

T.B.C. : STS-K-TPT
Serial No.:

Test Booklet Series

TEST BOOKLET

**Subject : Test 19 – Comprehension
Question Paper**

**Time Allowed : Two Hours****Maximum Marks : 200****INSTRUCTIONS**

1. IMMEDIATELY AFTER THE COMMENCEMENT OF THE EXAMINATION, YOU SHOULD CHECK THAT THIS TEST BOOKLET DOES NOT HAVE ANY UNPRINTED OR TORN OR MISSING PAGES OR ITEMS, ETC. IF SO, GOT IT REPLACED BY A COMPLETE TEST BOOKLET.

2. Please note that it is the candidate's responsibility to encode and fill in the Roll Number and Test Booklet Series A, B, C or D carefully and without any omission or discrepancy at the appropriate places in the OMR Answer Sheet. Any omission/discrepancy will render the Answer Sheet liable for rejection.

3. You have to enter your Roll Number on the Test Booklet in the Box provided alongside. DO NOT write anything else on the Test Booklet.

4. This Test Booklet contains 100/80 items (questions).

Each item is printed in English. Each item comprises of four responses (answers). You will select the response

which you want to mark on the Answer Sheet. In case you feel that there is more than one correct response, mark the response which you

consider the best. In any case, choose ONLY ONE response for each item.

5. You have to mark all your responses ONLY on the separate Answer Sheet provided. See directions in the Answer Sheet.

6. All items carry equal marks

7. Before you proceed to mark in the Answer Sheet the response to various items in the Test Booklet, you have to fill in some particulars in the Answer Sheet as per instructions sent to you with your Admission Certificate.

8. After you have completed filling in all your responses on the Answer Sheet and the examination has concluded, you should hand over to the Invigilator only the Answer Sheet. You are permitted to take away with you the Test Booklet.

9. Sheets for rough work are appended in the Test Booklet at the end.

10. Penalty for wrong answers:

THERE WILL BE PENALTY FOR WRONG ANSWERS MARKED BY A CANDIDATE IN THE OBJECTIVE TYPE QUESTION PAPERS

(i) There are four alternatives for the answer to every question. For each question for which a wrong answer has been given by the candidate, **one third** of the marks assigned to that question will be deducted as penalty.

(ii) If a candidate gives more than one answer, it will be treated as a wrong answer even if one of the given answers happens to be correct and there will be same penalty as above to that question.

(iii) If a question is left blank, i.e., no answer is given by the candidate, there will be no penalty for that question.

Passage

Read the following passages and answer the items that follow. Your answers to these items should be based on the passage only.

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

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

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

Which of the statements given above is/are correct?

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

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

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

Select the correct answer from the codes given below:

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

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

1. Right to Education is a legal right and not a fundamental right.
2. For realizing the goal of universal education, the education system in the country must be made identical to that of developed countries.

Which of the statements given above is/are correct?

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

4. Which one of the following statements conveys the key message of the passage?

- (a) India has declared that education is compulsory for its children.
- (b) Adult society is not keen on implementing the Right to Education.
- (c) The Right to Education, particularly of a girl child, needs to be safeguarded.
- (d) The system of education should address the issue of Right to Education.

5. Which one of the following statements conveys the inference of the passage?
- (a) The society has a tenacious prejudice against the intellectual potential of girls.
 - (b) Adults cannot be relied upon to fight on behalf of children for their Right to Education.
 - (c) The legal fight to get education for children is often protracted and prohibitive.
 - (d) There is no sufficient substitute for education received in childhood.

PASSAGE

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

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

This is what leads to the idea of an enabling State, that is, a Government that does not try to directly deliver to the citizens everything that they need. Instead, it (1) creates an enabling ethos for the market so that individual enterprise can flourish and citizens can, for the most part, provide for the needs on their own, and (2) steps in to help those who do not manage to do well for themselves, for there will always be individuals, no matter what the system, who need support and help. Hence we need a Government that, when it comes to the market, sets effective, incentive-compatible rules and remains on the sidelines with minimal interference, and at the same time, plays an important role in directly helping the poor by ensuring that they get basic education and health services and receive adequate nutrition and food.

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

Which of the statements given above are correct?

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

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

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

8. What constitutes an enabling Government?

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

Select the correct answer from the codes given below:

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

9. Why is the State unable to deliver 'all that is needed'?

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

Select the correct answer from the codes given below:

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

10. What is the essential message being conveyed by the author of the passage?

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

Passage

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

11. What does the author imply by "creative society"?

1. A society where diverse art forms and literary writings seek incentive.
2. A society where social inequalities are accepted as the norm.
3. A society where a large number of contradictions are recognised.
4. A society where the exploited and the oppressed groups grow conscious of their human rights and fulfilment.

Select the correct answer using the codes given below:

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

12. According to the passage are the manifestations of social movements?

1. Aggressiveness and being incendiary.
2. Instigation by external forces.
3. Quest for social equality and individual freedom.
4. Urge for granting privileges and self-respect to disadvantaged sections of the society.

Select the correct answer using the codes given below:

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

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

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

Which of the statements given above is/are correct?

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

14. Consider the following three statements:

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

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

- (a) All participants in the race are invited for coaching.
- (b) No participants are invited for coaching.
- (c) All participants in the race are students.
- (d) None of the statements (a), (b) and (c) given above is correct.

PASSAGE

A country under foreign domination seeks escape from the present in dreams of a vanished age, and finds consolation in visions of past greatness. That is a foolish and dangerous pastime in which many of us indulge. An equally questionable practice for us in India is to imagine that we are still spiritually great though we have come down in the world in other respects. Spiritual or any other greatness cannot depend on lack of freedom and opportunity, or on starvation and misery. Many western writers have encouraged this notion that Indians are other-worldly. I suppose the poor and unfortunate in every country become to some extent other-worldly, unless they become revolutionaries, for this world is evidently not meant for them. So also subject peoples. As a man grows to maturity he is not entirely engrossed in, or satisfied with, the external objective world. He seeks also some inner meaning, some psychological and physical satisfaction. So also with peoples and civilizations as they mature and grow adult. Every civilization and every people exhibit these parallel streams of an external life and an internal life. Where they meet or keep close to each other, there is an equilibrium and stability. When they diverge conflict arises and the crises that torture the mind and spirit.

15. The passage mentions that "this world is evidently not meant for them". It refers to people who:

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

Which of the statements given above is/are correct?

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

16. Consider the following assumptions:

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

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

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

17. The passage thematically centres on

- (a) the state of mind of oppressed people
- (b) starvation and misery
- (c) the growth of civilization
- (d) body, mind and spirit of people in general

18. According to the passage, the torture of the mind and spirit is caused

- (a) by the impact of foreign domination
- (b) by the desire to escape from foreign domination and find consolation in visions of past greatness
- (c) due to lack of equilibrium between an external life and an internal life
- (d) due to one's inability to be either revolutionary or other worldly

Passage

A species that exerts an influence out of proportion to its abundance in an ecosystem is called a keystone species. The keystone species may influence both the species richness of communities and the flow of energy and materials through ecosystems. The sea star *Pisaster ochraceus*, which lives in rocky intertidal ecosystems on the Pacific coast of North America, is also an example of a keystone species. Its preferred prey is the mussel *Mytilus californianus*. In the absence of sea stars, these mussels crowd out other competitors in a broad belt of the intertidal zone. By consuming mussels, sea star creates bare spaces that are taken over by a variety of other species.

A study at the University of Washington demonstrated the influence of *Pisaster* on species richness by removing sea stars from selected parts of the intertidal zone repeatedly over a period of five years. Two major changes occurred in the areas from which sea stars were removed. First, the lower edge of the mussel bed extended farther down into the intertidal zone, showing that sea stars are able to eliminate mussels completely where they are covered with water most of the time. Second, and more dramatically, 28 species of animals and algae disappeared from the sea star removal zone. Eventually only *Mytilus*, the dominant competitor, occupied the entire substratum. Through its effect on competitive relationships, predation by *Pisaster* largely determines which species live in these rocky intertidal ecosystems.

19. What is the crux of the passage?

- (a) Sea stars has a preferred prey.
- (b) A preferred prey determines the survival of a keystone species.
- (c) Keystone species ensures species diversity.
- (d) Sea star is the only keystone species on the Pacific coast of North America.

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

- 1. Mussels are generally the dominant species in intertidal ecosystems.
- 2. The survival of sea stars is generally determined by the abundance of mussels.

Which of the statements given above is/are correct?

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

21. Which of the following is/are implied by the passage?

- 1. Mussels are always hard competitors for sea stars.
- 2. Sea stars of the Pacific coast have reached the climax of their evolution.
- 3. Sea stars constitute an important component in the energy flow in intertidal ecosystem.

Which of the statements given above is/are correct?

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

22. Consider the following assumptions:

- 1. The food chains/food web in an ecosystem are influenced by keystone species.
- 2. The presence of keystone species is a specific characteristic of aquatic ecosystems.
- 3. If the keystone species is completely removed from an ecosystem, it will lead to the collapse of the ecosystem.

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

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

Passage

Ecosystems provide people with a variety of goods and services; food, clean water, clean air, flood control, soil stabilization, pollination, climate regulation, spiritual fulfilment and aesthetic enjoyment, to name just a few. Most of these benefits either are irreplaceable or the technology necessary to replace them is prohibitively expensive. For example, potable fresh water can be provided by desalinating sea-water, but only at great cost. The rapidly expanding human population has greatly modified the Earth's ecosystems to meet their increased requirements of some of the goods and services, particularly food, fresh water, timber, fibre and fuel. These modifications have contributed substantially to human wellbeing and economic development. The benefits have not been equally distributed. Some people have actually been harmed by these changes. Moreover, short-term increases in some ecosystem goods and services have come at the cost of the long-term degradation of others. For example, efforts to increase the production of food and fibre have decreased the ability of some ecosystems to provide clean water, regulate flooding and support biodiversity.

23. With reference to the passage, consider the following statements. Expanding human population has an adverse effect on:

1. Spiritual fulfilment
2. Aesthetic enjoyment
3. Potable fresh water
4. Production of food and fibre
5. Biodiversity

Which of the statements given above are correct?

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

24. The passage mentions that "some people have actually been harmed by these changes".

What does it imply?

The rapid expansion of population has adversely affected some people.

1. Sufficient efforts have not been made to increase the production of food and fibre.
2. In the short term some people may be harmed but in the long term everyone will benefit from modifications in the Earth's ecosystems.

Which of the statements given above is/are correct?

- (a) 1 only
- (b) 2 only
- (c) 1 and 3
- (d) None of the statements given above

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

1. It is imperative to modify the Earth's ecosystems for the well being of mankind.
2. Technology can never replace all the goods and services provided by ecosystems.

Which of the statements given above is/are correct?

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

Passage

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

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

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

Select the correct answer from the codes given below:

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

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

- (a) It is a mechanical action based on official orders from superiors.
- (b) It is an action based on our sense of discretion.
- (c) It is a clever action based on the clarity of purpose.
- (d) It is a religious action based on understanding.

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

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

Select the correct answer using the codes given below:

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

Passage

Education, without a doubt, has an important functional, instrumental and utilitarian dimension. This is revealed when one asks questions such as “what is the purpose of education?” The answers, too often, are to acquire qualifications for employment/upward mobility, wider/higher (in terms of income) opportunities, and to meet the need for trained human power in diverse fields for national development. But in its deepest sense, education is not instrumentalist. That is to say, it is not to be justified outside of itself because it leads to the acquisition of formal skills or of certain desired psychological-social attributes. It must be respected in itself. Education is thus not a commodity to be acquired or possessed and then used, but a process of inestimable importance to individuals and society, although it can and does have enormous use value. Education, then, is a process of expansion and conversion, not in the sense of converting or turning students into doctors or engineers, but the widening and turning out of the mind—the creation, sustenance and development of self-critical awareness and independence of thought. It is an inner process of moral-intellectual development.

Q29. What do you understand by the ‘instrumentalist’ view of education?

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

Q30. According to the passage, education must be respected in itself because

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

- Q31. Education is a process in which
- (a) students are converted into trained professionals.
 - (b) opportunities for higher income are generated.
 - (c) individuals develop self-critical awareness and independence of thought.
 - (d) qualifications for upward mobility are acquired.

Passage

Chemical pesticides lose their role in sustainable agriculture if the pests evolve resistance. The evolution of pesticide resistance is simply natural selection in action.

It is almost certain to occur when vast numbers of a genetically variable population are killed. One or a few individuals may be unusually resistant (perhaps because they possess an enzyme that can detoxify the pesticide). If the pesticide is applied repeatedly, each successive generation of the pest will contain a larger proportion of resistant individuals. Pests typically have a high intrinsic rate of reproduction, and so a few individuals in one generation may give rise to hundreds or thousands in the next, and resistance spreads very rapidly in a population.

This problem was often ignored in the past, even though the first case of DDT (dichlorodiphenyltrichloroethane) resistance was reported early as 1946.

There is exponential increase in the numbers of invertebrates that have evolved resistance and in the number of pesticides against which resistance has evolved. Resistance has been recorded in every family of arthropod pests (including dipterans such as mosquitoes and house flies, as well as beetles, moths, wasps, fleas, lice and mites) as well as in weeds and plant pathogens. Take the Alabama leaf-worm, a moth pest of cotton, as an example. It has developed resistance in one or more regions of the world to aldrin, DDT, dieldrin, endrin, lindane and toxaphene.

If chemical pesticides brought nothing but problems, if their use was intrinsically and acutely unsustainable — then they would already have fallen out of widespread use.

This has not happened. Instead, the rate of production has increased rapidly. The ratio of cost to benefit for the individual agricultural producer has remained in favour of pesticide use.

In the USA, insecticides have been estimated to benefit the agricultural products to the tune of around \$5 for every \$1 spent. Moreover, in many poorer countries, the prospect of imminent mass starvation, or of an epidemic disease, are so frightening that the social and health costs of using pesticides have to be ignored. In general, the use of pesticides is justified by objective measures such as lives saved, economic efficiency of food production and total food produced. In these very fundamental senses, their use may be described as sustainable. In practice, sustainability depends on continually developing new pesticides that keep at least one step ahead of the pests — pesticides that are less persistent, biodegradable and more accurately targeted at the pests.

Q32. “The evolution of pesticide resistance is natural selection in action.” What does it actually imply?

- (a) It is very natural for many organisms to have pesticide resistance.
- (b) Pesticide resistance among organisms is a universal phenomenon.
- (c) Some individuals in any given population show resistance after the application of pesticides.
- (d) None of the statements (a), (b) and (c) given above is correct.

Q33. With reference to the passage, consider the following statements

1. Use of chemical pesticides has become imperative in all the poor countries of the world.
2. Chemical pesticides should not have any role in sustainable agriculture.
3. One pest can develop resistance to many pesticides.

Which of the statements given above is/are correct?

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

Q34. Though the problems associated with the use of chemical pesticides is known for a long time, their widespread use has not waned.

Why?

- (a) Alternatives to chemical pesticides do not exist at all.
- (b) New pesticides are not invented at all.
- (c) Pesticides are biodegradable.
- (d) None of the statements (a), (b) and (c) given above is correct.

Q35. How do pesticides act as agents for the selection of resistant individuals in any pest population?

- 1. It is possible that in a pest population the individuals will have differential genetic makeup.
- 2. Pests do possess the ability to detoxify the pesticides.
- 3. Evolution of pesticide resistance is equally distributed in pest population.

Which of the statements given above is/are correct?

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

Q36. Why is the use of chemical pesticides generally justified by giving the examples of poor and developing countries?

- 1. Developed countries can afford to do away with use of pesticides by adapting to organic farming, but it is imperative for poor and developing countries to use chemical pesticides.
- 2. In poor and developing countries, the pesticide addresses the problem of epidemic diseases of crops and eases the food problem.
- 3. The social and health costs of pesticide use are generally ignored in poor and developing countries.

Which of the statements given above is/are correct?

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

Q37. What does the passage imply?

- (a) Alternative options to chemical pesticides should be promoted.
- (b) Too much use of chemicals is not good for the ecosystem.
- (c) There is no scope for the improvement of pesticides and making their use sustainable.
- (d) Both the statements (a) and (b) above are correct.

Passage

Today's developing economies use much less energy per capita than developed countries such as the United States did at similar incomes, showing the potential for lower carbon growth.

Adaptation and mitigation need to be integrated into a climate-smart development strategy that increases resilience, reduces the threat of further global warming, and improves development outcomes. Adaptation and mitigation measures can advance development, and prosperity can raise incomes and foster better institutions. A healthier population living in better built houses and with access to bank loans and social security is better equipped to deal with a changing climate and its consequences.

Advancing robust, resilient development policies that promote adaptation is needed today because changes in climate, already begun, will increase even in the short term.

The spread of economic prosperity has always been intertwined with adaptation to changing ecological conditions. But as growth has altered the environment and as environmental change has accelerated, sustaining growth and adaptation demands greater capacity to understand our environment, generate new adaptive technologies and practices, and diffuse them widely.

As economic historians have explained, much of humankind's creative potential has been directed at adapting to the changing world. But adaptation cannot cope with all the impacts related to climate change, especially as larger changes unfold in the long term. Countries cannot grow out of harm's way fast enough to match the changing climate. And some growth strategies, whether driven by the government or the market, can also add to vulnerability —

particularly if they overexploit natural resources. Under the Soviet development plan, irrigated cotton cultivation expanded near-desert Central Asia and led to the near disappearance of the Aral Sea, threatening the livelihoods of fishers, herders and farmers. And clearing mangroves — the natural coastal buffers against storm surges — to make way for intensive farming or housing development increases the physical vulnerability of coastal settlements, whether in Guinea or in Louisiana.

Q38. Which of the following conditions of growth can add to vulnerability?

1. When the growth occurs due to excessive exploitation of mineral resources and forests.
2. When the growth brings about a change in humankind's creative potential.
3. When the growth is envisaged only for providing houses and social security for the people.
4. When the growth occurs due to emphasis on farming only.

Select the correct answer using the codes given below:

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

Q39. What does low-carbon growth imply in the present context?

1. More emphasis on the use of renewable sources of energy.
2. Less emphasis on manufacturing sector and more emphasis on agriculture sector.
3. Switching over from monoculture practices to mixed farming.
4. Less demand for goods and services.

Select the correct answer using the codes given below:

- (a) 1 only
- (b) 2, 3 and 4 only
- (c) 1 and 4 only
- (d) None of the above implies low-carbon growth

Q40. Which of the following conditions is/are necessary for sustainable economic growth?

1. Spreading of economic prosperity more.
2. Popularising/spreading of adaptive technologies widely.
3. Investing on research in adaptation and mitigation technologies.

Select the correct answer using the codes given below:

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

Q41. Which of the following inferences can be made from the passage?

1. Rainfed crops should not be cultivated in irrigated areas.
2. Farming in water-deficient areas should not be a part of development strategy.

Select the correct answer using the codes given below:

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

Q42. Consider the following assumptions:

1. Sustainable economic growth demands the use of creative potential of man.
 2. Intensive agriculture can lead to ecological backlash.
 3. Spread of economic prosperity can adversely affect the ecology and environment.
- With reference to the passage, which of the above assumptions is/are valid?

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

- Q43. Which one of the following statements constitutes the central theme of this passage?
- (a) Countries with greater economic prosperity are better equipped to deal with the consequences of climate change.
 - (b) Adaptation and mitigation should be integrated with development strategies.
 - (c) Rapid economic growth should not be pursued by developed and developing economies.
 - (d) Some countries resort to overexploitation of natural resources for the sake of rapid development.

Passage

Invasions of exotic species into new geographic areas sometimes occur naturally and without human agency. However, human actions have increased this trickle to a flood.

Hundreds of introductions may occur either accidentally as a consequence of human transport, or intentionally but illegally to serve some private purpose or legitimately to procure some hoped-for public benefit by bringing a pest under control, producing new agricultural products or providing novel recreational opportunities.

Many introduced species are assimilated into communities without much obvious effect. However, some have been responsible for dramatic changes to native species and natural communities.

For example, the accidental introduction of the brown tree snake *Boiga irregularis* into Guam, an island in the Pacific, has through nest predation reduced 10 endemic forest bird species to the point of extinction. One of the major reasons for the world's great biodiversity is the occurrence of centers of endemism so that similar habitats in different parts of the world are occupied by evolved groups of species that happen to have evolved there. If every species naturally had access to everywhere on the globe, we might expect a relatively small number of successful species to become dominant across the biome. The extent to which this homogenization can happen naturally is restricted by the limited powers of dispersal of most species in the face of the physical barriers that exist to dispersal. By

virtue of the transport opportunities offered by humans, these barriers have been breached by an ever-increasing number of exotic species. The effects of introductions have been to convert a hugely diverse range of local community compositions into something much more homogeneous. It would be wrong, however, to conclude that introducing species to a region will inevitably cause a decline in species richness there. For example, there are numerous species of plants, invertebrates and vertebrates found in continental Europe but absent from the British Isles (many because they have so far failed to recolonize after the last glaciation). Their introduction would be likely to augment British biodiversity.

The significant detrimental effect noted above arises where aggressive species provide a novel challenge to endemic biotas ill-equipped to deal with them.

- Q44. With reference to the passage, which of the following statements is correct?
- (a) Introduction of exotic species into new geographical areas always leads to reduced biodiversity.
 - (b) Exotic species are always introduced by man into new ecosystems.
 - (c) Man is the only reason to convert a hugely diverse range of local community compositions into more homogeneous ones.
 - (d) None of the statements (a), (b) and (c) is correct in this context.

- Q45. Why does man introduce exotic species into new geographical areas?
1. To breed exotic species with local varieties.
 2. To increase agricultural productivity.
 3. For beautification and landscaping.
- Which of the above statements is/are correct?
- (a) 1 only
 - (b) 2 and 3 only
 - (c) 1 and 3 only
 - (d) 1, 2 and 3

Q46. How is homogenization prevented under natural conditions?

- (a) Evolution of groups of species specific to local habitats.
- (b) Presence of oceans and mountain ranges.
- (c) Strong adaptation of groups of species to local physical and climatic conditions.
- (d) All the statements (a), (b) and (c) given above are correct in this context.

Q47. How have the human beings influenced the biodiversity?

- 1. By smuggling the organisms.
- 2. By building highways.
- 3. By making ecosystems sensitive so that new species are not allowed.
- 4. By ensuring that new species do not have major impact on local species.

Which of the statements given above are correct?

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

Q48. What can be the impact of invasion of exotic species on an ecosystem?

- 1. Erosion of endemic species.
- 2. Change in the species composition of the community of the ecosystem.

Select the correct answer using the codes given below:

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

Passage

Most champions of democracy have been rather recent in suggesting that democracy would itself promote development and enhancement of social welfare—they have tended to see them as good but distinctly separate and largely independent goals. The detractors of democracy, on the other hand, seem to have been quite willing to express their diagnosis of what they see as serious tensions between democracy and development. The theorists of the practical split—“Make up your mind: do you want democracy, or instead, do you want development?”—often came, at least to start

with, from East Asian countries, and their voice grew in influence as several of these countries were immensely successful—through the 1970s and 1980s and even later—in promoting economic growth without pursuing democracy. To deal with these issues we have to pay particular attention to both the content of what can be called development and to the interpretation of democracy (in particular to the respective roles of voting and of public reasoning). The assessment of development cannot be divorced from the lives that people can lead and the real freedom that they enjoy. Development can scarcely be seen merely in terms of enhancement of inanimate objects of convenience, such as a rise in the GNP (or in personal incomes), or industrialization — important as they may be as means to the real ends. Their value must depend on what they do to the lives and freedom of the people involved, which must be central to the idea of development.

If development is understood in a broader way, with a focus on human lives, then it becomes immediately clear that the relation between development and democracy has to be seen partly in terms of their constitutive connection, rather than only through their external links. Even though the question has often been asked whether political freedom is “conducive to development”, we must not miss the crucial recognition that political liberties and democratic rights are among the “constituent components” of development.

Their relevance for development does not have to be established indirectly through their contribution to the growth of GNP.

Q49. According to the passage, why is a serious tension perceived between democracy and development by the detractors of democracy?

- (a) Democracy and development are distinct and separate goals.
- (b) Economic growth can be promoted successfully without pursuing a democratic system of governance.
- (c) Non-democratic regimes deliver economic growth faster and far more successfully than democratic ones.
- (d) All the statements (a), (b) and (c) given above are correct in this context.

Q50. According to the passage, what should be the ultimate assessment/aim/view of development?

- (a) Rise in the per capita income and industrial growth rates.
- (b) Improvement in the Human Development Index and GNP.
- (c) Rise in the savings and consumption trends.
- (d) Extent of real freedom that citizens enjoy.

Q51. What does a “constitutive” connection between democracy and development imply?

- (a) The relation between them has to be seen through external links.
- (b) Political and civil rights only can lead to economic development.
- (c) Political liberties and democratic rights are essential elements of development.
- (d) None of the statements (a), (b) and (c) given above is correct in this context.

Passage

The need for Competition Law becomes more evident when foreign direct investment (FDI) is liberalized. The impact of FDI is not always pro-competitive. Very often FDI takes the form of a foreign corporation acquiring a domestic enterprise or establishing a joint venture with one. By making such an acquisition, the foreign investor may substantially lessen competition and gain a dominant position in the relevant market, thus charging higher prices. Another scenario is where the affiliates of two separate multinational companies (MNCs) have been established in competition with one another in a particular developing economy, following the liberalization of FDI. Subsequently, the parent companies overseas merge. With the affiliates no longer remaining independent, competition in the host country may be virtually eliminated and the prices of the products may be artificially inflated. Most of these adverse consequences of mergers and acquisitions by MNCs can be avoided if an effective competition law is in place. Also, an economy that has implemented an effective competition law is in a better position to attract FDI than one that has not. This is just because most MNCs are

expected to be accustomed to the operation of such a law in their home countries and know how to deal with such concerns, but also that MNCs expect competition authorities to ensure a level playing field between domestic and foreign firms.

Q52. With reference to the passage, consider the following statements:

- 1. It is desirable that the impact of Foreign Direct Investment should be pro-competitive.
- 2. The entry of foreign investors invariably leads to inflated prices in domestic markets.

Which of the statements given above is/are correct?

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

Q53. According to the passage, how does a foreign investor dominate the relevant domestic market?

- 1. Multinational companies get accustomed to domestic laws.
- 2. Foreign companies establish joint ventures with domestic companies.
- 3. Affiliates in a particular market/sector lose their independence as their parent companies overseas merge.
- 4. Foreign companies lower the cost of their products as compared to that of products of domestic companies.

Which of the statements given above are correct?

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

Q54. What is the inference from this passage?

- (a) Foreign investors and multinational companies always dominate the domestic market.
- (b) It is not in the best interests of the domestic economy to allow mergers of companies.
- (c) With competition law, it is easy to ensure a level playing field between domestic and foreign firms.
- (d) For countries with open economy, Foreign Direct Investment is essential for growth.

Passage

The poor especially in market economies, need the strength that collectivities offer for creating more economic, social and political space for themselves, for enhancing their socio-economic well-being and voice, and as a protection against the market individualism. It has been argued against that a group approach to farming, especially in the form of bottom-up agricultural production collectives, offers substantial scope for poverty alleviation and empowering the poor as well as enhancing agricultural productivity. To realize this potential, however, the groups would need to be voluntary in nature, small in size, participative in decision making and equitable in work sharing and benefit distribution. There are many notable examples of such collectives to be found in varied contexts, such as in the transition economies. All of them bear witness to the possibility of successful cooperation under given conditions. And although the gender impact of the family cooperatives in the transition economies is uncertain, the Indian examples of women-only groups farming offer considerable potential for benefiting women.

Q55. Agricultural collectives such as group-based farming can provide the rural poor

1. empowerment.
2. increased agricultural productivity.
3. safeguard against exploitative markets.
4. surplus production of agricultural commodities.

Select the correct answer using the codes given below:

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

Q56. What does the author imply by “gender impact”?

- (a) Women are doubtful participants in cooperatives.
- (b) Family cooperatives may not include women.
- (c) Women benefiting from group farming.
- (d) Women’s role in transition economies is highly restrictive.

Q57. Consider the following assumptions:

1. It is imperative for transition economies to have agricultural collectives.
2. Agricultural productivity can be increased by group approach to farming.

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

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

Passage

In a typical Western liberal context, deepening of democracy invariably leads to consolidation of ‘liberal values’. In the Indian context, democratization is translated into greater involvement of people not as ‘individuals’ which is a staple to liberal discourse, but as communities or groups. Individuals are getting involved in the public sphere not as ‘atomized’ individuals but as members of primordial communities drawn on religious or caste identity. Community-identity seems to be the governing force. It is not therefore surprising that the so-called peripheral groups continue to maintain their identities with reference to the social groups (caste, religion or sect) to which they belong while getting involved in the political processes despite the fact that their political goals remain more or less identical. By helping to articulate the political voice of the marginalized, democracy in India has led to a loosening of social structures and empowered the peripherals to be confident of their ability to improve the socio-economic conditions in which they are placed. This is a significant political process that had led to a silent revolution through a meaningful transfer of power from the upper caste elites to various subaltern groups within the democratic framework of public governance.

Q58. According to the passage, what does “deepening of democracy” mean in the Western context?

- (a) Consolidation of group and class identities.
- (b) Democratization translated as greater involvement of people.
- (c) Democratization as greater involvement of ‘atomized’ individuals in the public sphere.
- (d) None of the statements (a), (b) and (c) given above is correct in this context.

Q59. Greater democratization in India has not necessarily led to

- (a) the dilution of caste and communal identities in the public sphere.
- (b) irrelevance of community identity as a governing force in Indian politics.
- (c) marginalization of elite groups in society.
- (d) relative unimportance of hereditary identities over class identities.

Q60. What is the “silent revolution” that has occurred in Indian democratic process?

- (a) Irrelevance of caste and class hierarchies in political processes.
- (b) Loosening of social structures in voting behavior and patterns.
- (c) Social change through transfer of power from upper caste elites to subaltern groups.
- (d) All the statements (a), (b) and (c) given above are correct in this context.