

(2016)

M-ESC-CU-GJR

GUJARATI
(Compulsory)

Time Allowed : Three Hours

Maximum Marks : 300

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully
before attempting questions

All the questions are to be attempted.

The number of marks carried by a question/part is indicated against it.

Answer must be written in GUJARATI (Gujarati script) unless otherwise directed in the question.

Word limit in questions, wherever specified, should be adhered to and if answered in much longer or shorter than the prescribed length, marks may be deducted.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

ગુજરાતી

(ફરજિયાત)

સમયમર્યાદા : ત્રણ કલાક

મહત્તમ ગુણ : 300

પ્રશ્નપત્ર સંબંધી સૂચનાઓ

પ્રશ્નના ઉત્તર આપતા પહેલાં નીચે મુજબની બધી સૂચનાઓ વાંચો.

બધા પ્રશ્નોના ઉત્તર આપવાના રહેશે.

પ્રશ્નની સામે તેના ગુણ દર્શાવવામાં આવ્યા છે.

પ્રશ્નના ઉત્તર ગુજરાતી ભાષામાં (ગુજરાતી લિપિમાં) આપવાના રહેશે.

જે પ્રશ્નોમાં શબ્દસંખ્યા દર્શાવવામાં આવી છે, એ જાળવવાની રહેશે. નિયત શબ્દસંખ્યા કરતાં લાંબા કે ટૂંકા ઉત્તરોના ગુણ કપાશે.

પ્રશ્નપત્ર અને ઉત્તરવહીનું કોઈ પણ કોરું પાનું અથવા તેનો કોરો ભાગ અચૂક છેકી નાખવો.



- સંસ્કૃતિનું મહત્વ શા માટે?
- સ્માર્ટ નગર અને અનસ્માર્ટ નાગરિક!
- ન્યાયિક સક્રિયતા (Activism) વિરુદ્ધ ન્યાયિક અસીમતા (Overreach)!
- આપણો વારસો અને શાળાનાં બાળકો.

2. નીચેનો ગદ્યખંડ ધ્યાનપૂર્વક વાંચી તેને અંતે આપેલા પ્રશ્નોના સ્પષ્ટ અને સાચા ઉત્તર તમારી ભાષામાં આપો: 12×5=60

એમ કહેવાય છે કે સ્ત્રીઓ અડધા આકાશમાં છવાયેલી છે. આપણે તેમાં સંશોધન કરીને કહી શકીએ કે તે એનાથી પણ વધારે સ્થાનની અધિકારી છે. પરંતુ તો પણ દરેક દેશના ઇતિહાસમાં બધા કાળ, સંસ્કૃતિ અને પરંપરા, ક્ષેત્ર, ધર્મ, જાતિ, વર્ગ, શ્રેણી, માનવવંશ, માન્યતા, વર્ણ જુદાં જુદાં વૈવિધ્યપૂર્ણ અતીત તથા વર્તમાનકાળમાં સ્ત્રીઓનું જીવન પ્રત્યેક પ્રભાવિત ક્ષેત્રમાં પુરુષો કરતાં ઓછું અંકાયું છે. તેમની સાથે પુરુષની સરખામણીએ ભોજન, કાર્ય, શિક્ષા, સ્વાસ્થ્ય તથા વિકાસમાં સામેલ થવા યોગ્ય તકો, નેતૃત્વ તથા પાતાનાં સ્વપ્નોને સાકાર થવા દેવામાં ભેદભાવ રખાય છે. તે સાચા અર્થમાં વિશ્વમાં સૌથી મોટી 'લઘુમતી' કહી શકાય.

પિતૃસત્તા વ્યવસ્થા, સ્ત્રીને વ્યક્તિ તરીકે નથી જોતી, તેની પોતાની એક ઓળખ હોય છે. એ એવી કર્તા છે જે સ્વતંત્ર ઇચ્છા શક્તિ ધરાવે છે. તે એ રીતે નથી જોવાતી કે તેનું પોતાનું ગૌરવ અને સ્વાયત્તતા છે; એ સામાજિક વ્યવસ્થા, ન્યાયિક વ્યવસ્થા કે સંસ્થાઓમાં અને દરેક ક્ષેત્રમાં તેના સમાન અધિકારો છે; તે પણ સન્માનની અધિકારિણી છે, પણ તેના બદલે તે માત્ર જોવાય છે પુરુષના સાધનરૂપે. તેને પ્રભેત્પાદનકાર, સાર સંભાળ કાળજી રાખનાર, યૌનતૃપ્તિની પૂર્તિના સાધન અને પરિવારની સામાન્ય સંપત્તિના વાહકના રૂપમાં જોવાય છે. તેની સાંસ્કૃતિક સ્વીકૃતિ માત્ર એટલી છે કે તે કોઈ પુરુષની પુત્રી, પત્ની કે મા છે. આનાથી વધુ તેની કોઈ ઓળખ નથી અને એવી ઓળખ ન રહે પછી એને હેય દષ્ટિથી જોવામાં આવે છે.

એકેલી સ્ત્રી એક વૃત્ત બહાર ઊભેલ સાધન કે ઉપકરણરૂપે છે. તેની સાંસ્કૃતિક સ્વીકૃતિ વિવાહયોગ્ય અવસ્થાના ભાગરૂપે છે. પરંતુ તેમ છતાં અત્યાર સુધી જે વિવાહિત નથી અથવા જે વિધવા છે, લગ્નવિચ્છેદબાદ જુદી થયેલ છે, જેને પુરુષના સુરક્ષાવૃત્તનો અભાવ છે, એ જ્યારે એ સુરક્ષાવૃત્તનો અસ્વીકાર કરે, કાં તો જ્યારે પોતાના સાથીને દુર્ઘટના કે બિમારીમાં ગુમાવી દે છે અને સ્વેચ્છાએ એ સુરક્ષાવૃત્ત ને રદ કરે છે, તેના પ્રત્યે સમાજ આશંકામો ધરાવે છે. એટલું જ નહિ પરંતુ જ્યારે એ પુરુષના પડછાયા બહાર પોતાના અસ્મિતાના વ્યાપ સાથે એકલી રહી જીવન જીવે છે એવી સ્ત્રી પર પુરુષને સૌથી વધુ દ્રેષ છે.

સર્વાધિક વિકસિત દેશોમાં પણ સ્ત્રીઓ 60 થી 80 ટકા ભોજનનું ઉત્પાદન કરે છે. અને વિશ્વના અડધા ભોજન ઉત્પાદનકર્તા તરીકેનું શ્રેય પણ એને જ જાય છે.

સાંસ્કૃતિક રૂપમાં જોવામાં આવે તો પણ અધિકાંશ ઘરોમાં સ્ત્રી જ ભોજન-પ્રદાતા છે. તે છતાં પણ ભારતમાં સામાજિક અને સાંસ્કૃતિક પ્રથાઓ એ નિશ્ચિત કરે છે કે ઘરમાં સ્ત્રી ઓછું ખાય, છેલ્લે ખાય અને ક્યારેક તો ખાવાનું ન પણ ખાય! એવા ઘરોમાં જ્યાં પર્યાપ્તમાત્રામાં ભોજન છે ત્યાં પણ સ્ત્રીઓને પોષણયુક્ત ભોજન તો નથી જ મળી શકતું. એકલી રહેતી સ્ત્રી પણ સામાજિક બંધનો અને કેટલાક ભેદભાવને કારણે આ શ્રેણીમાં આવે છે. જો કે જે એકલી છે તે પોતાના આત્મવિશ્વાસથી દુનિયામાં સંઘર્ષ કરે છે.

ભારત તે દેશોમાંનો એક દેશ છે જ્યાં પુરુષોની તુલનાએ સ્ત્રીઓની સંખ્યા ઓછી છે. દેશની જનસંખ્યામાં સ્ત્રીઓની ટકાવારી છેલ્લી શતાબ્દીથી વધુ ને વધુ સતત ઘટી રહી છે. 2001ની વસ્તી ગણતરીથી જાહેર થયું કે 1000 પુરુષોની સમાન્તરે 933 સ્ત્રીઓ છે. જો પુરુષોની જેમ સ્ત્રીઓને પણ સમાન જીવન જીવવાની તક મળે અને સાથે તેમના સ્વાસ્થ્ય અને પોષણનું ધ્યાન રાખવામાં આવે તો એવી પ્રબળ શક્યતાઓ છે કે પુરુષ અને સ્ત્રીની સંખ્યા અંદાજે લગભગ સમાન થઈ જાય. અત્યારે 2001 માં પુરુષોની તુલનાએ સ્ત્રી 3 કરોડ 50 લાખ ઓછી હતી. આ જાતિસંબંધી ગુણોત્તર (Sex Ratio) 2011 ની વસ્તી ગણતરીમાં નજીવો સુધરેલો જોવા મળે છે. એટલે 933 ની તુલનાએ 940 થયો. એક ગંભીર ચિંતાનો વિષય એ છે કે 2001 માં 6 (છ) વર્ષ સુધીનાં બાળકોમાં છોકરાઓની તુલનાએ છોકરીઓનો જન્મદર 927 જ રહી ગયો અને 2011 માં વધુ લઘુત્તમ માત્રામાં પડી ભાંગતા જન્મદર 914 થયો. આ સંખ્યા બતાવે છે કે સામાજિક અને સાંસ્કૃતિક ભેદભાવ તથા વધતાં વૈજ્ઞાનિક સાધનોને કારણે સતત સ્ત્રીઓના જીવન-અવસર ઓછાં થતાં જાય છે.

એમ કહેવાય છે કે ભારતીય સમાજમાં નિયમિતરૂપે લાખો છોકરીઓ તથા સ્ત્રીઓને મારી નાખવામાં આવે છે.

પ્રશ્નો :

- વસ્તી ગણતરી (જનસંખ્યા)ના આંકડા છોકરીઓ અને સ્ત્રીઓ સંબંધિત કયો સંદેશ આપે છે?
- ભોજન તથા સ્ત્રીઓ સંદર્ભે થતી અસમાનતાની વિડંબના શું છે?
- “સ્ત્રીઓ અડધા આકાશમાં છવાયેલી છે.” આ કથન દ્વારા લેખકને શું અભિપ્રેત છે?
- પિતૃસત્તાક સમાજમાં સ્ત્રીઓ કઈ રીતે માત્ર સાધનરૂપે રહી ગઈ છે?
- લેખકના મત મુજબ એકલી સ્ત્રીને આપણા સમાજમાં કઈ રીતે આસાનીથી ક્ષતિ પહોંચાડી શકાય?

3. નીચેના ગદ્યખંડનો એક તૃતીયાંશ ભાગમાં તમારા શબ્દોમાં સંક્ષેપ કરો. શીર્ષક આપવાની જરૂર નથી.

60

આપણામાંથી મોટોભાગના લોકો એ વાત સાથે સંમત હશે કે વફાદાર હોવું પ્રશંસનીય છે. આપણે આપણા પરિવાર પ્રતિ, મિત્રો પ્રતિ તથા આપણા દેશપ્રતિ વફાદારીને પસંદ કરીએ છીએ. વાસ્તવમાં એ સર્વ પ્રત્યે વ્યક્તિગત રીતે કે સમૂહ પ્રતિ આપણે વફાદાર રહેવું પણ જોઈએ, જેના પ્રતિ આપણે આભારી હોઈએ છીએ. અને જ્યારે આપણે વફાદારી ની વાત કરીએ છીએ ત્યારે તેનો અર્થ એ તમામ મુશ્કેલીમાં કે વિપત્તિમાં હોય ત્યારે એમને સહાય કરવા આપણે હાજર રહેવું જોઈએ તથા દરેક વખતે તેમની ભલાઈમાં અભિરુચિ દાખવીએ.

એવું પણ સ્પષ્ટ રૂપમાં જોવા મળે છે કે કોઈ વ્યક્તિ બેવફા ત્યારે થઈ જાય છે, જ્યારે એ પોતાના માતા-પિતા પ્રત્યે ઉદાસીન હોય; પોતાના દેશની એના વિરુદ્ધ વિદ્રોહ કરે અને પોતાના જ દેશના લોકોને અંધાધૂંધ મોતને ઘાટ ઉતારે. આ પ્રકારના લોકોને આપણે મોટે ભાગે અનુમોદન નથી આપતા. પરંતુ અનેકવાર એવી સ્થિતિપણ જન્મે છે કે જ્યારે એ નક્કી કરવું મુશ્કેલ થઈ જાય કે કોણ વફાદાર છે અને કોણ બેવફા છે. એક ચતુર બાળક પોતાના માતા-પિતાની સામે થઈને વિદ્યાભ્યાસ છોડીને ધન કમાવાના આગ્રહનો વિરોધ કરી શકે છે. તેને કદાચિત્ એ વિશ્વાસ છે કે તે પોતાના વિદ્યાભ્યાસને થોડાં વધુ વર્ષ ચાલુ રાખી ભવિષ્યમાં પોતાના માતા-પિતાને વધુ સારી રીતે ધન પરત કરી શકશે. અને જો તે પોતાના વિદ્યાભ્યાસ ને અહીં અટકાવી દે તો તેની પ્રતિભા વેડફાઈ જશે. અને એનો કોઈને ક્યારેય લાભ નહીં થઈ શકે. કેટલાક અકલ્પનીય લોકો જ આ પ્રકારે નિર્ણય લેનાર છોકરા કે છોકરીની નિંદા કરશે. પરંતુ સામાન્યરીતે આવું બાળક જો કર્તવ્યનિષ્ઠ અને સંવેદનશીલ હોય તો તેની સહાય કરવી જોઈએ. અને તેની ટીકા કે મૂલ્યાંકન ન કરતાં તેને વધુ

પ્રોત્સાહિત કરવું જોઈએ. તો બીજી બાજુ કેટલાક કોઈ વિશિષ્ટ સંજોગો અને પરિસ્થિતિઓમાં કોઈ બાળક પોતાના ગરીબ માતા-પિતાની મદદ સંબંધી આગ્રહ ને નકારી કાઢે તો તેને બેવફા માનવામાં આવે છે. અને જો તે ભવિષ્યમાં સફળતા પ્રાપ્ત કરે તો યુવાવસ્થાની બેવફાઈ પર પ્રાયશ્ચિત્ત કરે છે.

ક્યારેક-ક્યારેક આવી સમસ્યાઓ વધુ વિકટ ત્યારે બને છે જ્યારે કોઈ વ્યક્તિને પોતાના દેશની સરકાર સાથે જોડીને એ દષ્ટિએ જોવામાં આવે છે. આપણા દેશમાં એવા કેટલાય લોકો છે જે ગંભીરતા અને દાયિત્વ સાથે રહે છે અને જીવન નિર્વાહ કરે છે. આવો સમૂહ દેશને ચાહે છે; તે દેશને પ્રસન્ન અને સમૃદ્ધ જોવા માંગે છે. માટે તેની સતત કાળજી લે છે. તો ક્યારેક કવચિત્ સરકાર વિરુદ્ધ વિચારી તેનો વિદ્રોહ કરે કે આ સરકાર નકામી છે ત્યારે તેની પાસે સરકાર નો અંતલાવવા કે ઉથાલવી પાડવા સિવાય બીજો કોઈ વિકલ્પ રહેતો નથી. આવા લોકોને સરકાર તત્કાલ બળવાખોર 'વિદ્રોહી' તથા 'રાષ્ટ્રદ્રોહી' ઘોષિત કરે છે. બની શકે કે તે વિદ્રોહી હોય પરંતુ કદાચ તેને 'રાષ્ટ્રદ્રોહી' કહેવું યોગ્ય ન જણાય. બની શકે કે આવો સમૂહ સરકાર કરતા પોતાના દેશવાસીઓ પ્રત્યે વધુ વફાદાર હોય. ક્રમભાગ્યે એ ત્યાં સુધી કહેવું મુશ્કેલ બને છે કે તે સમૂહનો વિદ્રોહ દેશ પ્રત્યેની વફાદારી ને કારણે પ્રેરિત છે કે તેના અંગત સ્વાર્થને કારણે, જ્યાંસુધી તે વિદ્રોહ સફળ ન થાય. પછી એ પ્રશ્ન ઊઠે છે કે હવે જ્યારે વિદ્રોહી સફળ થઈ ગયા છે અને તેમણે નવી સરકાર બનાવી લીધી છે, તો શું એ આ સ્વીકારશે કે દેશની સમસ્ત જનસંખ્યા અને રાજકીય શત્રુઓના પણ કેટલાક ન્યૂનતમ અધિકાર હોય છે. જેમ કે પોતાના મતોને પૂરી સ્વતંત્રતા થી પ્રસ્તુત કરવાનો અધિકાર અને લોકપ્રિય સહકાર આપવાનો અધિકાર. અથવા તો તે સમૂહ પોતાના સામર્થ્યનો ઉપયોગ રાજકીય શત્રુઓને ખતમ કરવામાં કરી રહ્યા છે. જો એ પ્રથમ આચરણ કરી રહ્યા હોય તો સમજો કે તે પોતાના સમૂહના લાભ પ્રતિ નહિ પરંતુ પોતાના દેશ પ્રતિ સંપૂર્ણ રીતે વફાદાર છે. અને જો એ બીજા પ્રવાહનું આચરણ કરી રહ્યાં છે, તો આપણે એમ સમજવું જોઈએ એ જ સરકારને ઉથલાવી આવ્યા છે એનાથી વધુ વફાદારી દેશ પ્રત્યે તેઓ પણ નથી દાખવી રહ્યા. એ બોધ આપણને ખૂબ જ મોડો થાય છે.

4. નીચેના ગદ્યખંડનો અંગ્રેજીમાં અનુવાદ કરો :

20

એક અમીર પોતાના જહાજ પર સમુદ્રીયાત્રા કરી રહ્યો હતો. બરોબર તે જ સમયે પ્રચંડ વાવાઝોડ આવ્યું. જહાજ પર એક ગુલામ જે પહેલીવાર જળમાર્ગે યાત્રા કરી રહ્યો હતો તે ડરની માર્યો આકાંક્ષિત થઈ રડવા લાગ્યો. આવું થીડીવાર સુધી આવ્યા કર્યું. કોઈ તેને શાંત કરાવી શક્યું નહીં. ક્રોધમાં આવી અમીરે પૂછ્યું, 'શું અહીં કોઈ એવું નથી જે આ કાયર ને શાંત કરી શકે?'

એક ફિલસૂફ પણ એ જહાજમાં યાત્રા કરી રહ્યો હતો. તેણે અમીરને કહ્યું, 'હે ઉમરાવ, હું આ માણસને શાંત કરી શકું છું, પણ મને એક વાતની પરવાનગી આપો કે હું જે ચાહું તે તેની સાથે કરી શકું'. અમીરે કહ્યું, 'આપી તમને પરવાનગી. તમે જે ચાહો તે કરો'.

ફિલસૂફે કેટલાક નાવિકોને બોલાવ્યા તથા તેમને આદેશ આપ્યો કે આ ગુલામને સમુદ્રમાં ફેંકી દેવામાં આવે. નાવિકોએ એમ જ કર્યું. નિરુપાય બની તે દયાપાત્ર માણસ ભયવશ થઈને ચીસો પાડતાં પાડતાં પોતાના હાથ-પગ વધુ તીવ્રતાથી પછાડવા લાગ્યો. પરંતુ થોડીક વારમાં ફિલસૂફે નાવિકોને આદેશ આપ્યો કે તે ગુલામને જહાજ પર પાછો લાવવામાં આવે. જહાજ પર આવતાં જ એ ભયભીત ગુલામ એકદમ શાંત થઈ ગયો. અમીર આ એકાએક થયેલો ચમત્કાર જોઈને ચકિત થઈ ગયો! તેણે ફિલસૂફને કારણ સમજાવવા કહ્યું. ફિલસૂફે કહ્યું કે, જ્યાં સુધી આપણે કોઈ પણ ખરાબ સ્થિતિમાં નથી મુકાતા ત્યાં સુધી આપણે એ ક્યારેય નથી સમજી શકતા કે આપણે કોઈપણ સ્થિતિમાં કેટલા બરાબર છીએ?



5. નીચેના અંગ્રેજી ગદ્યખંડનો ગુજરાતીમાં અનુવાદ કરો:

Man has always been fascinated by dreams. He has always tried to find explanations for his dreams. Perhaps dreams tell us about the future or the past, perhaps they tell us about our deepest fears and hopes. I don't know. Today, I want to give you a completely different explanation. But before I do so, I must give you one or two facts about dreams. First of all, everybody dreams. You often hear people say, 'I never dream', when they mean, 'I can never remember my dreams'. When we dream, our eyes move rapidly in our sleep as if we were watching a moving picture, following it with our eyes. This movement is called REM, that is Rapid Eye Movement. REM sleep is the sleep that matters. Experiments have proved that if we wake people throughout the night during REM, they will feel exhausted the next day. But they won't feel tired at all if we take them at times when they are not dreaming. So the lesson is clear : it is dreaming that really refreshes us, not just sleep. We always dream more if we have had to do without sleep for any length of time.

If that is the case, how can we explain it? I think the best parallel I can draw is with computers. After all, a computer is a very primitive sort of brain. To make a computer work, we give it a programme. When it is working, we can say it is 'awake'. If ever we want to change the programme, that is to change the information we put into the computer, what do we do? Well, we have to stop the computer and put in a new programme or change the old programme.

6. (a) નીચેના રૂઢિપ્રયોગોનો અર્થ આપી, વાક્યમાં પ્રયોજો:

2×5=10

- (i) બારમે શનિ હોવો
- (ii) રાઈનો પર્વત કરવો
- (iii) ચીંથરાનો વાઘ કરવો
- (iv) ખાંડાની ધારે ચાલવું
- (v) ફૂટી બદામ ન હોવી

(b) શબ્દસમૂહ માટે એક શબ્દ આપો:

1×5=5

- (i) ચોમાસુ પાક
- (ii) કહયા પ્રમાણે કરે તેવું
- (iii) જેનો કોઈ અંત નથી તે
- (iv) ટાળી ન શકાય તેવું
- (v) કોઈની સાથે સરખાવી ન શકાય તેવું

(c) નીચેના શબ્દોના વિરુદ્ધાર્થી શબ્દો આપો:

1×5=5

(i) રૂપવાન

(ii) મહાત્મા

(iii) દિવંગત

(iv) વકીલ

(v) વિમુખ

(d) નીચેના શબ્દોની જોડણી સુધારો:

1×5=5

(i) અવીછીત્ર

(ii) ધુમાધુમ

(iii) વીરખલીત

(iv) સ્વનીચંત્રીત

(v) ઉર્મિ

(e) નીચેના શબ્દોના સમાનાર્થ/પર્યાયવાચી શબ્દો આપો:

1×5=5

(i) અવાજ

(ii) કામદેવ

(iii) માતંગ

(iv) કમળ

(v) સુંદર

(f) નીચેની કહેવતોનો અર્થ આપો:

2×5=10

(i) આપ ભલા તો જગ ભલા

(ii) ઉતાવળે આંખા ન પાકે

(iii) કાગનું બેસવું ને ડાળનું પડવું

(iv) કૂવામાં હોય તો હવાડામાં આવે

(v) ઘેર ઘેર માટીના ચૂલા

ENGLISH
(COMPULSORY)

0000323

Time Allowed : Three Hours

Maximum Marks : 300

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions.

All questions are to be attempted.

The number of marks carried by a question is indicated against it.

Answers must be written in **ENGLISH** only.

Word limit in questions, wherever specified, should be adhered to and if answered in much longer or shorter than the prescribed length, marks will be deducted.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

1. Write an essay in about 600 words on any *one* topic : 100
- 1.(a) Majoritarianism conflicting with the constitutional spirit, an unhealthy trend in true democracy.
- 1.(b) The Indian girl child — still a victim of exploitation.
- 1.(c) Industrialization should not affect but contribute to agricultural growth in India.
- 1.(d) Mass media has great responsibility in transforming the society.

2. Read carefully the passage given below and write your answers to the questions that follow in clear, correct and concise language : 15×5=75

The thought of Young Bengal (Pearychand Mitra, one of the circle, called it in 1877 'Young Calcutta') flowed through the fourth decade of the 19th century, arising in the late twenties and ebbing away after the mid-forties. Its inspirer was Derozio (1809-31), competent scholar, gifted writer, radical thinker, and the most famous of our teachers in the new education. It will be unusual to link with Young Bengal a second name, that of David Hare (1775-1841) who seems so different from Derozio in so many ways. Hare was indeed no professional instructor or intellectual, no man of letters or of academic learning. He had neither the brilliance nor the waywardness of his contemporary; unlike him he had become in diet and habits almost a half-Hindu. Yet between the two may be detected an underlying resemblance which furnishes a key to a proper estimation of Young Bengal.

Common to both was the passionate conviction that for India nothing was more essential than "a dissemination of European learning and science among her people." Both encouraged freedom of thinking and discussion and inspired a courage and personal integrity in their followers "to throw off the fetters of that antiquated bigotry which still clung to their countrymen." And unlike other leaders around them, both were 'godless' secularists with little faith in denominations or religious instruction, and yet staunch idealists. Nor can one forget that in the hour of trial Hare tried to stand by Derozio and his maligned pupils about whom he declared – "your countrymen look upon you as – their reformers and instructors"; while the Derozians were the first to honour Hare publicly, and after his death they were in the forefront in the endeavour to perpetuate his memory, in the unique First of June anniversaries for 25 years without a break.

Henry Louis Vivian Derozio was a Calcutta Eurasian of Portuguese-Indian ancestry, the son of an officer in an English mercantile firm. (In the Hindu College Records of 1831, the name is occasionally spelt as De Rozio; Max Muller wrote D. Rozario). He was educated in one of the pioneer English-teaching private schools of the early 19th century, run by the Scotsman Drummond in the Dharmatala area. Drummond was a scholar-poet, and as a notorious free-thinker an exile from his native land. It may safely be conjectured that Derozio derived from Drummond his taste in literature and philosophy, his love of Burns, his faith in the French Revolution and English Radicalism.

Derozio's youthful critique on Kant was considered as something which "would not disgrace even gifted philosophers"; his translation of a French essay on Moral Philosophy was printed posthumously. The fame already won secured him an appointment as teacher to the senior classes in the Hindu College before he had ended his 'teens'.

Derozio's personality brought "a new era in the annals of the College", the youthful teacher drawing the senior boys "like a magnet" round him. According to his biographer "neither before, nor since his day has any teacher, within the walls of any native educational establishment in India, ever exercised such an influence over his pupils." Not alone in the classrooms, but outside the hours as well, he strove with success "to broaden and deepen the knowledge of his pupils" in Western thought and literature, the new fountain which emancipated and intoxicated. The College students clustered round him and very many of them carried down to their last days the deep impress stamped on them by their Master. This was the cementing link which held together the Young Bengal* group, the memory which made a close-knit fellowship of affection and friendship even in later life.

Unlike most teachers, Derozio encouraged his students to debate freely and question authority. He urged them to think for themselves, "to be in no way influenced by any of the idols mentioned by Bacon-to live and die for truth." One of his pupils, Radhanath Sikdar, said of him : "he has been the cause and the sole cause of that spirit of enquiry after truth, and that contempt of vice – which cannot but be beneficial to India." Another, Ramgopal Ghosh, held up the motto : "He who will not reason is a bigot; he who cannot is a fool, and he who does not is a slave."

- 2.(a) Which was the period when the thought of Young Bengal, the youthful band of reformers flourished in Bengal? Who were the two main teachers of the new education and in what ways were they different from each other?
- 2.(b) What was common to both these teachers? How did they support each other?
- 2.(c) Comment on the education of Derozio. Did Drummond have any influence on him? Justify your answer.
- 2.(d) What kind of influence did Derozio have on his pupils i.e., the Young Bengal group?
- 2.(e) 'He has been the cause and the sole cause of the spirit of enquiry after truth.' Explain the significance of the statement by Radhanath Sikdar.

3. Make a précis of the following passage in about one-third of its length. Do not give a title to it. The précis should be written in your own language. 75

India is essentially a land of knowledge and it must rediscover itself in this aspect. Once this rediscovery is done, it will not require much struggle to achieve the quality of life, strength and sovereignty of a developed nation.

Where
Educational
Culture
Natives
Nature

Knowledge has many forms and it is available at many places. It is acquired through education, information, intelligence and experience. It is available in academic institutions, with teachers, in libraries, in research papers, seminar proceedings and in various organizations and workplaces with workers, managers, in drawings, in process sheets and on the shop floors. Knowledge, though closely linked to education, comes equally from learning skills such as those possessed by our artists, craftsmen, hakims, vaidyas, philosophers and saints, as also our housewives. Knowledge plays a very important role in their performance and output too. Our heritage and history, the rituals, epics and traditions that form part of our consciousness are also vast resources of knowledge as are our libraries and universities. There is an abundance of unorthodox, earthy wisdom in our villages. There are hidden treasures of knowledge in our environment, in the oceans, bioreerves and deserts, in the plant and animal life. Every state in our country has a unique core competence for a knowledge society.

Knowledge has always been the prime mover of prosperity and power. The acquisition of knowledge has therefore been the thrust area throughout the world. Additionally, in India, there has been a culture of sharing it, not only through the traditions of guru-shishya but also by its spread to neighbouring countries through travellers who came to Nalanda and other universities drawn by their reputation as centres of learning. India is endowed with natural and competitive advantages as also certain distinctive competencies. But these are scattered in isolated pockets and the awareness of these is inadequate. During the last century the world has changed from being an agricultural society, in which manual labour was the critical factor, to an industrial society where the management of technology, capital and labour provide the competitive advantage. In the twenty-first century, a new society is emerging where knowledge is the primary production resource instead of capital and labour. Efficient utilization of this existing knowledge base can create wealth for us in the form of better health, education and other indicators of progress. The ability to create and maintain the knowledge infrastructure, to enhance skills and increase productivity through the exploitation of advances in various fields will be the key factors in deciding the prosperity of this society.

The knowledge society has two very important components driven by societal transformation and wealth generation. The societal transformation is in respect of education, healthcare, agriculture and governance. These will lead to employment generation, high productivity and rural prosperity.

The task of wealth generation for the nation has to be woven around national competencies. The TIFAC task team has identified core areas that will spearhead our march towards becoming a knowledge society. The areas are: information technology, biotechnology, space technology, weather forecasting, disaster management, telemedicine and tele-education, technologies utilizing traditional knowledge, service sector and infotainment which is the emerging area resulting

ph
ic
d
n
o
r
i
r
l

from convergence of information and entertainment. These core technologies, fortunately, can be interwoven by IT, a sector that took off only due to the enterprising spirit of the young.

Thus there are multiple technologies and appropriate management structures that have to work together to generate a knowledge society. With India carving a niche for itself in information technology, the country is uniquely placed to fully capitalize on the opportunity to quickly transform itself into a knowledge society.

The Planning Commission has taken a lead in generating a roadmap for transforming India into a knowledge society.

Evolving suitable policy and administrative procedures, changes in regulatory methods, identification of partners and most important, creation of young and dynamic leaders are the components that have to be put in place. In order to generate wealth, which is the second component for establishing a knowledge society, it is essential that simultaneously a citizen-centric approach to shaping of business policy, user-driven technology generation and intensified industry-lab-academia linkages have also to be established.

A knowledge society has a two-dimensional objective of societal transformation and wealth generation, and a third dimension emerges if India is to transform itself into a knowledge superpower. This is knowledge protection and it entails a tremendous responsibility. It is very important that our communication network and information generators are protected from electronic attacks through surveillance and monitoring. There should be a focussed approach to intellectual property rights and related issues, and our ancient knowledge and culture too are part of our resource base and need to be protected as such. (776 words)

4.(a) Rewrite the following sentences after making necessary corrections. Do not make unnecessary changes in the original sentence. $1 \times 10 = 10$

- 2
- (i) I request your favour to grant me leave.
 - (ii) He lived there for a day.
 - (iii) He is the fastest runner and he came last.
 - (iv) They know each other since January.
 - (v) All the patients have been admitted and received attention.
 - (vi) They didn't see any movies since March.
 - (vii) We shall go on a tour as soon as the schools will close.
 - (viii) Each of the answers was not correct.
 - (ix) If we had had money we would go shopping.
 - (x) I wanted that he should get leave.

4.(b) Supply the missing words :

1×5=5

- (i) The scene _____ us is magnificent, isn't it ?
 (ii) _____ your proposals, we shall meet later.
 (iii) You can't climb _____ that high roof.
 (iv) He pushed his way _____ the crowd of people.
 (v) She _____ in with the wrong group of friends in her teens.

4.(c) Use the correct forms of the verbs given in brackets :

1×5=5

- (i) All our plans of starting a new venture _____ up in smoke. (end)
 (ii) Men of straw are not _____ in the society. (respect)
 (iii) He got angry before I _____ a word. (say)
 (iv) Later on he _____ his mistake. (realize)
 (v) Television is a powerful means of _____ knowledge. (diffuse)

4.(d) Write the antonyms of the following :

1×5=5

- (i) Awkward
 (ii) Diligently
 (iii) Persist
 (iv) Traitor
 (v) Enrich

5.(a) Rewrite each of the following sentences as directed without changing the meaning :

1×10=10

- (i) I have many debts to repay. (Change into a complex sentence)
 (ii) He hasn't been informed. (Change into active voice)
 (iii) He wanted to get a raise. He had to study Accounting. (Use 'in order to')
 (iv) He didn't complain at all. He was kind. (Rewrite the sentence starting with 'It')
 (v) Arvind said, "I must write it". (Change into indirect speech)
 (vi) I didn't meet the government official from France. I didn't meet his friend too. (Rewrite using 'neither nor')
 (vii) He didn't describe it well. He was very excited (Use 'too')
 (viii) People respect politicians only when they change their ways. (Rewrite the sentence using 'unless')
 (ix) We seldom see them nowadays, _____ ? (Supply an appropriate question tag)
 (x) The girl worked hard but she didn't succeed. (Change into a simple sentence)

- 5.(b) Use the following words to make sentences that bring out their meaning clearly. Do not change the form of the words. (No marks will be given for vague and ambiguous sentences.) 1×5=5

- (i) nebulous
(ii) expeditious
2 (iii) contiguous
(iv) fastidious
(v) proscribe

- 5.(c) Choose the appropriate word to fill in the blanks : 1×5=5

- (i) We are _____ to learn that the President has given his assent to the act. (gratified/grateful)
(ii) He did not make a single _____ to the examination results in his speech. (illusion/allusion)
(iii) Make a _____ selection of the books in this library. (judicial/judicious)
4 (iv) The sight of home gave the boys the _____ to walk fast. (impetus/impetuous)
(v) The lawyer used many _____ arguments which did not deceive the Judge. (specious/spacious)

- 5.(d) Use these idioms/phrases in sentences of your own to bring out their meaning clearly. Do not change the form of the words. 1×5=5

- (i) with impunity
(ii) under a cloud
2 (iii) loaves and fishes
(iv) a leap in the dark
(v) yeoman service

निबन्ध

समय : तीन घण्टे

अधिकतम अंक : 250

प्रश्न-पत्र सम्बन्धी विशेष अनुदेश

(प्रश्नों के उत्तर देने से पहले निम्नलिखित प्रत्येक अनुदेश को कृपया ध्यानपूर्वक पढ़ें)

प्रवेश-पत्र में प्राधिकृत माध्यम में निबन्ध लिखना आवश्यक है तथा इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू० सी० ए०) पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर करना आवश्यक है। प्राधिकृत माध्यम के अलावा अन्य माध्यम में लिखे गए उत्तरों को अंक नहीं दिए जाएंगे।

प्रश्नों के उत्तर निर्दिष्ट किए गए शब्द-संख्या के अनुसार होने चाहिए।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए कोई पृष्ठ अथवा पृष्ठ के भाग को पूर्णतः काट दीजिए।

ESSAY

Time Allowed : Three Hours

Maximum Marks : 250

QUESTION PAPER SPECIFIC INSTRUCTIONS

(Please read each of the following instructions carefully before attempting questions)

The ESSAY must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in medium other than the authorized one.

Word limit, as specified, should be adhered to.

Any page or portion of the page left blank in the Question-Cum-Answer Booklet must be clearly struck off.

निम्न खण्ड A व B प्रत्येक से एक विषय चुन कर दो निबंध लिखिए, जो प्रत्येक लगभग 1000-1200 शब्दों के हों।

Write **two** essays, choosing **one** from each of the following Sections A and B, in about 1000-1200 words each :

125×2=250

खण्ड—A / SECTION—A

1. स्त्री-पुरुष के समान सरोकारों को शामिल किए बिना विकास संकटग्रस्त है

If development is not engendered, it is endangered

2. आवश्यकता लोभ की जननी है तथा लोभ का आधिक्य नस्लें बर्बाद करता है

Need brings greed, if greed increases it spoils breed

3. संघीय भारत में राज्यों के बीच जल-विवाद

Water disputes between States in federal India

4. नवप्रवर्तन आर्थिक संवृद्धि और सामाजिक कल्याण का अपरिहार्य निर्धारक है

Innovation is the key determinant of economic growth and social welfare

खण्ड—B / SECTION—B

1. सहकारी संघवाद : मिथक अथवा यथार्थ

Cooperative federalism : Myth or reality

2. साइबरस्पेस और इंटरनेट : दीर्घ अवधि में मानव सभ्यता के लिए वरदान अथवा अभिशाप

Cyberspace and Internet : Blessing or curse to the human civilization in the long run

3. भारत में लगभग रोजगारविहीन संवृद्धि : आर्थिक सुधार की विसंगति या परिणाम

Near jobless growth in India : An anomaly or an outcome of economic reforms

4. डिजिटल अर्थव्यवस्था : एक समताकारी या आर्थिक असमता का स्रोत

Digital economy : A leveller or a source of economic inequality

सामान्य अध्ययन (प्रश्न-पत्र-I)

समय : तीन घण्टे

अधिकतम अंक : 250

प्रश्न-पत्र सम्बन्धी विशेष अनुदेश

(उत्तर देने के पूर्व निम्नलिखित निर्देशों को कृपया सावधानीपूर्वक पढ़ें)

इसमें बीस प्रश्न दिए गए हैं जो हिन्दी एवं अंग्रेजी दोनों में छपे हैं।

सभी प्रश्न अनिवार्य हैं।

प्रत्येक प्रश्न/भाग के लिए नियत अंक उसके सामने दिए गए हैं।

प्रश्नों के उत्तर उसी प्राधिकृत माध्यम में लिखे जाने चाहिए, जिसका उल्लेख आपके प्रवेश-पत्र में किया गया है, और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू० सी० ए०) पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर किया जाना चाहिए। प्राधिकृत माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्नों की शब्द सीमा, जहाँ उल्लिखित है, को माना जाना चाहिए।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए कोई पृष्ठ अथवा पृष्ठ के भाग को पूर्णतः काट दीजिए।

GENERAL STUDIES (PAPER-I)

Time Allowed : Three Hours

Maximum Marks : 250

QUESTION PAPER SPECIFIC INSTRUCTIONS

(Please read each of the following instructions carefully before attempting questions)

There are TWENTY questions printed both in HINDI and in ENGLISH.

All questions are compulsory.

The number of marks carried by a question/part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

निम्नलिखित सभी प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न का उत्तर अधिकतम 200 शब्दों में दीजिए। प्रत्येक प्रश्न समान अंक का है।

Answer all the following questions. Each question is to be answered in not more than 200 words. Each question carries equal marks.

1. प्रारम्भिक बौद्ध स्तूप-कला, लोक वर्ण्य-विषयों एवं कथानकों को चित्रित करते हुए बौद्ध आदर्शों की सफलतापूर्वक व्याख्या करती है। विशदीकरण कीजिए।

Early Buddhist Stupa-art, while depicting folk motifs and narratives successfully expounds Buddhist ideals. Elucidate.

12½

2. विजयनगर नरेश कृष्णदेव राय न केवल स्वयं एक कुशल विद्वान थे अपितु विद्या एवं साहित्य के महान संरक्षक भी थे। विवेचना कीजिए।

Krishnadeva Raya, the King of Vijayanagar, was not only an accomplished scholar himself but was also a great patron of learning and literature. Discuss.

12½

3. यह स्पष्ट कीजिए कि 1857 का विप्लव किस प्रकार औपनिवेशिक भारत के प्रति ब्रिटिश नीतियों के विकासक्रम में एक महत्वपूर्ण ऐतिहासिक मोड़ है।

Explain how the Uprising of 1857 constitutes an important watershed in the evolution of British policies towards colonial India.

12½

4. स्वतंत्रता संग्राम में, विशेष तौर पर गांधीवादी चरण के दौरान महिलाओं की भूमिका का विवेचन कीजिए।

Discuss the role of women in the freedom struggle especially during the Gandhian phase.

12½

5. स्वतंत्रता के लिए संघर्ष में सुभाषचन्द्र बोस एवं महात्मा गांधी के मध्य दृष्टिकोण की भिन्नताओं पर प्रकाश डालिए।

Highlight the differences in the approach of Subhash Chandra Bose and Mahatma Gandhi in the struggle for freedom.

12½

6. क्या भाषाई राज्यों के गठन ने भारतीय एकता के उद्देश्य को मजबूती प्रदान की है?

Has the formation of linguistic States strengthened the cause of Indian Unity?

12½

7. पश्चिमी अफ्रीका में उपनिवेश-विरोधी संघर्षों को पाश्चात्य-शिक्षित अफ्रीकियों के नव संभ्रांत वर्ग के द्वारा नेतृत्व प्रदान किया गया था। परीक्षण कीजिए।

The anti-colonial struggles in West Africa were led by the new elite of Western-educated Africans. Examine.

12½

8. वैश्वीकरण ने भारत में सांस्कृतिक विविधता के आंतरिक (कोर) को किस सीमा तक प्रभावित किया है? स्पष्ट कीजिए।

To what extent globalization has influenced the core of cultural diversity in India? Explain.

12½

- "An essential condition to eradicate poverty is to liberate the poor from the process of deprivation." Substantiate this statement with suitable examples. $7+5\frac{1}{2}=12\frac{1}{2}$

Why are the tribals in India referred to as 'the Scheduled Tribes'? Indicate the major provisions enshrined in the Constitution of India for their upliftment. $4\frac{1}{2}+8=12\frac{1}{2}$

- With a brief background of quality of urban life in India, introduce the objectives and strategy of the 'Smart City Programme'.

- What is the basis of regionalism? Is it that unequal distribution of benefits of development on regional basis eventually promotes regionalism? Substantiate your answer.

- Discuss the concept of air mass and explain its role in macro-climatic changes. 12½

- "The Himalayas are highly prone to landslides." Discuss the causes and suggest suitable measures of mitigation. 12½

- The effective management of land and water resources will drastically reduce the human miseries. Explain. 12½

- South China Sea has assumed great geopolitical significance in the present context.

- Major cities of India are becoming more vulnerable to flood conditions. Discuss. 12½

18. सिन्धु जल संधि का एक विवरण प्रस्तुत कीजिए तथा बदलते हुए द्विपक्षीय संबंधों के संदर्भ में उसके पारिस्थितिक, आर्थिक एवं राजनीतिक विहितार्थों का परीक्षण कीजिए।

Present an account of the Indus Water Treaty and examine its ecological, economic and political implications in the context of changing bilateral relations.

12½

19. भारत में अंतर्देशीय जल परिवहन की समस्याओं एवं सम्भावनाओं को गिनाइए।

Enumerate the problems and prospects of inland water transport in India.

12½

20. भारत के सूखा-प्रवण एवं अर्द्धशुष्क प्रदेशों में लघु जलसंभर विकास परियोजनाएँ किस प्रकार जल संरक्षण में सहायक हैं?

In what way micro-watershed development projects help in water conservation in drought-prone and semi-arid regions of India?

12½

सामान्य अध्ययन / GENERAL STUDIES

प्रश्न-पत्र II / Paper II

निर्धारित समय : तीन घंटे

Time Allowed : Three Hours

अधिकतम अंक : 250

Maximum Marks : 250

प्रश्न-पत्र के लिए विशिष्ट अनुदेश

कृपया प्रश्नों के उत्तर देने से पूर्व निम्नलिखित प्रत्येक अनुदेश को ध्यानपूर्वक पढ़ें :

कुल बीस प्रश्न दिए गए हैं जो हिन्दी और अंग्रेज़ी दोनों में छपे हैं।

सभी प्रश्न अनिवार्य हैं।

प्रत्येक प्रश्न / भाग के लिए नियत अंक उसके सामने दिए गए हैं।

प्रश्नों के उत्तर उसी माध्यम में लिखे जाने चाहिए जिसका उल्लेख आपके प्रवेश-पत्र में किया गया है, और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका के मुख-पृष्ठ पर अंकित निर्दिष्ट स्थान पर किया जाना चाहिए। उल्लिखित माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्नों में शब्द सीमा, जहाँ विनिर्दिष्ट है, का अनुसरण किया जाना चाहिए।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़ा हुआ पृष्ठ या उसके अंश को स्पष्ट रूप से काटा जाना चाहिए।

Question Paper Specific Instructions

Please read each of the following instructions carefully before attempting questions :

There are **TWENTY** questions printed both in **HINDI** and in **ENGLISH**.

All questions are compulsory.

The number of marks carried by a question / part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

सभी प्रश्नों के उत्तर दीजिए जो प्रत्येक 200 शब्दों से अधिक नहीं होने चाहिए। उत्तर की अन्तर्वस्तु उसकी लम्बाई से अधिक महत्वपूर्ण है। सभी प्रश्नों के समान अंक हैं।

Answer all the questions in NOT MORE THAN 200 words each. Contents of the answer are more important than its length. All questions carry equal marks. $12 \frac{1}{2} \times 20 = 250$

Q1. 69वें संविधान संशोधन अधिनियम के उन अत्यावश्यक तत्वों और विषमताओं, यदि कोई हों, पर चर्चा कीजिए, जिन्होंने दिल्ली के प्रशासन में निर्वाचित प्रतिनिधियों और उप-राज्यपाल के बीच हाल में समाचारों में आए मतभेदों को पैदा कर दिया है। क्या आपके विचार में इससे भारतीय परिसंघीय राजनीति के प्रकार्यण में एक नई प्रवृत्ति का उदय होगा?

Discuss the essentials of the 69th Constitutional Amendment Act and anomalies, if any, that have led to recent reported conflicts between the elected representatives and the institution of the Lieutenant Governor in the administration of Delhi. Do you think that this will give rise to a new trend in the functioning of the Indian federal politics?

$12 \frac{1}{2}$

Q2. भारतीय संविधान का अनुच्छेद 370, जिसके साथ हाशिया नोट "जम्मू-कश्मीर राज्य के सम्बन्ध में अस्थायी उपबन्ध" लगा हुआ है, किस सीमा तक अस्थायी है? भारतीय राज्य-व्यवस्था के संदर्भ में इस उपबन्ध की भावी सम्भावनाओं पर चर्चा कीजिए।

To what extent is Article 370 of the Indian Constitution, bearing marginal note "Temporary provision with respect to the State of Jammu and Kashmir", temporary? Discuss the future prospects of this provision in the context of Indian polity.

$12 \frac{1}{2}$

Q3. "भारतीय राजनीतिक पार्टी प्रणाली परिवर्तन के ऐसे दौर से गुज़र रही है, जो अन्तर्विरोधों और विरोधाभासों से भरा प्रतीत होता है।" चर्चा कीजिए।

"The Indian party system is passing through a phase of transition which looks to be full of contradictions and paradoxes." Discuss.

$12 \frac{1}{2}$

Q4. संघ और राज्यों के लेखाओं के सम्बन्ध में, नियंत्रक और महालेखापरीक्षक की शक्तियों का प्रयोग भारतीय संविधान के अनुच्छेद 149 से व्युत्पन्न है। चर्चा कीजिए कि क्या सरकार की नीति कार्यान्वयन की लेखापरीक्षा करना अपने स्वयं (नियंत्रक और महालेखापरीक्षक) की अधिकारिता का अतिक्रमण करना होगा या कि नहीं।

Exercise of CAG's powers in relation to the accounts of the Union and the States is derived from Article 149 of the Indian Constitution. Discuss whether audit of the Government's policy implementation could amount to overstepping its own (CAG) jurisdiction.

$12 \frac{1}{2}$

Sovereign, Secular, democratic, Republic

- Q5. 'उद्देशिका (प्रस्तावना)' में शब्द 'गणराज्य' के साथ जुड़े प्रत्येक विशेषण पर चर्चा कीजिए। क्या वर्तमान परिस्थितियों में वे प्रतिरक्षणीय हैं ?

Discuss each adjective attached to the word 'Republic' in the 'Preamble'. Are they defensible in the present circumstances ?

12 $\frac{1}{2}$

- Q6. कोहिलो केस में क्या अभिनिर्धारित किया गया था ? इस संदर्भ में, क्या आप कह सकते हैं कि न्यायिक पुनर्विलोकन संविधान के बुनियादी अभिलक्षणों में प्रमुख महत्त्व का है ?

What was held in the Coelho case ? In this context, can you say that judicial review is of key importance amongst the basic features of the Constitution ?

12 $\frac{1}{2}$

- Q7. क्या भारत सरकार अधिनियम, 1935 ने एक परिसंघीय संविधान निर्धारित कर दिया था ? चर्चा कीजिए।

Did the Government of India Act, 1935 lay down a federal constitution ? Discuss.

12 $\frac{1}{2}$

- Q8. अर्ध-न्यायिक (न्यायिकवत्) निकाय से क्या तात्पर्य है ? ठोस उदाहरणों की सहायता से स्पष्ट कीजिए।

What is a quasi-judicial body ? Explain with the help of concrete examples.

12 $\frac{1}{2}$

- Q9. प्रोफेसर अमर्त्य सेन ने प्राथमिक शिक्षा तथा प्राथमिक स्वास्थ्य देखभाल के क्षेत्रों में महत्वपूर्ण सुधारों की वकालत की है। उनकी स्थिति और कार्य-निष्पादन में सुधार हेतु आपके क्या सुझाव हैं ?

Professor Amartya Sen has advocated important reforms in the realms of primary education and primary health care. What are your suggestions to improve their status and performance ?

12 $\frac{1}{2}$

- Q10. "भारतीय शासकीय तंत्र में, गैर-राजकीय कर्ताओं की भूमिका सीमित ही रही है।" इस कथन का समालोचनात्मक परीक्षण कीजिए।

"In the Indian governance system, the role of non-state actors has been only marginal." Critically examine this statement.

12 $\frac{1}{2}$

- Q11. "विभिन्न स्तरों पर सरकारी तंत्र की प्रभावितता तथा शासकीय तंत्र में जन-सहभागिता अन्योन्याश्रित होती हैं।" भारत के संदर्भ में इनके बीच सम्बन्ध पर चर्चा कीजिए।

"Effectiveness of the government system at various levels and people's participation in the governance system are inter-dependent." Discuss their relationship in the context of India.

12 $\frac{1}{2}$

- Q12.** 'ट्रान्स्पैरेन्सी इन्टरनेशनल' के ईमानदारी सूचकांक में, भारत काफी नीचे के पायदान पर है। संक्षेप में उन विधिक, राजनीतिक, आर्थिक, सामाजिक तथा सांस्कृतिक कारकों पर चर्चा कीजिए, जिनके कारण भारत में सार्वजनिक नैतिकता का हास हुआ है।

In the integrity index of Transparency International, India stands very low. Discuss briefly the legal, political, economic, social and cultural factors that have caused the decline of public morality in India.

12 $\frac{1}{2}$

- Q13.** क्या भारतीय सरकारी तंत्र ने 1991 में शुरू हुए उदारीकरण, निजीकरण और वैश्वीकरण की माँगों के प्रति पर्याप्त रूप से अनुक्रिया की है? इस महत्वपूर्ण परिवर्तन के प्रति अनुक्रियाशील होने के लिए सरकार क्या कर सकती है?

Has the Indian governmental system responded adequately to the demands of Liberalization, Privatization and Globalization started in 1991? What can the government do to be responsive to this important change?

12 $\frac{1}{2}$

- Q14.** "पारम्परिक अधिकारीतंत्रीय संरचना और संस्कृति ने भारत में सामाजिक-आर्थिक विकास की प्रक्रिया में बाधा डाली है।" टिप्पणी कीजिए।

"Traditional bureaucratic structure and culture have hampered the process of socio-economic development in India." Comment.

12 $\frac{1}{2}$

- Q15.** राष्ट्रीय बाल नीति के मुख्य प्रावधानों का परीक्षण कीजिए तथा इसके क्रियान्वयन की प्रस्थिति पर प्रकाश डालिए।

Examine the main provisions of the National Child Policy and throw light on the status of its implementation.

12 $\frac{1}{2}$

- Q16.** "भारत में जनांकिकीय लाभार्श तब तक सैद्धांतिक ही बना रहेगा जब तक कि हमारी जनशक्ति अधिक शिक्षित, जागरूक, कुशल और सृजनशील नहीं हो जाती।" सरकार ने हमारी जनसंख्या को अधिक उत्पादनशील और रोजगार-योग्य बनने की क्षमता में वृद्धि के लिए कौन-से उपाय किए हैं?

"Demographic Dividend in India will remain only theoretical unless our manpower becomes more educated, aware, skilled and creative." What measures have been taken by the government to enhance the capacity of our population to be more productive and employable?

12 $\frac{1}{2}$

edu

Health

Start up

Small up

Make the hub

Skil.

4

\$ More in

On

- Q17. "विश्व व्यापार संगठन (डब्ल्यू.टी.ओ.) के अधिक व्यापक लक्ष्य और उद्देश्य वैश्वीकरण के युग में अंतर्राष्ट्रीय व्यापार का प्रबंधन और प्रोत्तति करना है । परन्तु (संधि) वार्ताओं की दोहा परिधि मृतोन्मुखी प्रतीत होती है, जिसका कारण विकसित और विकासशील देशों के बीच मतभेद है ।" भारतीय परिप्रेक्ष्य में, इस पर चर्चा कीजिए ।

"The broader aims and objectives of WTO are to manage and promote international trade in the era of globalization. But the Doha round of negotiations seem doomed due to differences between the developed and the developing countries." Discuss in the Indian perspective.

12 $\frac{1}{2}$

- Q18. शीतयुद्धोत्तर अंतर्राष्ट्रीय परिदृश्य के संदर्भ में, भारत की पूर्वोन्मुखी नीति के आर्थिक और सामरिक आयामों का मूल्यांकन कीजिए ।

Evaluate the economic and strategic dimensions of India's Look East Policy in the context of the post Cold War international scenario.

12 $\frac{1}{2}$

- Q19. "भारत में बढ़ते हुए सीमापारीय आतंकी हमले और अनेक सदस्य-राज्यों के आंतरिक मामलों में पाकिस्तान द्वारा बढ़ता हुआ हस्तक्षेप सार्क (दक्षिण एशियाई क्षेत्रीय सहयोग संगठन) के भविष्य के लिए सहायक नहीं हैं ।" उपयुक्त उदाहरणों के साथ स्पष्ट कीजिए ।

"Increasing cross-border terrorist attacks in India and growing interference in the internal affairs of several member-states by Pakistan are not conducive for the future of SAARC (South Asian Association for Regional Cooperation)." Explain with suitable examples.

12 $\frac{1}{2}$

- Q20. यूनेस्को (संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक तथा सांस्कृतिक संगठन) के मैकब्राइड आयोग के लक्ष्य और उद्देश्य क्या-क्या हैं ? इनमें भारत की क्या स्थिति है ?

What are the aims and objectives of the McBride Commission of the UNESCO ? What is India's position on these ?

12 $\frac{1}{2}$

सामान्य अध्ययन (प्रश्न-पत्र-III)

समय : तीन घण्टे

अधिकतम अंक : 250

प्रश्न-पत्र सम्बन्धी विशेष अनुदेश

(उत्तर देने के पूर्व निम्नलिखित निर्देशों को कृपया सावधानीपूर्वक पढ़ें)

इसमें बीस प्रश्न दिए गए हैं जो हिन्दी एवं अंग्रेजी दोनों में छपे हैं।

सभी प्रश्न अनिवार्य हैं।

प्रत्येक प्रश्न/भाग के लिए नियत अंक उसके सामने दिए गए हैं।

प्रश्नों के उत्तर उसी प्राधिकृत माध्यम में लिखे जाने चाहिए, जिसका उल्लेख आपके प्रवेश-पत्र में किया गया है, और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू० सी० ए०) पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर किया जाना चाहिए। प्राधिकृत माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्नों की शब्द सीमा, जहाँ उल्लिखित है, को माना जाना चाहिए।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए कोई पृष्ठ अथवा पृष्ठ के भाग को पूर्णतः काट दीजिए।

GENERAL STUDIES (PAPER-III)

Time Allowed : Three Hours

Maximum Marks : 250

QUESTION PAPER SPECIFIC INSTRUCTIONS

(Please read each of the following instructions carefully before attempting questions)

There are TWENTY questions printed both in HINDI and in ENGLISH.

All questions are compulsory.

The number of marks carried by a question/part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

निम्नलिखित सभी प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न का उत्तर अधिकतम 200 शब्दों में दीजिए। प्रत्येक प्रश्न समान अंक का है।
Answer all the following questions. Each question is to be answered in not more than 200 words. Each question carries equal marks.

1. भारतीय अर्थव्यवस्था में वैश्वीकरण के परिणामस्वरूप औपचारिक क्षेत्र में रोजगार कैसे कम हुए? क्या बढ़ती हुई अनौपचारिकता देश के विकास के लिए हानिकारक है?

How globalization has led to the reduction of employment in the formal sector of the Indian economy? Is increased informalization detrimental to the development of the country?

2. भारत में महिला सशक्तिकरण के लिए जेंडर बजटिंग अनिवार्य है। भारतीय प्रसंग में जेंडर बजटिंग की क्या आवश्यकताएँ एवं स्थिति हैं?

Women empowerment in India needs gender budgeting. What are the requirements and status of gender budgeting in the Indian context?

3. प्रधान मंत्री जन-धन योजना (पी० एम० जे० डी० वाइ०) बैंकरहितों को संस्थागत वित्त में लाने के लिए आवश्यक है। क्या आप सहमत हैं कि इससे भारतीय समाज के गरीब तबके के लोगों का वित्तीय समावेश होगा? अपने मत की पुष्टि के लिए तर्क प्रस्तुत कीजिए।

Pradhan Mantri Jan-Dhan Yojana (PMJDY) is necessary for bringing unbanked to the institutional finance fold. Do you agree with this for financial inclusion of the poorer section of the Indian society? Give arguments to justify your opinion.

4. 'स्मार्ट शहरों' से क्या तात्पर्य है? भारत के शहरी विकास में इनकी प्रासंगिकता का परीक्षण कीजिए। क्या इससे ग्रामीण तथा शहरी भेदभाव में बढ़ोतरी होगी? पी० यू० आर० ए० एवं आर० यू० आर० बी० ए० एन० मिशन के सन्दर्भ में 'स्मार्ट गाँवों' के लिए तर्क प्रस्तुत कीजिए।

What are 'Smart Cities'? Examine their relevance for urban development in India. Will it increase rural-urban differences? Give arguments for 'Smart Villages' in the light of PURA and RURBAN Mission.

5. भारतीय अर्थव्यवस्था के विकास में एफ० डी० आइ० की आवश्यकता की पुष्टि कीजिए। हस्ताक्षरित समझौता-ज्ञापनों तथा वास्तविक एफ० डी० आइ० के बीच अन्तर क्यों है? भारत में वास्तविक एफ० डी० आइ० को बढ़ाने के लिए सुधारात्मक कदम सुझाइए।

Justify the need for FDI for the development of the Indian economy. Why there is gap between MOUs signed and actual FDIs? Suggest remedial steps to be taken for increasing actual FDIs in India.

6. भारतीय सन्दर्भ में समावेशी विकास में निहित चुनौतियों, जिनमें लापरवाह और बेकार जनशक्ति शामिल है, पर टिप्पणी कीजिए। इन चुनौतियों का सामना करने के उपाय सुझाइए।

Comment on the challenges for inclusive growth which include careless and useless manpower in the Indian context. Suggest measures to be taken for facing these challenges.

7. जल-उपयोग दक्षता से आप क्या समझते हैं? जल-उपयोग दक्षता को बढ़ाने में सूक्ष्म सिंचाई की भूमिका का वर्णन कीजिए।

What is water-use efficiency? Describe the role of micro-irrigation in increasing the water-use efficiency.

12½

8. ऐलीलोपैथी क्या है? सिंचित कृषि-क्षेत्रों की प्रमुख फसल पद्धतियों में इसकी भूमिका का वर्णन कीजिए।

What is allelopathy? Discuss its role in major cropping systems of irrigated agriculture.

12½

9. कृषि विकास में भूमि सुधारों की भूमिका की विवेचना कीजिए। भारत में भूमि सुधारों की सफलता के लिए उत्तरदायी कारकों को चिह्नित कीजिए।

Discuss the role of land reforms in agricultural development. Identify the factors that were responsible for the success of land reforms in India.

12½

10. भारतीय कृषि की प्रकृति की अनिश्चितताओं पर निर्भरता के मद्देनजर, फसल बीमा की आवश्यकता की विवेचना कीजिए और प्रधान मंत्री फसल बीमा योजना (पी० एम० एफ० बी० वाइ०) की मुख्य विशेषताओं का उल्लेख कीजिए।

Given the vulnerability of Indian agriculture to vagaries of nature, discuss the need for crop insurance and bring out the salient features of the Pradhan Mantri Fasal Bima Yojana (PMFBY).

12½

11. देश में नवीकरणीय ऊर्जा के स्रोतों के संदर्भ में इनकी वर्तमान स्थिति और प्राप्त किए जाने वाले लक्ष्यों का विवरण दीजिए। प्रकाश उत्सर्जक डायोड (एल० ई० डी०) पर राष्ट्रीय कार्यक्रम के महत्व की विवेचना संक्षेप में कीजिए।

Give an account of the current status and the targets to be achieved pertaining to renewable energy sources in the country. Discuss in brief the importance of National Programme on Light Emitting Diodes (LEDs).

12½

12. अंतरिक्ष विज्ञान और प्रौद्योगिकी के क्षेत्र में भारत की उपलब्धियों की चर्चा कीजिए। इस प्रौद्योगिकी का प्रयोग भारत के सामाजिक-आर्थिक विकास में किस प्रकार सहायक हुआ है?

Discuss India's achievements in the field of Space Science and Technology. How the application of this technology has helped India in its socio-economic development?

12½

13. अतिसूक्ष्म प्रौद्योगिकी (नैनोटेक्नोलॉजी) 21वीं शताब्दी की प्रमुख प्रौद्योगिकियों में से एक क्यों है? अतिसूक्ष्म विज्ञान और प्रौद्योगिकी पर भारत सरकार के मिशन की प्रमुख विशेषताओं तथा देश के विकास के प्रक्रम में इसके प्रयोग के क्षेत्र का वर्णन कीजिए।

Why is nanotechnology one of the key technologies of the 21st century? Describe the salient features of Indian Government's Mission on Nanoscience and Technology and the scope of its application in the development process of the country.

12½

14. बड़ी परियोजनाओं के नियोजन के समय मानव बस्तियों का पुनर्वास एक महत्वपूर्ण पारिस्थितिक संघात है, जिस पर सदैव विवाद होता है। विकास की बड़ी परियोजनाओं के प्रस्ताव के समय इस संघात को कम करने के लिए सुझाए गए उपायों पर चर्चा कीजिए।

Rehabilitation of human settlements is one of the important environmental impacts which always attracts controversy while planning major projects. Discuss the measures suggested for mitigation of this impact while proposing major developmental projects.

12½

15. कई वर्षों से उच्च तीव्रता की वर्षा के कारण शहरों में बाढ़ की बारम्बारता बढ़ रही है। शहरी क्षेत्रों में बाढ़ के कारणों पर चर्चा करते हुए इस प्रकार की घटनाओं के दौरान जोखिम कम करने की तैयारियों की क्रियाविधि पर प्रकाश डालिए।
The frequency of urban floods due to high intensity rainfall is increasing over the years. Discussing the reasons for urban floods, highlight the mechanisms for preparedness to reduce the risk during such events. 12½

16. राष्ट्रीय आपदा प्रबन्धन प्राधिकरण (एन० डी० एम० ए०) के सुझावों के सन्दर्भ में, उत्तराखण्ड के अनेकों स्थानों पर हाल ही में बादल फटने की घटनाओं के संघात को कम करने के लिए अपनाए जाने वाले उपायों पर चर्चा कीजिए।
With reference to National Disaster Management Authority (NDMA) guidelines, discuss the measures to be adopted to mitigate the impact of the recent incidents of cloudbursts in many places of Uttarakhand. 12½

17. 'ग्र अनुसरण' एवं 'शल्यक प्रहार' पदों का प्रयोग प्रायः आतंकी हमलों के विरुद्ध सैन्य कार्यवाही के लिए किया जाता है। इस प्रकार की कार्यवाहियों के युद्धनीतिक प्रभाव की विवेचना कीजिए।
The terms 'Hot Pursuit' and 'Surgical Strikes' are often used in connection with armed action against terrorist attacks. Discuss the strategic impact of such actions. 12½

18. "पिछले कुछ दशकों से आतंकवाद एक प्रतिस्पर्धात्मक उद्योग के रूप में उभर रहा है।"
उपर्युक्त कथन का विश्लेषण कीजिए।
"Terrorism is emerging as a competitive industry over the last few decades."
Analyze the above statement. 12½

19. दुर्गम क्षेत्र एवं कुछ देशों के साथ शत्रुतापूर्ण सम्बन्धों के कारण सीमा प्रबन्धन एक कठिन कार्य है। प्रभावशाली सीमा प्रबन्धन की चुनौतियों एवं रणनीतियों पर प्रकाश डालिए।
Border management is a complex task due to difficult terrain and hostile relations with some countries. Elucidate the challenges and strategies for effective border management. 12½

20. गैर-राज्य अभिकर्ताओं द्वारा इन्टरनेट एवं सोशल मीडिया का विध्वंसकारी गतिविधियों हेतु प्रयोग सुरक्षा के लिए एक बृहद् चिन्ता का विषय है। हाल ही में इनका दुष्प्रयोग किस प्रकार हुआ है? उपर्युक्त खतरे को नियंत्रित करने के लिए प्रभावकारी सुझाव सुझाइए।
Use of Internet and social media by non-state actors for subversive activities is a major security concern. How have these been misused in the recent past? Suggest effective guidelines to curb the above threat. 12½

सामान्य अध्ययन / GENERAL STUDIES

प्रश्न-पत्र IV / Paper IV

निर्धारित समय : तीन घंटे

Time Allowed : Three Hours

अधिकतम अंक : 250

Maximum Marks : 250

प्रश्न-पत्र के लिए विशिष्ट अनुदेश

कृपया प्रश्नों के उत्तर देने से पूर्व निम्नलिखित प्रत्येक अनुदेश को ध्यानपूर्वक पढ़ें :

दो खण्डों में कुल चौदह प्रश्न दिए गए हैं जो हिन्दी और अंग्रेज़ी दोनों में छपे हैं।

सभी प्रश्न अनिवार्य हैं।

प्रत्येक प्रश्न/भाग के लिए नियत अंक उसके सामने दिए गए हैं।

प्रश्नों के उत्तर उसी माध्यम में लिखे जाने चाहिए जिसका उल्लेख आपके प्रवेश-पत्र में किया गया है, और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यू.सी.ए.) पुस्तिका के मुख-पृष्ठ पर अंकित निर्दिष्ट स्थान पर किया जाना चाहिए। उल्लिखित माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे।

प्रश्नों में शब्द सीमा, जहाँ विनिर्दिष्ट है, का अनुसरण किया जाना चाहिए।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़ा हुआ पृष्ठ या उसके अंश को स्पष्ट रूप से काटा जाना चाहिए।

Question Paper Specific Instructions

Please read each of the following instructions carefully before attempting questions :

There are **FOURTEEN** questions divided in **TWO SECTIONS** and printed both in **HINDI** and in **ENGLISH**.

All questions are compulsory.

The number of marks carried by a question / part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

खण्ड A
SECTION A

Q1. (a) स्पष्ट कीजिए कि आचारनीति समाज और मानव का किस प्रकार भला करती है। (150 शब्द)
Explain how ethics contributes to social and human well-being.

(150 words) 10

(b) क्या कारण है कि निष्पक्षता और अपक्षपातीयता को लोक सेवाओं में, विशेषकर वर्तमान सामाजिक-राजनीतिक संदर्भ में, आधारभूत मूल्य समझना चाहिए ? अपने उत्तर को उदाहरणों के साथ सुस्पष्ट कीजिए। (150 शब्द)

Why should impartiality and non-partisanship be considered as foundational values in public services, especially in the present day socio-political context ? Illustrate your answer with examples.

(150 words) 10

Q2. (a) 'शासन', 'सुशासन' और 'नैतिक शासन' शब्दों से आप क्या समझते हैं ? (150 शब्द)

What do you understand by the terms 'governance', 'good governance' and 'ethical governance' ? (150 words)

10

(b) महात्मा गाँधी की सात पापों की संकल्पना की विवेचना कीजिए। (150 शब्द)

Discuss Mahatma Gandhi's concept of seven sins. (150 words)

10

Q3. (a) भारत के संदर्भ में सामाजिक न्याय की जॉन रॉल्स की संकल्पना का विश्लेषण कीजिए। (150 शब्द)

Analyse John Rawls's concept of social justice in the Indian context.

(150 words) 10

(b) द्वितीय प्रशासनिक सुधार आयोग द्वारा सिफारिशकृत (अनुशंसित) लोक सेवा संहिता की विवेचना कीजिए। (150 शब्द)

Discuss the Public Services Code as recommended by the 2nd Administrative Reforms Commission. (150 words)

10

Q4. (a) "भ्रष्टाचार सरकारी राजकोष का दुरुपयोग, प्रशासनिक अदक्षता एवं राष्ट्रीय विकास के मार्ग में बाधा उत्पन्न करता है।" कौटिल्य के विचारों की विवेचना कीजिए। (150 शब्द)

"Corruption causes misuse of government treasury, administrative inefficiency and obstruction in the path of national development."

Discuss Kautilya's views. (150 words)

10

- (b) सामाजिक प्रभाव और समझाना-बुझाना स्वच्छ भारत अभियान की सफलता के लिए किस प्रकार योगदान कर सकते हैं ? (150 शब्द)

How could social influence and persuasion contribute to the success of Swachh Bharat Abhiyan ? (150 words)

10

Q5. विधि एवं आचारनीति मानव आचरण को नियन्त्रित करने वाले दो उपकरण माने जाते हैं ताकि आचरण को सभ्य सामाजिक अस्तित्व के लिए सहायक बनाया जा सके ।

- (a) चर्चा कीजिए कि वे इस उद्देश्य की किस प्रकार पूर्ति करते हैं ।
(b) उदाहरण देते हुए यह बताइए कि ये दोनों अपने उपागमों में किस प्रकार एक-दूसरे से भिन्न हैं । (150 शब्द)

Law and ethics are considered to be the two tools for controlling human conduct so as to make it conducive to civilized social existence.

- (a) Discuss how they achieve this objective.
(b) Giving examples, show how the two differ in their approaches.

(150 words) 10

Q6. जीवन, कार्य, अन्य व्यक्तियों एवं समाज के प्रति हमारी अभिवृत्तियाँ आमतौर पर अनजाने में परिवार एवं उस सामाजिक परिवेश के द्वारा रूपित हो जाती हैं, जिसमें हम बड़े होते हैं । अनजाने में प्राप्त इनमें से कुछ अभिवृत्तियाँ एवं मूल्य अक्सर आधुनिक लोकतांत्रिक एवं समतावादी समाज के नागरिकों के लिए अवांछनीय होते हैं ।

- (a) आज के शिक्षित भारतीयों में विद्यमान ऐसे अवांछनीय मूल्यों की विवेचना कीजिए ।
(b) ऐसी अवांछनीय अभिवृत्तियों को कैसे बदला जा सकता है तथा लोक सेवाओं के लिए आवश्यक समझे जाने वाले सामाजिक-नैतिक मूल्यों को आकांक्षी तथा कार्यरत लोक सेवकों में किस प्रकार संवर्धित किया जा सकता है ? (150 शब्द)

Our attitudes towards life, work, other people and society are generally shaped unconsciously by the family and the social surroundings in which we grow up. Some of these unconsciously acquired attitudes and values are often undesirable in the citizens of a modern democratic and egalitarian society.

- (a) Discuss such undesirable values prevalent in today's educated Indians.
(b) How can such undesirable attitudes be changed and socio-ethical values considered necessary in public services be cultivated in the aspiring and serving civil servants ?

(150 words) 10

Q7. क्रोध एक हानिकारक नकारात्मक संवेग है। यह व्यक्तिगत जीवन एवं कार्य जीवन दोनों के लिए हानिकारक है।

- (a) चर्चा कीजिए कि यह किस प्रकार नकारात्मक संवेगों और अवांछनीय व्यवहारों को पैदा कर देता है।
- (b) इसे कैसे व्यवस्थित एवं नियंत्रित किया जा सकता है ? (150 शब्द)

Anger is a harmful negative emotion. It is injurious to both personal life and work life.

- (a) Discuss how it leads to negative emotions and undesirable behaviours.
- (b) How can it be managed and controlled ? (150 words) 10

Q8. "मैक्स वैबर ने कहा था कि जिस प्रकार के नैतिक प्रतिमानों को हम व्यक्तिगत अंतरात्मा के मामलों पर लागू करते हैं, उस प्रकार के नैतिक प्रतिमानों को लोक प्रशासन पर लागू करना समझदारी नहीं है। इस बात को समझ लेना महत्वपूर्ण है कि हो सकता है कि राज्य के अधिकारीतंत्र के पास अपनी स्वयं की स्वतंत्र अधिकारीतंत्रीय नैतिकता हो।" इस कथन का समालोचनापूर्वक विश्लेषण कीजिए। (150 शब्द)

"Max Weber said that it is not wise to apply to public administration the sort of moral and ethical norms we apply to matters of personal conscience. It is important to realise that the State bureaucracy might possess its own independent bureaucratic morality." Critically analyse this statement.

(150 words) 10

खण्ड B

SECTION B

Q9. इंजीनियरी की एक नई स्नातक (ग्रेजुएट) को एक प्रतिष्ठावान रासायनिक उद्योग में नौकरी मिली है। वह कार्य को पसन्द करती है। वेतन भी अच्छा है। फिर भी, कुछ महीनों के पश्चात् इत्फाक से उसने पाया कि उच्च विषाक्त अपशेष को गोपनीय तरीके से नज़दीकी नदी में प्रवाहित किया जा रहा है। यह अनुप्रवाह में रहने वाले ग्रामीणों, जो पानी की आवश्यकता के लिए नदी पर निर्भर हैं, के स्वास्थ्य की समस्याओं का कारण बनता जा रहा है। वह विचलित है और वह अपनी चिन्ता सहकर्मियों को प्रकट करती है, जो लम्बे समय से कम्पनी के साथ रहे हैं। वे उसे चुप रहने की सलाह देते हैं क्योंकि जो भी इस विषय का उल्लेख करता है, उसको नौकरी से निकाल दिया जाता है। वह अपनी नौकरी खोने का खतरा नहीं ले सकती, क्योंकि वह अपने परिवार की एकमात्र जीविका चलाने वाली है तथा उसे अपने बीमार माता-पिता एवं भाई-बहनों का भरण-पोषण करना होता है। प्रथमतः वह सोचती है यदि उसके वरिष्ठ चुप हैं, तो वह ही क्यों अपनी गर्दन बाहर निकाले। परन्तु उसका अन्तःकरण नदी को एवं नदी पर निर्भर रहने वाले लोगों को बचाने के लिए कुछ करने की प्रेरणा देता है। अन्तःकरण से वह महसूस करती है कि उसके मित्रों द्वारा चुप रहने का दिया गया परामर्श उचित नहीं है, यद्यपि वह उसके कारण नहीं बता सकती है। वह सोचती है कि आप एक बुद्धिमान व्यक्ति हैं तथा वह आपका परामर्श पृच्छती है।

- (a) चुप रहना उसके लिए नैतिक रूप से सही नहीं है यह दर्शाने के लिए आप क्या तर्क प्रस्तुत कर सकते हैं ?
- (b) आप उसे कौन-सा रास्ता अपनाने की सलाह देंगे और क्यों देंगे ? (250 शब्द)

A fresh engineering graduate gets a job in a prestigious chemical industry. She likes the work. The salary is also good. However, after a few months she accidentally discovers that a highly toxic waste is being secretly discharged into a river nearby. This is causing health problems to the villagers downstream who depend on the river for their water needs. She is perturbed and mentions her concern to her colleagues who have been with the company for longer periods. They advise her to keep quiet as anyone who mentions the topic is summarily dismissed. She cannot risk losing her job as she is the sole bread-winner for her family and has to support her ailing parents and siblings. At first, she thinks that if her seniors are keeping quiet, why should she stick out her neck. But her conscience pricks her to do something to save the river and the people who depend upon it. At heart she feels that the advice of silence given by her friends is not correct though she cannot give reasons for it. She thinks you are a wise person and seeks your advice.

- (a) What arguments can you advance to show her that keeping quiet is not morally right ?
- (b) What course of action would you advise her to adopt and why ?

(250 words) 20

Q10. खनन, बाँध एवं अन्य बड़े पैमाने की परियोजनाओं के लिए आवश्यक भूमि अधिकांशतः आदिवासियों, पहाड़ी निवासियों एवं ग्रामीण समुदायों से अर्जित की जाती है। विस्थापित व्यक्तियों को कानूनी प्रावधानों के अनुरूप मौद्रिक मुआवज़ा दिया जाता है। फिर भी, भुगतान प्रायः धीमी गति से होता है। किसी भी हालत में विस्थापित परिवार लम्बे समय तक जीवनयापन नहीं कर पाते। इन लोगों के पास बाज़ार की आवश्यकतानुसार किसी दूसरे धंधे में लगने का कौशल भी नहीं होता है। वे आखिरकार कम मज़दूरी वाले आवर्जिक (प्रवासी) श्रमिक बन जाते हैं। इसके अलावा, उनके सामुदायिक जीवन के परम्परागत तरीके अधिकांशतः समाप्त हो जाते हैं। अतः विकास के लाभ उद्योगों, उद्योगपतियों एवं नगरीय समुदायों को चले जाते हैं, जबकि विकास की लागत इन गरीब असहाय लोगों पर डाल दी जाती है। लागतों एवं लाभों का यह अनुचित वितरण अनैतिक है।

यदि आपको ऐसे विस्थापित व्यक्तियों के लिए अच्छे मुआवज़े एवं पुनःवास की नीति का मसौदा बनाने का कार्य दिया जाता है, तो आप इस समस्या के सम्बन्ध में क्या दृष्टिकोण रखेंगे एवं आपके द्वारा सुझाई गई नीति के मुख्य तत्त्व कौन-कौन से होंगे ? (250 शब्द)

Land needed for mining, dams and other large-scale projects is acquired mostly from Adivasis, hill dwellers and rural communities. The displaced persons are paid monetary compensation as per the legal provisions. However, the payment is often tardy. In any case, it cannot sustain the displaced families for long. These people do not possess marketable skills to engage in some other occupation. They end up as low paid migrant labourers. Moreover, their traditional ways of community living are destroyed. Thus, the benefits of development go to industries, industrialists and urban communities whereas the costs are passed on to these poor helpless people. This unjust distribution of costs and benefits is unethical.

Suppose you have been entrusted with the task of drafting a better compensation-cum-rehabilitation policy for such displaced persons, how would you approach the problem and what would be the main elements of your suggested policy ? (250 words)

20

Q11. कल्पना करें कि आप एक सामाजिक सेवा योजना की क्रियान्विती के कार्य प्रभारी हैं, जिससे बूढ़ी एवं निराश्रय महिलाओं की सहायता प्रदान करनी है। एक बूढ़ी एवं अशिक्षित महिला योजना का लाभ प्राप्त करने के लिए आपके पास आती है। यद्यपि, उसके पास पात्रता के मानदंडों को पूरा करने वाले कागजात दिखाने के लिए नहीं हैं। परन्तु उससे मिलने एवं उसे सुनने से आप यह महसूस करते हैं कि उसे सहायता की निश्चित रूप से आवश्यकता है। आपकी जाँच में यह भी आया है कि वास्तव में वह दयनीय दशा में निराश्रित जीवन व्यतीत कर रही है। आप इस धर्मसंकट में हैं कि क्या किया जाए। उसे बिना आवश्यक कागजात के योजना में सम्मिलित किया जाना, नियमों का स्पष्ट उल्लंघन होगा। उसे सहायता के लिए मना करना भी निर्दयता एवं अमानवीय होगा।

(a) क्या आप इस धर्मसंकट के समाधान के लिए कोई तार्किक तरीका सोच सकते हैं ?

(b) इसके लिए अपने कारण बतलाइए। (250 शब्द)

Suppose you are an officer in-charge of implementing a social service scheme to provide support to old and destitute women. An old and illiterate woman comes to you to avail the benefits of the scheme. However, she has no documents to show that she fulfils the eligibility criteria. But after meeting her and listening to her you feel that she certainly needs support. Your enquiries also show that she is really destitute and living in a pitiable condition. You are in a dilemma as to what to do. Putting her under the scheme without necessary documents would clearly be violation of rules. But denying her the support would be cruel and inhuman.

(a) Can you think of a rational way to resolve this dilemma ?

(b) Give your reasons for it. (250 words) 20

Q12. आप एक सरकारी कार्यालय में अपने विभाग के निदेशक के सहायक के रूप में कार्यरत एक युवा, उच्चाकांक्षी एवं निष्कपट कर्मचारी हैं। जैसा कि आपने अभी पद ग्रहण किया है, आपको सीखने एवं प्रगति की आवश्यकता है। भाग्यवश आपका उच्चस्थ बहुत दयालु एवं आपको अपने कार्य के लिए प्रशिक्षित करने के लिए तैयार है। वह बहुत बुद्धिमान एवं पूर्ण जानकारी व्यक्ति है, जिसे विभिन्न विभागों का ज्ञान है। संक्षेप में, आप अपने बॉस का सम्मान करते हैं तथा उससे बहुत कुछ सीखने के उत्सुक हैं।

जैसा कि आपके साथ बॉस के सम्बन्ध अच्छे हैं, वह आप पर निर्भर करने लगा है। एक दिन खराब स्वास्थ्य के कारण उसने आपको कुछ आवश्यक कार्य पूरा करने के लिए घर पर बुलाया।

आप उसके घर पहुँचे एवं घंटी बजाने से पूर्व आपने ज़ोर-ज़ोर से चिल्लाने का शोर सुना। आपने कुछ समय प्रतीक्षा की। घर में प्रवेश करने पर बाँस ने आपका अभिनन्दन किया तथा कार्य के बारे में बतलाया। परन्तु आप एक औरत के रोने की आवाज़ से निरन्तर व्याकुल रहे। अन्त में आपने अपने बाँस से पूछा परन्तु उसने सन्तोषप्रद जवाब नहीं दिया।

अगले दिन आप कार्यालय में इसके बारे में आगे जानकारी करने को उद्वेलित हुए एवं मालूम हुआ कि उसका घर में अपनी पत्नी के साथ व्यवहार बहुत खराब है। वह अपनी पत्नी की मारपीट भी करता है। उसकी पत्नी ठीक से शिक्षित नहीं है तथा अपने पति की तुलना में एक सरल महिला है। आप देखते हैं कि आपका बाँस कार्यालय में अच्छा व्यक्ति है, परन्तु घर पर वह घरेलू हिंसा में संलिप्त है।

इस स्थिति में, आपके सामने निम्नलिखित विकल्प बचे हैं। प्रत्येक विकल्प का परिणामों के साथ विश्लेषण कीजिए।

- (a) इसके बारे में सोचना छोड़ दीजिए क्योंकि यह उनका व्यक्तिगत मामला है।
- (b) उपयुक्त प्राधिकारी को मामले को प्रेषित कीजिए।
- (c) स्थिति के बारे में आपका स्वयं का नवप्रवर्तनकारी दृष्टिकोण। (250 शब्द)

You are a young, aspiring and sincere employee in a Government office working as an assistant to the director of your department. Since you have joined recently, you need to learn and progress. Luckily your superior is very kind and ready to train you for your job. He is a very intelligent and well-informed person having knowledge of various departments. In short, you respect your boss and are looking forward to learn a lot from him.

Since you have a good tuning with the boss, he started depending on you. One day due to ill health he invited you at his place for finishing some urgent work.

You reached his house and before you could ring the bell you heard shouting noises. You waited for a while. After entering the house the boss greeted you and explained the work. But you were constantly disturbed by the crying of a woman. At last, you inquired with the boss but his answer did not satisfy you.

Next day, you were compelled to inquire further in the office and found out that his behaviour is very bad at home with his wife. He also beats up his wife.

His wife is not well educated and is a simple woman in comparison to her husband. You see that though your boss is a nice person in the office, he is engaged in domestic violence at home.

In such a situation, you are left with the following options. Analyse each option with its consequences.

- (a) Just ignore thinking about it because it is their personal matter.
- (b) Report the case to the appropriate authority.
- (c) Your own innovative approach towards the situation. (250 words)

20

Q13. ए.बी.सी. लिमिटेड एक बड़ी पारराष्ट्रीय कम्पनी है जो विशाल शेयरधारक के आधार पर विविध व्यापारिक गतिविधियाँ संचालित करती है। कम्पनी द्वारा निरन्तर विस्तार एवं रोज़गार सृजन हो रहा है। कम्पनी ने अपने विस्तार एवं विविधता कार्यक्रम के अन्तर्गत विकासपुरी, जो एक अविकसित क्षेत्र है, में एक नया संयंत्र स्थापित करने का निर्णय किया है। नया संयंत्र ऊर्जा दक्ष प्रौद्योगिकी के प्रयोग के अनुरूप प्रारूपित किया गया है जो कम्पनी के उत्पादन लागत को 20% बचाएगी। कम्पनी के निर्णय सरकार की अविकसित क्षेत्रों के विकास के लिए निवेश को आकर्षित करने की नीति के अनुरूप हैं। सरकार ने उन कम्पनियों को पाँच वर्ष के लिए करों में छूट (टेक्स होलीडे) की घोषणा की है जो अविकसित क्षेत्र में निवेश करती हैं। फिर भी, नया संयंत्र विकासपुरी क्षेत्र के शान्तिप्रिय निवासियों के लिए अव्यवस्था पैदा कर देगा। नए संयंत्र के परिणामस्वरूप जीवनयापन की लागत बढ़ेगी, क्षेत्र में विदेशी प्रवासन से सामाजिक एवं आर्थिक व्यवस्था प्रभावित होगी। कम्पनी को सम्भावित विरोध का आभास होने पर उसने विकासपुरी क्षेत्र के लोगों एवं जनता को यह बताने की कोशिश की कि कम्पनी की निगमिय सामाजिक उत्तरदायित्व की नीति विकासपुरी क्षेत्र के निवासियों की सम्भावित कठिनाइयों को रोकने में मददगार रहेगी। इसके बावजूद भी विरोध प्रारम्भ होता है तथा कुछ निवासी न्यायपालिका जाने का इस आधार पर निर्णय करते हैं कि इससे पूर्व सरकार के सामने दिए गए तर्कों का कोई परिणाम नहीं निकला था।

- (a) इस मामले में अन्तःनिहित समस्याओं की पहचान कीजिए।
- (b) आप कम्पनी के लक्ष्यों एवं प्रभावित निवासियों की सन्तुष्टि के लिए क्या सुझाव दे सकते हैं ? (300 शब्द)

ABC Ltd. is a large transnational company having diversified business activities with a huge shareholder base. The company is continuously expanding and generating employment. The company, in its expansion and diversification programme, decides to establish a new plant at Vikaspuri, an area which is underdeveloped. The new plant is designed to use energy efficient technology that will help the company to save production cost by 20%. The company's decision goes well with the Government policy of attracting investment to develop such underdeveloped regions. The Government has also announced tax holiday for five years for the companies that invest in underdeveloped areas. However, the new plant may bring chaos for the inhabitants of Vikaspuri region, which is otherwise tranquil. The new plant may result in increased cost of living, aliens migrating to the region, disturbing the social and economic order. The company sensing the possible protest tried to educate the people of Vikaspuri region and public in general that how its Corporate Social Responsibility (CSR) policy would help overcome the likely difficulties of the residents of Vikaspuri region. In spite of this the protests begin and some of the residents decided to approach the judiciary as their plea before the Government did not yield any result.

- (a) Identify the issues involved in the case.
- (b) What can be suggested to satisfy the company's goal and to address the residents' concerns ?

(300 words) 25

Q14. सरस्वती यू.एस.ए. में सूचना प्रौद्योगिकी की एक सफल पेशेवर थी । अपने देश के लिए कुछ करने की राष्ट्र-भावना से प्रेरित होकर वह वापस भारत आई । उसने गरीब ग्रामीण समुदाय के लिए एक पाठशाला निर्माण के लिए एक-जैसे विचारों वाले कुछ मित्रों के साथ मिलकर एक गैर-सरकारी संगठन बनाया ।

पाठशाला का लक्ष्य नाममात्र की लागत पर उच्च स्तरीय आधुनिक शिक्षा प्रदान करना था । उसने जल्दी ही पाया कि उसे कई सरकारी ऐजेन्सियों से अनुमति लेनी होगी । नियम एवं प्रक्रियाएँ काफी अस्पष्ट एवं जटिल थीं । अनावश्यक देरियों, अधिकारियों की कठोर प्रवृत्ति एवं घूस की लगातार माँग से वह सबसे ज्यादा हतोत्साहित हुई । उसके एवं उस जैसे दूसरों के अनुभव ने लोगों को सामाजिक सेवा परियोजनाओं को लेने से रोका हुआ है ।

स्वैच्छिक सामाजिक कार्य पर सरकारी नियन्त्रण के उपाय आवश्यक हैं । परन्तु इन्हें बाध्यकारी या भ्रष्टरूप में प्रयोग में नहीं लिया जाना चाहिए । आप क्या उपाय यह सुनिश्चित करने के लिए सुझाएँगे कि जिससे आवश्यक नियन्त्रण के साथ नेक इरादों वाले ईमानदार गैर-सरकारी संगठन के प्रयासों में बाधा नहीं आए ? (300 शब्द)

Saraswati was a successful IT professional in USA. Moved by the patriotic sense of doing something for the country she returned to India. Together with some other like-minded friends, she formed an NGO to build a school for a poor rural community.

The objective of the school was to provide the best quality modern education at a nominal cost. She soon discovered that she has to seek permission from a number of Government agencies. The rules and procedures were quite confusing and cumbersome. What frustrated her most was the delays, callous attitude of officials and constant demand for bribes. Her experience and the experience of many others like her has deterred people from taking up social service projects.

A measure of Government control over voluntary social work is necessary. But it should not be exercised in a coercive or corrupt manner. What measures can you suggest to ensure that due control is exercised but well meaning, honest NGO efforts are not thwarted ? (300 words)

25

