूल
2. मनो + अनुकूल
3. मन + अनुकूल
4. मनो + नुकूल

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

168 7168

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

गद्यांश में आये 'अनुकूल' शब्द का विलोम है -

1. समकक्ष
2. इच्छित
3. प्रतिकूल
4. अनकूल

1.0 (

निम्नलिखित गद्यांश को ध्यान से पढ़िए और सम्बंधित प्रश्न का उत्तर दीजिए।

शिक्षा और संचार दो ऐसी चीजें हैं जिनसे मानस-निर्माण होता है। कोई भी सरकार हो वह इन दोनों साधनों का उपयोग अपने अनुकूल मानस-निर्माण के लिए करती है। सरकार किसका मानस-निर्माण करती है? जनसाधारण का, मानव-समाज का। इसलिए शिक्षा सरकार के द्वारा जनता के मनोनुकूलन का एक साधन है। यहाँ ज्ञान प्रदान करने के साथ-साथ शिक्षा की दो भूमिकाएँ सामने आती हैं। एक उसकी विचारधारात्मक उपयोगिता होती है और दूसरे यह वर्चस्व का साधन होती है। ये भूमिकाएँ ज्ञान से अधिक नियामक हैं इसीलिए सरकारें अपने राजनीतिक हितों के अनुरूप शिक्षा के ढाँचे में परिवर्तन करती हैं और उसे शिक्षा-सुधार का नाम देती हैं।

गद्यांश में आये 'अनुकूल' शब्द का विलोम है -

1. समकक्ष
2. इच्छित
3. प्रतिकूल
4. अनकूल

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

169 7169

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

गद्यांश में आए 'संसार' शब्द का उपयुक्त पर्यायवाची शब्द है

1. निकेतन
2. व्योम
3. जगत
4. वसुंधरा

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

गद्यांश में आए 'संसार' शब्द का उपयुक्त पर्यायवाची शब्द है

1. निकेतन
2. व्योम
3. जगत
4. वसुंधरा

A1 1

:

		1	
	A2	2	
	:		
		2	
	A3	3	
	:		
		3	
	A4	4	
	:		
		4	

Objective Question

170	7170	निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए। आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है। गद्यांश के आधार पर समाज में समानता लाने के लिए गांधीजी जरूरी समझते थे 1. महिलाओं की शिक्षा 2. समाज में अहिंसा 3. साम्राज्यवाद के खिलाफ संघर्ष 4. परिवार में समानता निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए। आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है। गद्यांश के आधार पर समाज में समानता लाने के लिए गांधीजी जरूरी समझते थे 1. महिलाओं की शिक्षा 2. समाज में अहिंसा 3. साम्राज्यवाद के खिलाफ संघर्ष 4. परिवार में समानता A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	(
-----	------	---	-----	---

Objective Question

171	7171		1.0	(
-----	------	--	-----	---

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

गद्यांश का उपयुक्त शीर्षक है

1. गांधी और अहिंसा
2. गांधी का शैक्षिक चिंतन
3. गांधी और साम्राज्यवाद
4. गांधी और भारतीय समाज

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

गद्यांश का उपयुक्त शीर्षक है

1. गांधी और अहिंसा
2. गांधी का शैक्षिक चिंतन
3. गांधी और साम्राज्यवाद
4. गांधी और भारतीय समाज

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

172 7172

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

गद्यांश में आए शब्दों के विलोम का कौन-सा युग्म उपयुक्त नहीं है

1. सीमित - असीमित
2. प्रमुख - अप्रमुख
3. विषम - सम
4. समानता - असमानता

1.0 (

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

गद्यांश में आए शब्दों के विलोम का कौन-सा युग्म उपयुक्त नहीं है

1. सीमित - असीमित
2. प्रमुख - अप्रमुख
3. विषम - सम
4. समानता - असमानता

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

173 7173

1.0 (

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है

1. गांधी एक प्रमुख शिक्षाशास्त्री के रूप में स्त्री शिक्षा पर विचार करते हैं। इस तरीके से स्वाधीनता शिक्षा के द्वारा ही प्राप्त हो सकती है।
2. स्त्री-शिक्षा ही समानता और स्वतंत्रता का मूलधार है। संसार में न्याय की यही धुरी है।
3. जब तक समाज में विषमता रहेगी, परिवार में समानता कैसे स्थापित होगी। समानता का दर्शन किताबी नहीं हो सकता।
4. भारतीय शिक्षा की दशा और दिशा पर गांधी-चिंतन का संदर्भ महत्वपूर्ण है। गांधी स्त्री शिक्षा के बड़े समर्थक थे। उनका यह उचित ही मानना था कि जब तक परिवार में विषमता रहेगी, समाज में समानता का स्वप्न अधूरा रहेगा। वस्तुतः आजादी की लड़ाई के साथ-साथ समाज की हर एक समस्या पर उनकी निगाह थी।

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है

1. गांधी एक प्रमुख शिक्षाशास्त्री के रूप में स्त्री शिक्षा पर विचार करते हैं। इस तरीके से स्वाधीनता शिक्षा के द्वारा ही प्राप्त हो सकती है।
2. स्त्री-शिक्षा ही समानता और स्वतंत्रता का मूलधार है। संसार में न्याय की यही धुरी है।
3. जब तक समाज में विषमता रहेगी, परिवार में समानता कैसे स्थापित होगी। समानता का दर्शन किताबी नहीं हो सकता।
4. भारतीय शिक्षा की दशा और दिशा पर गांधी-चिंतन का संदर्भ महत्वपूर्ण है। गांधी स्त्री शिक्षा के बड़े समर्थक थे। उनका यह उचित ही मानना था कि जब तक परिवार में विषमता रहेगी, समाज में समानता का स्वप्न अधूरा रहेगा। वस्तुतः आजादी की लड़ाई के साथ-साथ समाज की हर एक समस्या पर उनकी निगाह थी।

A1 1
:
1
A2 2
:
2
A3 3
:
3
A4 4
:
4

Objective Question

174 7174

1.0 (

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

वाक्य का क्रम ठीक कीजिए

- (A). जीवन भर लड़े और जिन बातों पर
(B). उनमें महिलाओं की शिक्षा एक प्रमुख बात थी
(C). याद करें
(D). उन्होंने समझौता नहीं किया
(E). गांधीजी जिन बातों के लिए

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. E,A,D,C,B
2. E,C,A,D,B
3. C,D,E,A,B
4. C,E,A,D,B

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

आधुनिक भारतीय शिक्षा पर कोई बातचीत गांधीजी के उल्लेख के बिना पूरी नहीं हो सकती। संसार के सबसे बड़े साम्राज्य के खिलाफ संघर्ष करते हुए उन्होंने विभिन्न समस्याओं पर बहुत व्यावहारिक और गंभीर तरीके से सोचा था। शिक्षा उनमें एक थी। हम लोग गांधी जी को अहिंसा, हृदय-परिवर्तन जैसे दो चार सूत्रों में सीमित कर देते हैं। दरअसल गांधीजी वह नहीं थे। याद करें, गांधी जी जिन बातों के लिए जीवन भर लड़े और जिन बातों पर उन्होंने समझौता नहीं किया, उनमें महिलाओं की शिक्षा एक प्रमुख बात थी। वे कहते थे, समाज में विषमता है, परिवार में भी विषमता है। परिवार में समानता लाओ, समाज में समानता लाने के लिए यह जरूरी है।

वाक्य का क्रम ठीक कीजिए

- (A). जीवन भर लड़े और जिन बातों पर
(B). उनमें महिलाओं की शिक्षा एक प्रमुख बात थी
(C). याद करें
(D). उन्होंने समझौता नहीं किया
(E). गांधीजी जिन बातों के लिए

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. E,A,D,C,B
2. E,C,A,D,B
3. C,D,E,A,B
4. C,E,A,D,B

		A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	
--	--	--	--

Objective Question

175	7175	निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए। इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है। गद्यांश में किन शब्दों का प्रयोग सर्वाधिक हुआ है 1. तत्सम 2. तद्भव 3. देशज 4. विदेशज निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए। इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है। गद्यांश में किन शब्दों का प्रयोग सर्वाधिक हुआ है 1. तत्सम 2. तद्भव 3. देशज 4. विदेशज A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4	1.0	C
-----	------	--	-----	---

Objective Question

176	7176		1.0	C
-----	------	--	-----	---

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

इस गद्यांश में किस विचार पर सर्वाधिक बल दिया गया है ?

1. शाश्वतता पर
2. परिवर्तनशीलता पर
3. विरासत पर
4. सार्वभौमिकता पर

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

इस गद्यांश में किस विचार पर सर्वाधिक बल दिया गया है ?

1. शाश्वतता पर
2. परिवर्तनशीलता पर
3. विरासत पर
4. सार्वभौमिकता पर

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4

Objective Question

177 7177

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है

1. संस्कृति परिवर्तन को प्रभावित करती है और उससे स्वयं प्रभावित होती है।
2. इतिहास और संस्कृति दोनों का राष्ट्र के विकास क्रम में वृहत स्थान है, यद्यपि दिक्-काल में संस्कृति ज्यादा महत्वपूर्ण हो जाती है।
3. जिस प्रकार इतिहास समग्र है, उसी प्रकार संस्कृति भी। पर संस्कृति की मूल प्रकृति में ठहराव नहीं, बदलाव निहित है। संस्कृति राष्ट्र की जातीय विरासत का समन्वित सुमेल है।
4. संस्कृति चिंतन का व्यापक संदर्भ अतीत का गौरवपूर्ण अध्याय रहा है, पर आज संस्कृति से हमारा नाता कृत्रिम-सा होता जा रहा है।

1.0 (

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

प्रस्तुत गद्यांश का संक्षेपण निम्नलिखित में से एक है

1. संस्कृति परिवर्तन को प्रभावित करती है और उससे स्वयं प्रभावित होती है।
2. इतिहास और संस्कृति दोनों का राष्ट्र के विकास क्रम में वृहत स्थान है, यद्यपि दिक्-काल में संस्कृति ज्यादा महत्वपूर्ण हो जाती है।
3. जिस प्रकार इतिहास समग्र है, उसी प्रकार संस्कृति भी। पर संस्कृति की मूल प्रकृति में ठहराव नहीं, बदलाव निहित है। संस्कृति राष्ट्र की जातीय विरासत का समन्वित सुमेल है।
4. संस्कृति चिंतन का व्यापक संदर्भ अतीत का गौरवपूर्ण अध्याय रहा है, पर आज संस्कृति से हमारा नाता कृत्रिम-सा होता जा रहा है।

A1

:

1

A2

:

2

A3

:

3

A4

:

4

Objective Question

178 7178

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

उपर्युक्त गद्यांश का उचित शीर्षक लिखिए

1. शाश्वतता और संस्कृति
2. सांस्कृतिक परिवर्तन
3. संस्कृति : समग्र और सार्वभौम तत्व
4. इतिहास बोध

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

उपर्युक्त गद्यांश का उचित शीर्षक लिखिए

1. शाश्वतता और संस्कृति
2. सांस्कृतिक परिवर्तन
3. संस्कृति : समग्र और सार्वभौम तत्व
4. इतिहास बोध

A1

:

1

A2

:

2

1.0 (

		A3 3 : 3 A4 4 : 4				
Objective Question						
179	7179	निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए। इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है। गद्यांश में 'इक्' प्रत्यय से बनने वाला शब्द है- 1. समन्वित 2. प्रभावित 3. सार्वभौमिक 4. संस्कृति निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए। इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है। गद्यांश में 'इक्' प्रत्यय से बनने वाला शब्द है- 1. समन्वित 2. प्रभावित 3. सार्वभौमिक 4. संस्कृति A1 1 : 1 A2 2 : 2 A3 3 : 3 A4 4 : 4			1.0	C
Objective Question						
180	7180				1.0	C

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

निम्नलिखित वाक्यांशों को सही क्रम में सजाइए

(A). जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके"

(B). इसी प्रकार संस्कृति समग्र है,

(C). दिक्-काल में ऐसा कोई बिंदु नहीं,

(D). क्षैतिज और ऊर्ध्वाधर है।

(E). अनवरत और सार्वभौमिक है।

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. B,C,A,E,D
2. B,E,D,A,C
3. B,D,E,A,C
4. B,E,D,C,A

निम्नलिखित गद्यांश को सावधानीपूर्वक पढ़िए एवं दिए गए प्रश्न का उत्तर दीजिए।

इतिहास समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। और इसी प्रकार संस्कृति समग्र है, अनवरत और सार्वभौमिक है, क्षैतिज और ऊर्ध्वाधर है। दिक्-काल में कोई ऐसा बिंदु नहीं, जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके।" परिवर्तन संस्कृति के अवयवों का निर्माता नियामक है और स्वयं परिवर्तन एक बड़ी सीमा तक जातीय प्रभावों का परिणाम है। इस प्रकार संस्कृति समान प्रयत्नों से उत्पन्न समान विरासत है, संयुक्त और समन्वित प्रयासों का प्रतिफलन है।

निम्नलिखित वाक्यांशों को सही क्रम में सजाइए

(A). जहां मनुष्य खड़ा होकर कह सके, "इससे परे ऐसा कुछ नहीं जो मुझे प्रभावित कर सके"

(B). इसी प्रकार संस्कृति समग्र है,

(C). दिक्-काल में ऐसा कोई बिंदु नहीं,

(D). क्षैतिज और ऊर्ध्वाधर है।

(E). अनवरत और सार्वभौमिक है।

नीचे दिए गए विकल्पों में से सही उत्तर चुनें :

1. B,C,A,E,D
2. B,E,D,A,C
3. B,D,E,A,C
4. B,E,D,C,A

A1 1

:

1

A2 2

:

2

A3 3

:

3

A4 4

:

4