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MAHA Episode

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Ancient Higher Education

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Ancient India

- ➔ Major Buddhist monasteries (mahaviharas), notably those at Pushpagiri, Nalanda, and Taxila, included schools that were some of the primary institutions of higher learning in ancient India.
- ➔ The Pirivena (monastic college for the education of monks in Sri Lanka) was also developed during this period, which covered lower levels of education too, and was mostly confined to the island of Lanka (now part of Sri Lanka) though its model was replicated throughout South East Asia.

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प्राचीन भारत

प्रमुख बौद्ध मठ (महाविहार), विशेषकर पुष्पगिरी, नालंदा और तक्षशिला में, ऐसे स्कूल शामिल थे जो प्राचीन भारत में उच्च शिक्षा के कुछ प्राथमिक संस्थान थे।
इस अवधि के दौरान पिरिवेना भी विकसित किया गया था, जिसने शिक्षा के निचले स्तर को भी कवर किया था, और ज्यादातर लंका के द्वीप (अब श्रीलंका का हिस्सा) तक सीमित था, हालांकि इसके मॉडल को पूरे दक्षिण पूर्व एशिया में दोहराया गया था।

There are two types of Buddhism: traditional Buddhism and modern Buddhism.
Traditional Buddhism is a collection of thousands of beliefs, traditions, and practises, although current Buddhist interpretations exist.

Buddhism's Nikaya

There are 19 types of Buddhism, or Nikaya schools, according to this classification. Only Theravada Buddhism has survived among these 19. The contents of the Pali Canon, a collection of sacred scriptures, are considered authentic sutras by this sect of Buddhism.

1. In Theravada Buddhism, introspection is very essential. Individual experience and critical reasoning are pitted against mindless faith in the pursuit of emancipation and Nirvana.

Theravada is a Buddhist religion. (Hinayan)

Theravada is the only Early Buddhist school that has survived. Its major texts are written in Pali (Pli Canon), the Buddha's spoken language, and its worshippers are all monks who seek enlightenment for their own liberation.

The Hinayana sect, meaning 'Small Vehicle' in Sanskrit, did not believe in the divinity of the Buddha. It stressed on individual salvation through self-discipline and mediation. (Nirvan: individual liberation)

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2. Mahayana Buddhism

This is one of the three major forms of Buddhism, as we've already mentioned. The teachings are more of a guidance than a doctrine, unlike Theravada Buddhism.

The goal is to deduce the truth by critical thinking and reasoning, as well as to cast doubt on previous theories. It's comparable to the scientific method, for example. It also differs from Theravada Buddhism in that it accepts non-Theravada sutras.

Mahayana major language is Sanskrit, and its monk and lay adherents seek for the liberation of all sentient beings(having the ability to use your senses to see and to feel), with compassion and insight (knowledge) as essential doctrines.
The Mahayana sect, which means 'Great Vehicle' in Sanskrit, believed in the divinity of the Buddha. The sect encouraged idol worship in Buddhism (Nirvan: universal liberation)

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3. Buddhism of Vajrayana

It is the predominant religion of Bhutan and Mongolia, and is also known as 'Esoteric Buddhism.' It developed in the Himalayas. It is divided into four schools:

1. Nyingma: This school is concerned with the purity of one's body, mind, and speech. It ultimately boils down to supporting the actual truth.
2. Kagyu: This school advocates for the transcendence of all conceptual elaboration, the simplification of phenomena, and the accomplishment of the path.
3. Sakya: It's based on the Lamdré teaching, or "fruit path." The school's fundamental Dharma system is the "road with its consequences."
4. Gelug is one of Tibet's main Buddhist schools, and it is led by the Dalai Lama. It's sometimes lumped in with the Mahayana branch because it shares some sutras with it.

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Vajrayana (Diamond School) Vajrayana (Thunderbolt School) emphasises the permanence of the Buddha's teachings as symbolised by the vajra (thunderbolt), a ritual implement used for ceremonies, employs Tantra (quick enlightenment techniques), and focuses primarily on lay practitioners. Vajrayana emphasises the permanence of the Buddha's teachings as symbolised by the vajra (Psychological practice to reach buddhahood)

Nalanda (425 A. D. to 1205 A. D.)

Nalanda was established in the fifth century AD in Bihar, India and survived until circa 1200 AD. It was devoted to Buddhist studies, but it also trained students in fine arts, medicine, mathematics, astronomy, politics and the art of war

The center had eight separate compounds, ten temples, meditation halls, classrooms, lakes and parks. It had a nine-story library (Dharmaganja) where monks meticulously copied books and documents so that individual scholars could have their own collections.

It had dormitories for students, housing 10,000 students in the school's heyday and providing accommodation for 2,000 professors.

Nalanda attracted pupils and scholars from Sri Lanka, Korea, Japan, China, Tibet, Indonesia, Persia and Turkey, who left accounts of the center

In 2014 a modern Nalanda University was launched in nearby Rajgir.

2014 में पास के राजगीर में एक आधुनिक नालंदा विश्वविद्यालय शुरू किया गया था।

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Nalanda nine-story library (Dharmaganja)

According to pilgrim monks from East Asia and other historians, the curriculum of Nalanda University comprised study of Mahayana Buddhism, the Vedas, Logic, Sanskrit Grammar, Medicine, Samkhya, and many other subjects.

In 1193 AD, Turkish Muslim invaders known as Mamluks, commanded by Bakhtiyar Khilji, ravaged (looted or ransacked) and destroyed Nalanda. Nalanda University's immense library was so large that it is said to have stored over 9 million manuscripts. The library of Nalanda University, according to traditional Tibetan accounts, was distributed across three massive multi-story buildings.
One of these structures had nine floors and contained the most precious writings. After the invaders set fire to the buildings, the library burned for three months.
The monasteries were looted and destroyed by the Muslim conquerors, who also forced the monks from the site.

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Nalanda, when Xuan Zang visited it, was called Nala and was a centre of higher learning in various subjects.

- ➔ The University attracted scholars from the different parts of the country as well as world. The Chinese scholars I-Qing and Xuan Zang visited Nalanda in the 7th century CE. (around 630 AD) They have given vivid accounts of Nalanda.
- ➔ They have noted that as many as one hundred discourses happened on a daily basis, in a variety of disciplines through the methods of debate and discussions.
- ➔ Xuan Zang himself became a student of Nalanda to study yogashastra. He has mentioned that the Chancellor of Nalanda, Shilabhadra, was the highest living authority in yoga.
- ➔ The courses of study offered by Nalanda University covered a wide range, almost the entire circle of knowledge then available.
- ➔ Students at Nalanda studied the Vedas and were also trained in fine arts, medicine, mathematics, astronomy, politics and the art of warfare.

Xuan Zang NCERT I-Qing

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By Navdeep Kaur

Vikramashila (800 A.D. to 1203 A.D.)

Vikramashila was one of the two most important centres of learning in India during the Pala Empire, along with Nalanda. Vikramashila was established by King Dharmapala (783 to 820) in response to a supposed decline in the quality of scholarship at Nalanda. Atisha, the renowned pandita, is sometimes listed as a notable abbot. It was destroyed by the forces of Muhammad bin Bakhtiyar Khilji around 1200.

Dharmapala established Vikramshila University on the banks of the river Ganga in Magadha — now near Bhagalpur. The University was governed by a joint board of scholars.

Vikramashila is known to us mainly through Tibetan sources, especially the writings of Tāranātha, the Tibetan monk historian of the 16th–17th centuries.

Vikramashila was one of the largest Buddhist universities, with more than one hundred teachers and about one thousand students. It produced eminent scholars who were often invited by foreign countries to spread Buddhist learning, culture and religion. The most distinguished and eminent among all was Atisha Dipankara, a founder of the Sarma traditions of Tibetan Buddhism. Subjects like philosophy, grammar, metaphysics, Indian logic etc. were taught here, but the most important branch of learning was tantrism.

Founder: Dharmapala; Founded: 8th–9th century CE

Location: Bihar, India; Headquarters: Bhagalpu

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Valabhi (600 a.d, to 1200 a.d.)

The University of Valabhi was situated in Saurashtra in Gujrat, Western India. The place is identical with the old Wala State. It. was an important centre of Buddhist learning, and championed the cause of Hinayana Buddhism. For some time it had become a rival of Nalanda in the academic field, Valabhi was the capital of Maitraka kings during the period 480-775 A. D. and was born from the benefactions of these kings. Situated on the seashore, it was then an important port for international trade.

Courses

Although Valabhi championed the cause of Hinayana Buddhism, it was not exclusive and parochial. Along with instruction in the Buddhist doctrines Brahmanical sciences also used to be taught at this place. We find references to Brahmana students coming from the Gangetic plains to learn at this university. Over and above religious subjects, there was also instruction imparted in subjects like Niti (Political science. Statesmanship), Varta (Business, Agriculture), Administration. Theology, Law, Economics and Accountancy. In some cases students, after studying at this university were employed by kings for assisting in the government of their kingdom

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Odantapuri

This University had been established long before the Kings of Pala dynasty came into power in Magadha. Odantpuri could not attain that level of fame and repute which either Nalanda or Vikramshila had accomplished.

Still nearly 1000 monks and students resided and received education there. Odantapuri contributed its share in spreading the tenets of Buddhism. It attracted students from Tibet too.

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Odantapuri

मगध में पाल वंश के राजाओं के सत्ता में आने से बहुत पहले यह विश्वविद्यालय स्थापित हो चुका था।
ओदंतपुरी उस स्तर की प्रसिद्धि और प्रतिष्ठा प्राप्त नहीं कर सके, जो नालंदा या विक्रमशिला ने पूरी की थी।
अभी भी लगभग 1000 भिक्षुओं और छात्रों ने निवास किया और वहां शिक्षा प्राप्त की।
ओदंतपुरी ने बौद्ध धर्म के सिद्धांतों को फैलाने में अपना हिस्सा दिया। इसने तिब्बत के छात्रों को भी आकर्षित किया।

Mithila

- In the Upanishadic age Mithila became a prominent seat of Brahmanical system of education.
- It was named as Videha. Raja Janak used to hold religious conferences, wherein learned Rishis and pandits took part in religious discussions.
- Even in the Buddhist period, it continued its glorious task and remained an important center of learning and culture.
- Later on this pace produced devotees of Lord Krishna. Famous poet Vidyapati, who had written in Hindi and Jaideo who was a prominent poet of Sanskrit literature were born here

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मिथिला
उपनिषदिक काल में मिथिला शिक्षा की ब्राह्मणवादी व्यवस्था का प्रमुख केंद्र बन गया।
इसे विदेह नाम दिया गया। राजा जनक धार्मिक सम्मेलन करते थे, जिसमें ऋषियों ने सीखा और पंडितों ने धार्मिक चर्चा में भाग लिया।
बौद्ध काल में भी, इसने अपने शानदार कार्य को जारी रखा और शिक्षा और संस्कृति का एक महत्वपूर्ण केंद्र बना रहा।
बाद में इस गति से भगवान कृष्ण के भक्त पैदा हुए। प्रसिद्ध कवि विद्यापति, जिन्होंने हिंदी में लिखा था और जयदेव जो संस्कृत साहित्य के एक प्रमुख कवि थे, का जन्म यहीं हुआ था

From 12th century to 15th century, Mithila had been an important center of learning and culture; and besides literature and fine arts, scientific subjects were also taught there. There was a Nyaya Shastra too. Gangesha Upadhyaya founded a school of New Logic (Navya-Nyaya).

- ➔ It was here that his epoch- making work named Tattva Chintamani had been written.
- ➔ Mithila produced a number of other scholars and literary celebrities. Even upto the period of Mughal Emperor Akbar, it continued to flourish as an important center of education and culture credited with country-wide repute.
- ➔ It was famous especially for its Nyaya (jurisprudence) and TarkaShastra (Logic). Mithila had instituted a peculiar examination known as Salaka-pariksha, which the students would take at the completion of their education.
- ➔ Success in this examination alone could entitle the students to the Degree of Graduation of the University

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Nadia

- ➔ Nadia was formerly called Navadweep.
- ➔ It is situated at the confluence of Ganga and Jalangi rivers in Bengal.
- ➔ It was the center of trade and commerce as well as learning and culture. It had produced innumerable scholars from time to time.
- ➔ The lyrics of Gita Govind by Jaideva still reverberate in the ears of the people.
- ➔ Even during the Mohammedan rules, Nadia enjoyed popularity and fame as an important center of education, especially for such branches of learning as Logic, Vyakaran, Politics and Law.

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Brahminical Education

Brahminical education developed in the Vedic period

Rigvedic education was concerned with an attempt to preserve contemporary religious texts through oral transmission. The Rigvedic educational institutions consisted of small domestic schools run by a teacher (rishi) who admitted pupils for instructions in the literature in its possession. Women were admitted to full religious rites and educational facilities. In fact, women enjoyed equal status with men in all spheres of education during the Rigvedic period.

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The Post-Vedic Early classical Period (600-300B.C.) saw the elaboration of rituals related to education. For instance, the pupils" first introduction to education was made by the performance of a ceremony called Vidyarambha

VEDIC EDUCATION

Students were admitted to the Vedic schools after performance Upanayana (initiation ceremony) is an elaborate ceremony, that includes rituals involving the family, the child and the teacher. A boy receives during this ceremony a sacred thread called Yajñopaveetam that he wears. The Yajñopavita ceremony announce that the child had entered into formal education.

Celibacy or Brahamacharya

- ➔ Every student was required to observe celibacy in his specific path of life. Purity of conduct was regarded as of supreme importance
- ➔ Alms System
- ➔ The student had to bear the responsibility of feeding both himself and his teacher, this was done through begging for alms, which was not considered bad.
- ➔ Practicability
- ➔ Apart from intellectual aspect of education its practical side was not lost sight of and along with art, literature and philosophy, students got a working knowledge of animal husbandry, agriculture and other professions of life. In addition education in medicine was also imported.

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Duration of Education

In the house of the teacher, the student was required to obtain education up to the age of 24, after which he was expected to enter domestic life students were divided into three categories:

a) These obtaining education up to the age of 24 – Vasu
b) These obtaining education up to the age of 36 – Rudra
c) These obtaining education up to the age of 48.- Auditya.

Curriculum

Although the education of this period was dominated by the study of Vedic Literature, historical study, stories of heroic lives and discourses on the puranas also formed a part of the syllabus.

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VEDAS

Indus velley civilisation declined in 1800, after 200 years Vedic Culture originates in Indian culture 1500 to 500 BC

Indo Aryans brings Vedic culture. They settled in velley of northwest and plains of Punjab then moved to Indo Gengetic Plans. Till 6th Century BC they catured North India

The beginning of the Vedic age stretches incredibly from 1200 B.C. Second aspect is that the Vedic age is characterized by continuous flow of thought.
Vedas are Apaurusheya, just as the laws of physics are.
Veda is derived from the word 'Vid' which means 'knowledge.' Veda is supposed to be boundless because knowledge is boundless

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Vedas were written by Aranyakas: the ancient Indo-Aryan culture of the Indian Subcontinent and began as an oral tradition that was passed down through generations before finally being written in Vedic Sanskrit between 1500 and 500 BCE

Two important terms here

Sruti: means to hear (because Rishis got knowledge about Vedas by listening): comprise of Vedas, Brahmanas, Aranyakas, & Upanishads. Shruti Literature is canonical, consisting of revelation and unquestionable truth, and is considered eternal. **Sruti does include smriti smriti means to remember.** Smriti Literature is the entire body of the post-Vedic Classical Sanskrit literature and consists of Vedanga, Shad darsana, Puranas, Itihasa, Upveda, Tantras, Agamas, Upangas.

There are 4 Vedas; Rig, Yajur, Sama and Atharva.
The Rig-Veda is divided into 21 sections,
the Yajur-Veda into 109 sections,
the Sama-Veda into 1000 sections and
the Atharva-Veda into 50 sections.
In all, the whole Veda is thus divided into 1180 sections.

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The Atharvaveda alone belongs to a different age. It differs from the rest in all respects and only this Veda is independent in all respects.

At every stage, the first three Vedas divided in second system of division: Mantras, Brahmanas, Aranyakas and Upanishads.

'Mantras' roughly mean the same as stanzas

The case of Atharva Veda is slightly different. It has only one extant Brahmana called Gopatha Brahman. In the case of the Atharva veda, there is a sort of quantum jump from the age of Brahmanas to the age of Upanishads.

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Vedas	Rig Veda c. 1500 and 1200 BCE	Krishna Yajur Veda (Black) 1200 and 800 BCE	Sukla Yajur Veda (White)	Samaveda Veda 1200 and 1000 BCE	Atharva Veda 1st millennium BCE -around 900 BCE
No.of original Recensions	21	85	17	101	9
Reciters पढ़नेवाला	Hotri	Adhvaryus		Udgatri	Brahma
Available Recensions or Shakas	Shakala	Taitireeya Mitrayani Katha Kapisthala Swetaswetara	Kanva, Madyandina (Vajasanya)	Kauthuma, Ranaayaneeya, Jaimineeya	Pippalada Saunaka

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Important Terms

Yagas and Yajnas: Yagas amd Yajnas are sacared rituals done to appease God, performed during the Vedic period.

The six Vedāngas (grammar, meter(chandas), phonetics, etymology, astronomy and rituals),

The Itihasa (literally means "so indeed it was"), Epics (the Mahābhārata and Rāmāyana),

The texts on the four proper goals or aims or purusartha of human life:

Dharma i.e., **righteous means**: These texts discuss dharma from various religious, social, duties, morals and personal ethics perspective. Each of six major schools of Hinduism has its own literature on dharma. Examples include Dharma-sutras (particularly by Gautama, Apastamba, Baudhayana and Vāsiṣṭha) and Dharma-sastras (particularly Manusmṛti, Yājñavalkya Smṛti, Nāradasmṛti and Viṣṇusmṛti). At the personal dharma level, this includes many chapters of Yogasutras.

Artha man should acquire **artha (wealth)**: Artha-related texts discuss artha from individual, social and as a compendium of economic policies, politics and laws. For example, the Arthashastra of Chanakya, the Kamandakiya Nitisara, Brihaspati Sutra, and Sukra Niti.Olivelle states that most Artha-related treatises from ancient India have been lost.

Kama satisfy kama (any **sensuous desire**): These discuss arts, emotions, love, erotics, relationships and other sciences in the pursuit of pleasure. The Kamasutra of Vātsyāyana is most well known. Others texts include Ratirahasya, Jayamangala, Smaradipika, Ratimanjari, Ratiratnapradipika, Ananga Ranga among others.

Moksha (**liberation**): These develop and debate the nature and process of liberation, freedom and spiritual release. Major treatises on the pursuit of moksa include the later Upanishads (early Upanishads are considered Sruti literature), Vivekachudamani, and the sastras on Yoga.

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SHIKSHA

Sayana, in **his Rig-Veda Bhashya**, has defined shiksha as follows; that which **teaches pronunciation in accordance with swara (vowel) and Varna (letter) is called shiksha**.
This is the reason why the Vedas are also called **anushrava (that which follows listening).**

VYAKARANA Among the extant works of grammar, **Panini's work 'ashtaadhyaayi'** is the oldest one. The mention of these aspects shows that grammar is paurusheya. Hence language should be **paurusheya.**
However, one grammarian by name **Shakatayana** maintains that even grammar is **apaurusheya**. According to him, the oldest work on grammar is **aindra vyakarana**. It is named so since, according to the legend, **men received it from Indra.**

CHANDAS (PROSODY)

source of prosody is **'chandassutra' by one Pingalacharya. Only Krishna-Yajurveda and Atharva-Veda** samhitas are occasionally prosaic. Hence, prosody occupies a prominent role in the study of the Vedas. Panini says, 'chandah padau tu vedasya'. Which means **prosody is the very foundation of Vedas.** The Vedic prosody has one unique **feature**, which is **mentioned by Katyayana**. He says, 'yat akshara parimanam tat chandah'. It means, **'the one which determines the number (or quantity) of letters**, that is prosody.

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NIRUKTA (ETYMOLOGY AND DICTIONARY)

Nirukta does not provide just this sort of meaning. What it indulges in is hermeneutic exercise. Hence it is more than any ordinary dictionary.

A lexicographer, by name Yaska collected these terms and provided the most authentic interpretation.

The dictionary consists of in all 1770 terms spread over three kaandas.

First kaanda consists of three chapters, which is called 'naighantuka',

second and third consisting of one chapter each are called 'naigama and daivata.

Nirukta is an interpretation of these terms mainly and to some extent he has quoted some mantras and interpreted the same.

Nirukta itself consists of 14 chapters of which

- first 6 chapters deal with naighantuka kaanda and Naigama Kanda and
- the next 6 chapters deal with Daivata Kanda.
- Last two are somewhat like appendices.

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JYAUTISHA

Astronomy evolved in ancient India out of necessity.

Yajnas (Yagya) and yagas could not be performed at the discretion of any one.

In the strict sense of the term, it was seasonal.

Every varna (except shudra) had a fixed season to perform yajnas.

Taittiriya Brahmana spoke so, 'vasante brahmanaha, (Brahman during spring), agnimaadadheeta (ignite holy fire), greeshme rajanyaha (Kshatriya during summer), aadadheeta, sharadi vaishyaha (Vaishya during post-monsoon) aadadheeta'.

Igniting holy fire is very important because only it ought to set any programme in motion. This could be done only with adequate knowledge of astronomy.

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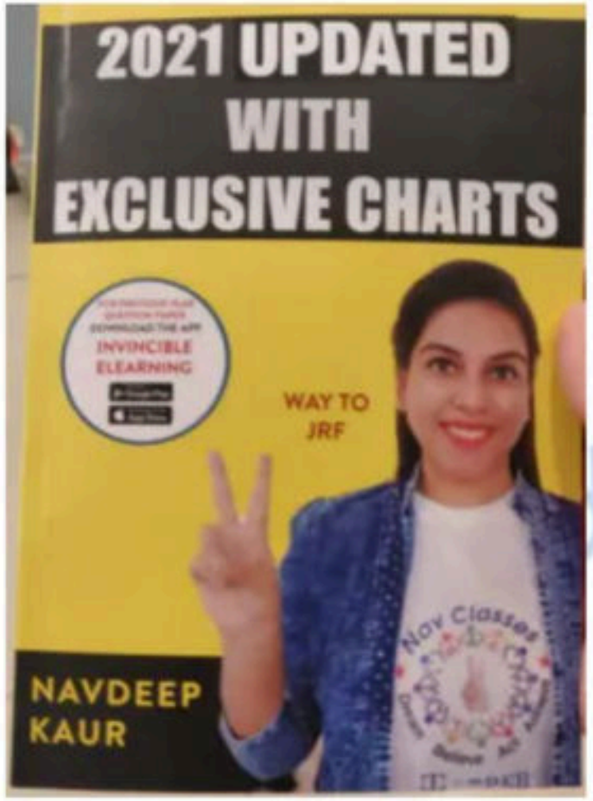

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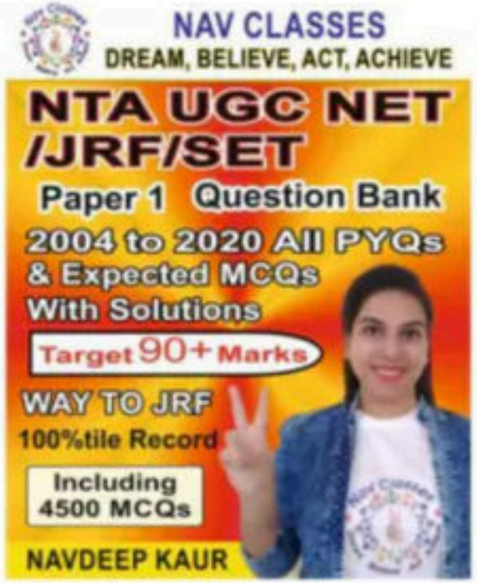

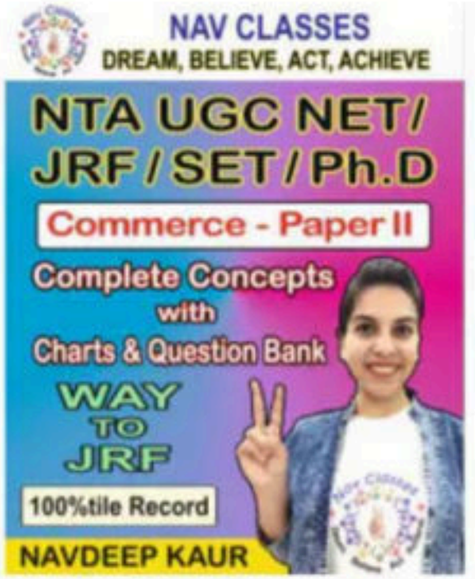

Delors Report was a report created by the Delors Commission in 1996.

It proposed an integrated vision of education based on two key concepts, 'learning throughout life' and the four pillars of learning, to know, to do, to be and to live together. It was not in itself a blueprint for educational reform, but rather a basis for reflection and debate about what choices should be made in formulating policies

The Delors Report identified a number of tensions generated by technological, economic and social change.

1. They included tensions between the global and the local;
2. the universal and the particular;
3. tradition and modernity;
4. the spiritual and the material;
5. long term and short term considerations;
6. the need for competition and the ideal of equality of opportunity;and
7. the expansion of knowledge and our capacity to assimilate it.

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These seven tensions remain useful perspectives from which to view the current dynamics of social transformation. Some are taking on new meaning, with fresh tensions emerging.
These include patterns of economic growth characterized by rising vulnerability, growing inequality, increased ecological stress, and rising intolerance and violence.
Finally, while there has been progress in human rights, implementation of norms often remains a challenge

The Four Pillars of Education One of the most influential concepts of the 1996 Delors Report was that of the four pillars of learning.

1. Learning to know – a broad general knowledge with the opportunity to work in depth on a small number of subjects.
2. Learning to do – to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.
3. Learning to be – to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility.
4. Learning to live together – by developing an understanding of other people and an appreciation of interdependence.

The idea of the integrated approach to education reflected in the four pillars of learning has had significant influence on policy debates, teacher training and curriculum development in a range of countries worldwide.

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It is important to note that the four pillars of learning were envisaged against the backdrop of the notion of 'lifelong learning', itself an adaptation of the concept of 'lifelong education' as initially conceptualized in the 1972 Faure publication Learning to Be

According to the International Commission on Education for the Twenty-first Century headed by Jacques Delors, which of the following main tensions will be witnessed during the 21st century?

A. The tension between the global and the local
B. The tension between tradition and modernity
C. The tension between the spiritual and the material
D. The tension between the poor and the rich
E. The tension between the developed and the developing societies

Choose the correct answer from the options given below:

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

जैक्स डेलर्स की अध्यक्षता में इक्कीसवीं सदी के लिए शिक्षा पर अंतर्राष्ट्रीय आयोग के अनुसार, 21 वीं शताब्दी के दौरान निम्नलिखित मुख्य तनावों में से कौन सा मुख्य तनाव देखा जाएगा?

A. वैश्विक और स्थानीय के बीच तनाव
B. परंपरा और आधुनिकता के बीच तनाव
C. आध्यात्मिक और सामग्री के बीच का तनाव
D. गरीब और अमीर के बीच तनाव
ई। विकसित और विकासशील समाजों के बीच तनाव

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According to the International Commission on Education for the Twenty-first Century headed by Jacques Delors, which of the following main tensions will be witnessed during the 21st century?

A. The tension between the global and the local
B. The tension between tradition and modernity
C. The tension between the spiritual and the material
D. The tension between the poor and the rich
E. The tension between the developed and the developing societies

Choose the correct answer from the options given below:

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

जैक्स डेलर्स की अध्यक्षता में इक्कीसवीं सदी के लिए शिक्षा पर अंतर्राष्ट्रीय आयोग के अनुसार, 21 वीं शताब्दी के दौरान निम्नलिखित मुख्य तनावों में से कौन सा मुख्य तनाव देखा जाएगा?

A. वैश्विक और स्थानीय के बीच तनाव
B. परंपरा और आधुनिकता के बीच तनाव
C. आध्यात्मिक और सामग्री के बीच का तनाव
D. गरीब और अमीर के बीच तनाव
ई। विकसित और विकासशील समाजों के बीच तनाव

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Traditional learning centers and brought in the disciplines of Geography, Administration, Law, and Arabic Mathematics to India.

A major change in the design of higher education was brought by the European rulers. The British established the formal system of higher education focused on languages, literature, history, and philosophy. These learning centers were focused on generating English-speaking working-class people for the British administrative services, army and trade.

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Non conventional learning

methods like MOOC's, social learning and open ended experimentation to be incorporated into the curriculum in addition to conventional teaching learning process.

Non conventional means professional courses which are not in mainstream. In other words, courses those are not popular among students like conventional courses such as medical, engineering, dental etc.

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Fashion Designing

First such unconventional course in the list would be fashion designing. Although this course suits to females but even male students can excel.

- ➔ Sir J J Institute of Applied Art (JJIAA), Mumbai
- ➔ National Institute of Fashion Technology (NIFT), Delhi/NCR
- ➔ Vogue Institute of Fashion Technology, Bangalore
- ➔ National Institute of Fashion Technology (NIFT), Mumbai

Hotel Management

- ➔ Oberoi Centre of Learning and Development, Delhi
- ➔ Institute of Hotel Management (IHM), Mumbai
- ➔ Welcomgroup Graduate School of Hotel Administration (WGSHA), Manipal
- ➔ Institute of Hotel Management (IHM), Delhi

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Mass Communication

- ➔ Indian Institute of Mass Communication New Delhi
- ➔ Xavier Institute of Communication, Mumbai
- ➔ International School of Business and Media, Pune
- ➔ Symbiosis Institute of Mass Communication, Pune

Arts & Design

- ➔ Lady Shri Ram College for Women, New Delhi
- ➔ St Stephen's College, New Delhi
- ➔ St Xavier's College, Mumbai
- ➔ Loyola College, Chennai
- ➔ St Xavier's College, Kolkata

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Film & Television

- ➔ Film and Television Institute of India, Pune
- ➔ Whistling Woods International, Mumbai
- ➔ Zee Institute of Media Arts(ZIMA), Mumbai
- ➔ Satyajit Ray Films and Television Institute, Kolkata
- ➔ Center for Research in Art of Film and Television (CRAFT), Delhi/NCR

Gerontology

Gerontology is the study includes the social, emotional and life aspects of ageing that aims to help the elderly.

- ➔ Ramnarain Ruia College, Mumbai
- ➔ Tata Institute of Social Sciences (TISS)
- ➔ Institute of Home Economics, New Delhi
- ➔ Calcutta Metropolitan Institute of Gerontology

Gandhian Thoughts

the study of the life, philosophy and methodology of Mahatma Gandhi.
Yashwantrao Chavan Maharashtra Open University, Nashik
Institute of Gandhian Studies, Wardha

- ➔ IGNOU - School of Social Sciences (SOSS)
- ➔ Department of Gandhian Thought - Nagpur University
- ➔ Gandhian Studies of Bangalore University
- ➔ Tilka Manjhi Bhagalpur University, Bihar

Carpet Technology

Indian Ministry of Textiles has set-up a course on carpet technology.

- ➔ The Indian Institute of Carpet Technology, Allahabad
- ➔ University: The Indian Institute of Carpet Technology, Allahabad
- ➔ Indian Institute of Carpet Technology, Srinagar

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Golden Tips

If have less time then for FREE Learners just go through All Videos of
Maha Episode paper 1
& Paper 2 Commerce

Then Keep solving PYQs 2020 to 2018 all Shifts

Then Expected MCQs in Question Bank book

Then 2017 to 2012 First
Keep Giving Test Series on Unacademy
Then if have time PYQs till 2004 (Skip too old concepts like illogical topics & current affairs of back dates)

Keep Attending My Free Classes 7.30AM, 10PM

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Golden Tips

If have less time then for Plus Learners just go through All Videos of Complete Course in my Profile: It will complete Concepts & 2020 PYQs & Paper 2 Commerce

Then Keep solving PYQs 2020 to 2018 all Shifts

Then Expected MCQs in Question Bank book
New Course on 25 August on Expected MCQs
Then 2017 to 2012 First
Keep Giving Test Series on Unacademy
Then if have time PYQs till 2004
(Skip too old concepts like illogical topics
& current affairs of back dates)

Keep Attending My Free Classes 7.30AM, 10PM

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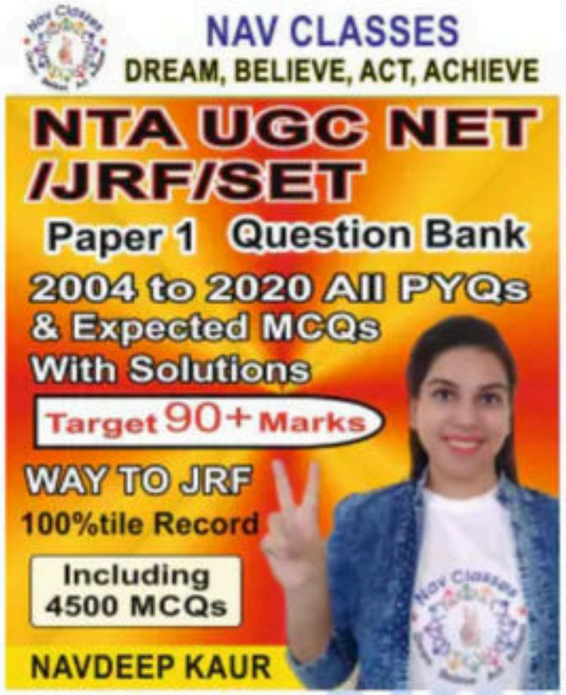

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Commerce - Paper II

Complete Concepts with Charts & Question Bank

2012 to Dec 2020 All PYQs & Expected MCQs with Solutions

All The best for NET JRF, Professorship, Ph.D Goals Let's Start Praperation in SMART manner !!

All Charts Created by © Navdeep Kaur

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Dream, Believe, Act, Achieve

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Be active during Preparation

- Biggest issue Panic
- Ur fear kills ur time

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How to Manage and deal with Ques.

Read Ques carefully

Best to be Fast but don't skip Important

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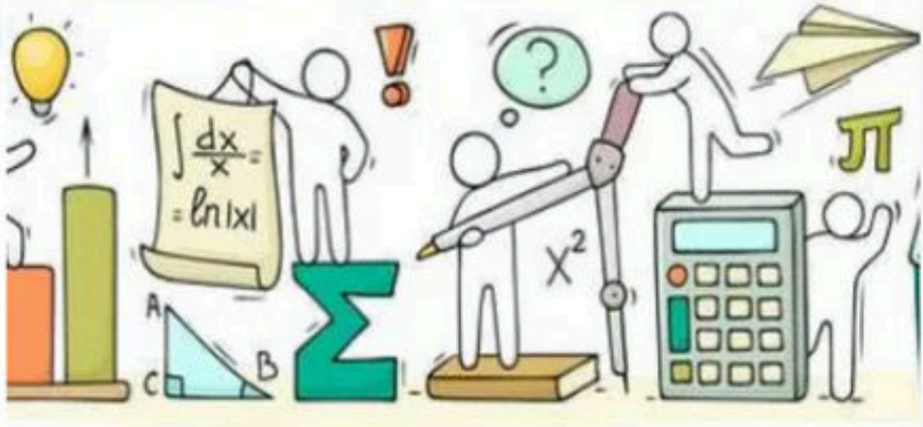
In Data Interpretation

Mathematical reasoning

- Do random Divide Daily
- Slowly read Ques
- Make equation for that part only
- Then read further, then solve
- If not able to, go backward
- Do from options



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Unit-I Teaching Aptitude

- Levels of teaching (Memory,Understanding and Reflective),
- Learner's characteristics: (Academic, Social, Emotional and Cognitive),
- Methods : Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).
- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

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Unit-II Research Aptitude

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

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Unit-III Comprehension

Unit-IV Communication

- Meaning, types
- Effective communication
- Inter-Cultural and group
- Classroom communication.
- Barriers to effective communication.
- Mass-Media and Society

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Unit-V Mathematical Reasoning and Aptitude

- Types of reasoning.
- Number series,
- Letter series, Codes and Relationships.

- (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).

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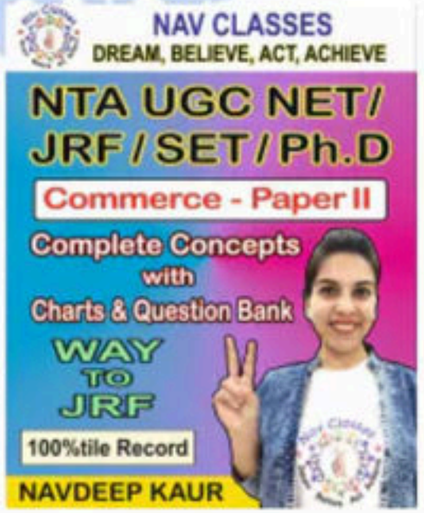

Unit-VI Logical Reasoning

- Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies,
- Uses of language, Connotations and denotations of terms, Classical square of opposition.
- Evaluating and distinguishing deductive and inductive reasoning.
- Analogies.
- Venn diagram: Simple and multiple use for establishing validity of arguments.

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Indian Logic: Means of knowledge.

- Pramanas: Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabddhi (Non-apprehension).
- Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).

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Unit-VII Data Interpretation

- Table-chart and Line-chart

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Unit-VIII Information and Communication Technology (ICT)

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

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Unit-IX People, Development and Environment

- Development and environment: Millennium development and Sustainable development goals.
- Human and environment interaction: Anthropogenic activities and their impacts on environment.
- Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.
- Impacts of pollutants on human health.
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal,
- Biomass, Nuclear and Forests.

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- Natural hazards and disasters: Mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit,
- Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

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Unit-X Higher Education System

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

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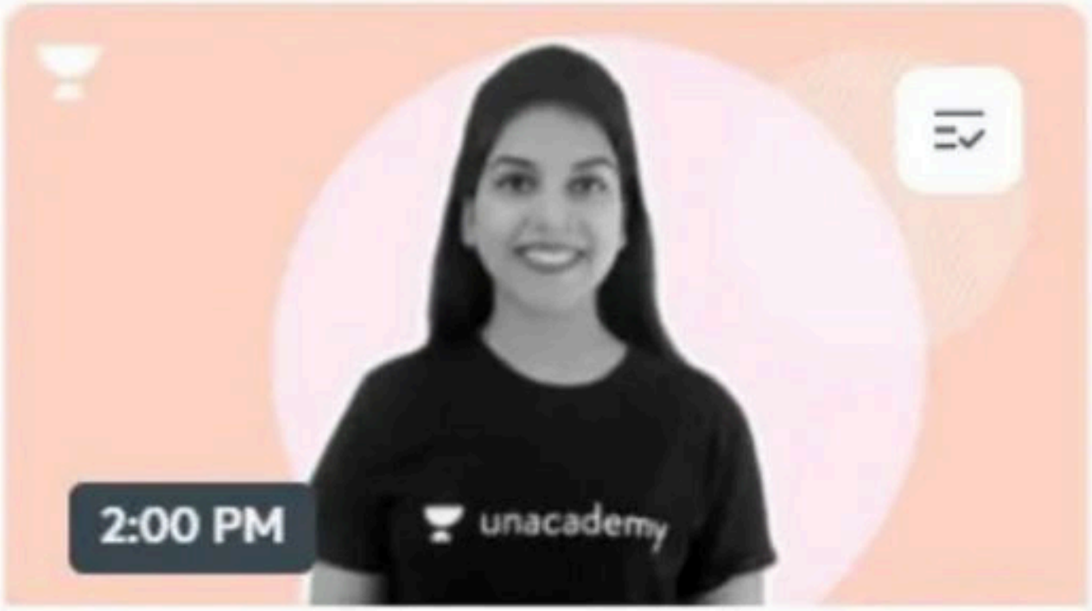

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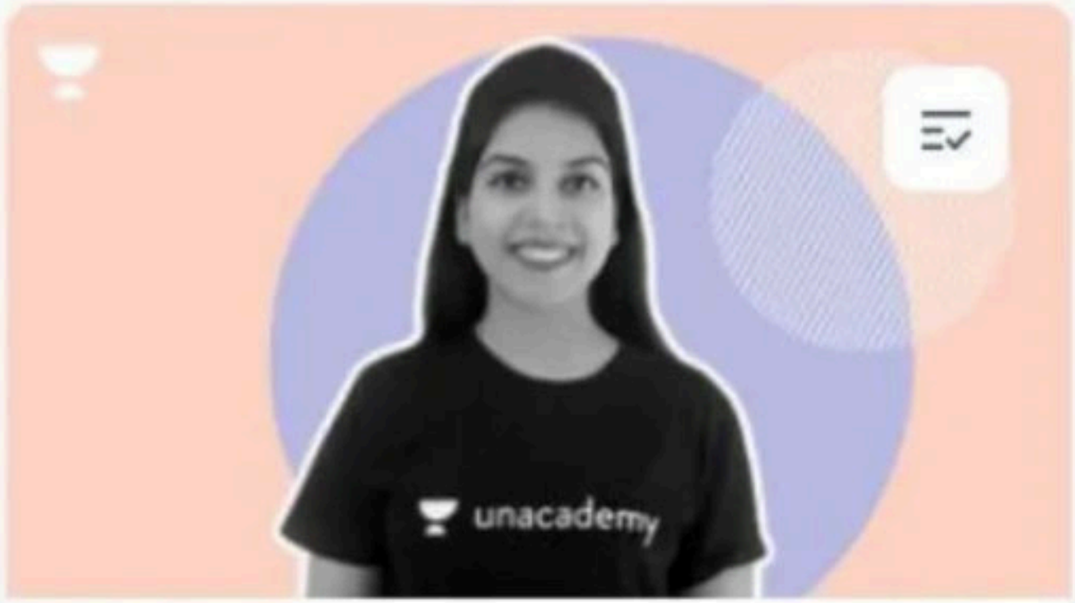

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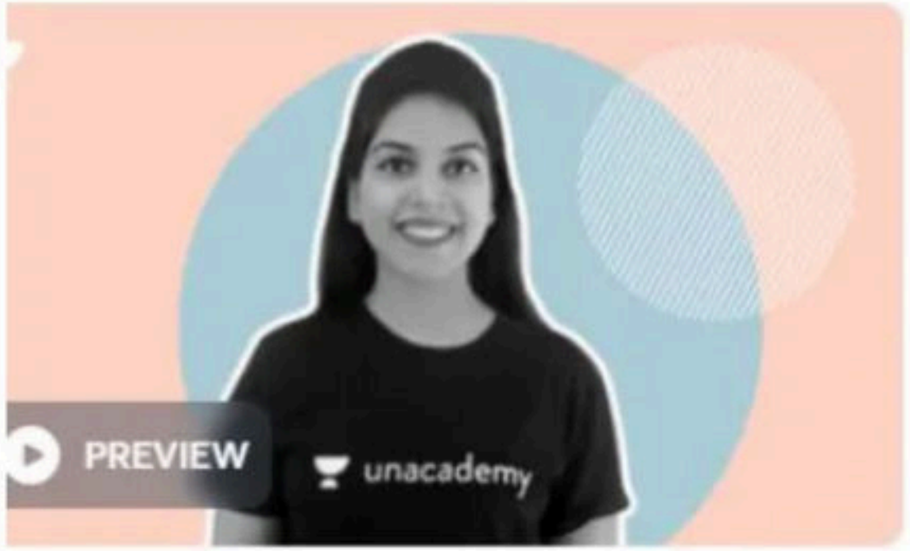

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Example

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Then

2 Hours paper 1 (As Navdeep Kaur also providing REVISION in Free Spacial classes & Nav Classes Youtube, Maha Episodes keep watching them live)

3 Hours to Paper 2 your subject (For Commerce management Maha Episodes will come during last days for Revision)

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Samagra Shiksha Scheme 2.0 is a new version of the Samagra Shiksha Scheme.
- 4 Aug 2021

The scheme will be in effect from April 1, 2021 to March 31, 2026.
For this period, a budget of Rs 2.94 lakh crore has been approved.

The scheme covers 1.16 million schools, over 156 million students, and 5.7 million teachers from pre-primary to senior secondary level in government and aided schools.

The scheme provides up to Rs 500 per child per year for Teaching Learning Materials (TLM), indigenous toys and games, and play-based activities in Government Schools' pre-primary sections.

Union Education Minister Dharmendra Pradhan announced the scheme, saying it will provide access to quality education in an equitable and inclusive classroom environment.

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Samagra Shiksha is a comprehensive school education programme that runs from pre-school to class 12. It was created with the overarching goal of improving school effectiveness as measured by equal access to education and equitable learning outcomes.

It incorporates the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education into one (TE).

Since the implementation of the National Education Policy (NEP) 2020 is underway, the Samagra Shiksha 2.0 scheme will also take new paths.

According to the cabinet committee on economic affairs (CCEA), all child-centric interventions will be provided directly to students over time through DBT mode (Direct Benefit Transfer) on an IT-based platform in order to improve the scheme's direct outreach.

Furthermore, the existing infrastructure of schools, ITIs, and Polytechnics will be used to ensure that the facilities are utilised optimally, not only for school-age children but also for out-of-school children.

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NIPUN Bharat, a new scheme, has been launched. This is a National Mission on Foundational Literacy and Numeracy that aims to ensure that every child achieves the desired learning competencies in reading, writing, and numeracy by the end of third grade and no later than fifth grade.

Teaching Learning Materials (TLM) of up to Rs 500 per child per year,
Rs 150 per teacher for teacher manuals and resources, and
Rs 10-20 lakh per district for assessment are available.

For out-of-school children aged 16 to 19, the scheme will provide Rs 2,000 per child for SC, ST, and disabled children.
This is in order for them to complete their secondary/senior secondary levels via NIOS/SOS.

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The Major interventions proposed under the scheme are includes:

– Universal Access to Education including Infrastructure Development and Retention
– Foundational Literacy and Numeracy
– Gender and Equity
– Quality and Innovation
– Financial support for Teachers' Salary
– Digital initiatives
– Vocational Education
– Sports and Physical Education
– Strengthening of Teacher Education and Training

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Major Objectives of the scheme:

1. Implementing the recommendations of the National Education Policy 2020
2. Implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009
3. Early Childhood Care and Education
4. Emphasis on Foundational Literacy and Numeracy
5. Emphasis on activity-based Curriculum and Pedagogy to impart 21st-century skills to the students
6. Bridging Social and Gender Gaps in School Education
7. Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as the nodal agency for teacher training
8. Ensuring a safe, secure and conducive learning environment and maintenance of standards in schooling provisions

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समग्र शिक्षा योजना 2.0 समग्र शिक्षा योजना का एक नया संस्करण है।

यह योजना 1 अप्रैल, 2021 से 31 मार्च, 2026 तक प्रभावी रहेगी। इस अवधि के लिए 2.94 लाख करोड़ रुपये के बजट को मंजूरी दी गई है।

इस योजना में 1.16 मिलियन स्कूल, 156 मिलियन से अधिक छात्र, और 5.7 मिलियन शिक्षक पूर्व-प्राथमिक से वरिष्ठ माध्यमिक स्तर के सरकारी और सहायता प्राप्त स्कूलों में शामिल हैं।

यह योजना सरकारी स्कूलों के पूर्व-प्राथमिक वर्गों में शिक्षण शिक्षण सामग्री (टीएलएम), स्वदेशी खिलौने और खेल, और खेल-आधारित गतिविधियों के लिए प्रति वर्ष 500 रुपये तक प्रदान करती है।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने इस योजना की घोषणा करते हुए कहा कि यह एक समान और समावेशी कक्षा के माहौल में गुणवत्तापूर्ण शिक्षा तक पहुंच प्रदान करेगी।

समग्र शिक्षा एक व्यापक स्कूली शिक्षा कार्यक्रम है जो पूर्व-विद्यालय से कक्षा 12 तक चलता है। इसे शिक्षा की समान पहुंच और समान सीखने के परिणामों द्वारा मापा गया स्कूल प्रभावशीलता में सुधार के व्यापक लक्ष्य के साथ बनाया गया था।

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इसमें सर्व शिक्षा अभियान (एसएसए), राष्ट्रीय माध्यमिक शिक्षा अभियान (आरएमएसए), और शिक्षक शिक्षा की तीन योजनाओं को एक (टीई) में शामिल किया गया है।

चूंकि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 का कार्यान्वयन चल रहा है, समग्र शिक्षा 2.0 योजना भी नए रास्ते अपनाएगी।

आर्थिक मामलों की कैबिनेट कमेटी (सीसीईए) के अनुसार, योजना की सीधी पहुंच में सुधार के लिए आईटी आधारित प्लेटफॉर्म पर डीबीटी मोड के माध्यम से समय के साथ सभी बाल-केंद्रित हस्तक्षेप सीधे छात्रों को प्रदान किए जाएंगे।

इसके अलावा, स्कूलों, आईटीआई और पॉलिटेक्निक के मौजूदा बुनियादी ढांचे का उपयोग यह सुनिश्चित करने के लिए किया जाएगा कि न केवल स्कूली उम्र के बच्चों के लिए बल्कि स्कूल से बाहर के बच्चों के लिए भी सुविधाओं का बेहतर उपयोग किया जाए।

NIPUN भारत, एक नई योजना शुरू की गई है। यह मूलभूत साक्षरता और संख्यात्मकता पर एक राष्ट्रीय मिशन है जिसका उद्देश्य यह सुनिश्चित करना है कि प्रत्येक बच्चा तीसरी कक्षा के अंत तक और बाद में पांचवीं कक्षा के बाद पढ़ने, लिखने और अंकगणित में वांछित सीखने की क्षमता हासिल कर ले।

प्रति बच्चा प्रति वर्ष 500 रुपये तक का टीएलएम, शिक्षक नियमावली और संसाधनों के लिए प्रति शिक्षक 150 रुपये और मूल्यांकन के लिए 10-20 लाख रुपये प्रति जिला उपलब्ध है।

16 से 19 वर्ष की आयु के स्कूल से बाहर के बच्चों के लिए, योजना एससी, एसटी और विकलांग बच्चों के लिए प्रति बच्चा 2,000 रुपये प्रदान करेगी। यह उनके लिए एनआईओएस/एसओएस के माध्यम से अपने माध्यमिक/वरिष्ठ माध्यमिक स्तर को पूरा करने के लिए है।

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योजना के तहत प्रस्तावित प्रमुख हस्तक्षेपों में शामिल हैं:
- बुनियादी ढांचे के विकास और प्रतिधारण सहित शिक्षा के लिए सार्वभौमिक पहुंच
- मूलभूत साक्षरता और संख्यात्मकता
- लिंग और समानता
- गुणवत्ता और नवाचार
- शिक्षकों के वेतन के लिए वित्तीय सहायता
- डिजिटल पहल
- व्यावसायिक शिक्षा
- खेल और शारीरिक शिक्षा
- शिक्षक शिक्षा और प्रशिक्षण का सुदृढ़ीकरण

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योजना के प्रमुख उद्देश्य:
इस योजना का उद्देश्य सभी को स्कूली शिक्षा तक सार्वभौमिक पहुंच प्रदान करना है, जिसमें राज्यों और केंद्र शासित प्रदेशों को सहायता प्रदान करने के कुछ प्रमुख उद्देश्य शामिल हैं:

1. राष्ट्रीय शिक्षा नीति 2020 की सिफारिशों को लागू करना
2. बच्चों के मुफ्त और अनिवार्य शिक्षा के अधिकार (आरटीई) अधिनियम, 2009 का कार्यान्वयन
3. बचपन की देखभाल और शिक्षा
4. आधारभूत साक्षरता और संख्यात्मकता पर जोर
5. छात्रों को 21वीं सदी के कौशल प्रदान करने के लिए गतिविधि आधारित पाठ्यचर्या और शिक्षाशास्त्र पर जोर
6. स्कूली शिक्षा में सामाजिक और लैंगिक अंतर को पाटना
7. शिक्षक प्रशिक्षण के लिए नोडल एजेंसी के रूप में राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एससीईआरटी) / राज्य शिक्षा संस्थान और जिला शिक्षा और प्रशिक्षण संस्थान (डीआईईटी) का सुदृढ़ीकरण और उन्नयन
8. एक सुरक्षित, सुरक्षित और अनुकूल शिक्षण वातावरण सुनिश्चित करना और स्कूली शिक्षा के प्रावधानों में मानकों का रखरखाव करना

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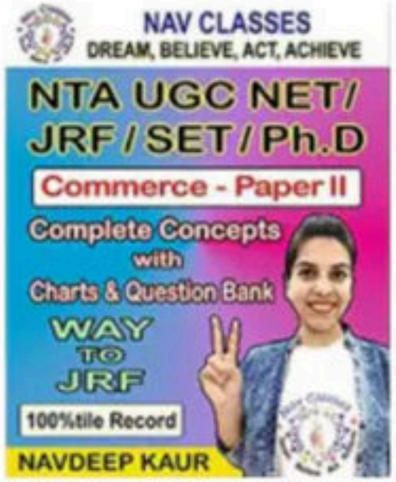

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e-RUPI Digital Payment Launched by PM Modi

India's own Digital currency

Navdeep Kaur Way to JRF

Initiative	e-RUPI Digital Payment
Launched By	Government Of India
Beneficiary	Citizens Of India or anyone having it can redeem Example: Can be used for fertilizer subsidies, Ayushman Bharat, Pradhan Mantri Jan Arogya Yojana etc
Objective	To Provide Cashless And Contactless Instrument For Making Digital Payments
Official Website	https://www.npci.org.in/ National Payments Corporation of India
Year	2021

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Everything Nav Learner Need to Know About e-RUPI

- ➔ e-RUPI is a cashless and contactless digital payment instrument. It is a QR code or SMS string-based e-Voucher that is delivered to the beneficiaries' mobile phones.
- ➔ Users of this one-time payment mechanism will be able to redeem the voucher at the service provider without the need for a card, digital payments app, or internet banking access.
- ➔ It was created in collaboration with the Department of Financial Services, the Ministry of Health and Family Welfare, and the National Health Authority on the National Payments Corporation of India's UPI platform.
- ➔ e-RUPI connects service sponsors with beneficiaries and service providers in a digital manner, with no physical interface. It also ensures that payment is made to the service provider only after the transaction is completed. Because it is pre-paid, it ensures timely payment to the service provider without the involvement of a third party.
- ➔ It is expected to be a game-changing initiative aimed at ensuring the delivery of leak-proof welfare services.
- ➔ Not only the government, but any general organisation or organisation that wants to help someone in their treatment, education, or any other work will be able to do so using e-RUPI rather than cash.

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नव लर्नर को e-RUPI के बारे में जानने की जरूरत है सब कुछ

- ➔ e-RUPI एक कैशलेस और कॉन्टैक्टलेस डिजिटल पेमेंट इंस्ट्रूमेंट है। यह एक क्यूआर कोड या एसएमएस स्ट्रिंग-आधारित ई-वाउचर है जो लाभार्थियों के मोबाइल फोन पर दिया जाता है।
- ➔ इस एकमुश्त भुगतान प्रणाली के उपयोगकर्ता कार्ड, डिजिटल भुगतान ऐप या इंटरनेट बैंकिंग एक्सेस की आवश्यकता के बिना सेवा प्रदाता के वाउचर को भुनाने में सक्षम होंगे।
- ➔ इसे भारतीय राष्ट्रीय भुगतान निगम के UPI प्लेटफॉर्म पर वित्तीय सेवा विभाग, स्वास्थ्य और परिवार कल्याण मंत्रालय और राष्ट्रीय स्वास्थ्य प्राधिकरण के सहयोग से बनाया गया था।
- ➔ ई-आरयूपीआई बिना किसी भौतिक इंटरफेस के डिजिटल तरीके से सेवा प्रायोजकों को लाभार्थियों और सेवा प्रदाताओं से जोड़ता है। यह यह भी सुनिश्चित करता है कि लेन-देन पूरा होने के बाद ही सेवा प्रदाता को भुगतान किया जाए। क्योंकि यह प्री-पेड है, यह किसी तीसरे पक्ष की भागीदारी के बिना सेवा प्रदाता को समय पर भुगतान सुनिश्चित करता है।
- ➔ लीक-प्रूफ कल्याण सेवाओं की डिलीवरी सुनिश्चित करने के उद्देश्य से यह एक गेम-चेंजिंग पहल होने की उम्मीद है।
- ➔ न केवल सरकार, बल्कि कोई भी सामान्य संगठन या संगठन जो किसी के इलाज, शिक्षा या किसी अन्य काम में मदद करना चाहता है, वह नकद के बजाय ई-आरयूपीआई का उपयोग करके ऐसा कर सकेगा।

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The following are the consumer benefits of e-RUPI:

Contactless: The beneficiary does not need to carry a printout of the voucher.

Simple redemption: A two-step redemption procedure

Safe and secure: Because the beneficiary is not required to share personal information during redemption, privacy is maintained.

There is no need for a digital or bank presence: The consumer who redeems the voucher does not need to have a digital payment app or a bank account.

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ई-आरयूपीआई के उपभोक्ता लाभ निम्नलिखित हैं:

- ➔ संपर्क रहित: लाभार्थी को वाउचर का प्रिंटआउट ले जाने की आवश्यकता नहीं है।
- ➔ सरल मोचन: एक दो-चरणीय मोचन प्रक्रिया
- ➔ सुरक्षित और सुरक्षित: चूंकि मोचन के दौरान लाभार्थी को व्यक्तिगत जानकारी साझा करने की आवश्यकता नहीं होती है, इसलिए गोपनीयता बनाए रखी जाती है।
- ➔ डिजिटल या बैंक उपस्थिति की कोई आवश्यकता नहीं है: वाउचर को भुनाने वाले उपभोक्ता के पास डिजिटल भुगतान ऐप या बैंक खाता होने की आवश्यकता नहीं है।

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The terms 'pyrolysis and plasma gasification' are mentioned in which of the following contexts?

(a) Rare earth element extraction
(b) Techniques for extracting natural gas
(c) Automobiles that run on hydrogen fuel
(d) Waste-to-energy (WTE) systems

निम्नलिखित में से किसके संदर्भ में पद हैं
'पायरोलिसिस और प्लाज्मा गैसीकरण' का उल्लेख है?

(ए) दुर्लभ पृथ्वी तत्वों का निष्कर्षण
(बी) प्राकृतिक गैस निष्कर्षण प्रौद्योगिकियां
(सी) हाइड्रोजन ईंधन आधारित ऑटोमोबाइल
(डी) अपशिष्ट से ऊर्जा प्रौद्योगिकियां

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निम्नलिखित में से किसके संदर्भ में पद हैं 'पायरोलिसिस और प्लाज्मा गैसीकरण' का उल्लेख है?

(ए) दुर्लभ पृथ्वी तत्वों का निष्कर्षण
(बी) प्राकृतिक गैस निष्कर्षण प्रौद्योगिकियां
(सी) हाइड्रोजन ईंधन आधारित ऑटोमोबाइल
(डी) अपशिष्ट से ऊर्जा प्रौद्योगिकियां

PAG is a waste-treatment method that uses a mix of electricity and high temperatures to convert municipal waste (garbage or trash) into useable by-products without the use of combustion (burning).

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Which of the following claims concerning methane hydrate deposits is true?

1. The release of methane gas from these deposits could be triggered by global warming.
2. In the Arctic Tundra and beneath the seafloor, large deposits of'methane hydrate' can be found.
3. After a decade or two, methane in the atmosphere oxidises to carbon dioxide.

Using the code provided below, select the correct answer.

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

मीथेन हाइड्रेट जमा के संबंध में निम्नलिखित में से कौन सा दावा सही है?

1. इन जमाओं से मीथेन गैस का उत्सर्जन ग्लोबल वार्मिंग के कारण हो सकता है।
2. आर्कटिक टुंड्रा और समुद्र तल के नीचे 'मीथेन हाइड्रेट' के बड़े भंडार पाए जा सकते हैं।
3. एक या दो दशक के बाद, वातावरण में मीथेन कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाती है।

नीचे दिए गए कूट का प्रयोग कर सही उत्तर का चयन करें।

(ए) केवल 1 और 2
(बी) केवल 2 और 3
(सी) केवल १ और ३
(डी) 1, 2 और 3

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Which of the following claims concerning methane hydrate deposits is true?
1. The release of methane gas from these deposits could be triggered by global warming.
2. In the Arctic Tundra and beneath the seafloor, large deposits of'methane hydrate' can be found.
3. After a decade or two, methane in the atmosphere oxidises to carbon dioxide.
Using the code provided below, select the correct answer.
(a) 1 and 2 only
(b) 2 and 3 only
(c) 1 and 3 only
(d) 1, 2 and 3

मीथेन हाइड्रेट जमा के संबंध में निम्नलिखित में से कौन सा दावा सही है?
1. इन जमाओं से मीथेन गैस का उत्सर्जन ग्लोबल वार्मिंग के कारण हो सकता है।
2. आर्कटिक टुंड्रा और समुद्र तल के नीचे 'मीथेन हाइड्रेट' के बड़े भंडार पाए जा सकते हैं।
3. एक या दो दशक के बाद, वातावरण में मीथेन कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाती है।
नीचे दिए गए कूट का प्रयोग कर सही उत्तर का चयन करें।
(ए) केवल 1 और 2
(बी) केवल 2 और 3
(सी) केवल १ और ३
(डी) 1, 2 और 3

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Only certain physical, chemical, and geological conditions allow methane hydrates to form. The optimal conditions are high water pressures and cold temperatures. Methane Hydrate deposits can be hundreds of metres thick and can be found in two places: beneath Arctic permafrost and beneath the ocean floor. As a result of global warming, the temperature has risen, destabilising the methane hydrates and allowing methane to escape. Methane has a short lifetime in the atmosphere; within a decade or two, a molecule of methane is oxidised to water and carbon dioxide, primarily by interaction with another trace gas, the hydroxyl radical OH-.

केवल कुछ भौतिक, रासायनिक और भूवैज्ञानिक स्थितियां ही मीथेन हाइड्रेट्स को बनने देती हैं। इष्टतम स्थितियां उच्च पानी के दबाव और ठंडे तापमान हैं। मीथेन हाइड्रेट जमा सैकड़ों मीटर मोटी हो सकती है और इसे दो स्थानों पर पाया जा सकता है: आर्कटिक पर्माफ्रॉस्ट के नीचे और समुद्र तल के नीचे। ग्लोबल वार्मिंग के परिणामस्वरूप, तापमान बढ़ गया है, मीथेन हाइड्रेट्स को अस्थिर कर रहा है और मीथेन को बाहर निकलने की इजाजत दे रहा है। वातावरण में मीथेन का जीवनकाल छोटा होता है; एक या दो दशक के भीतर, मीथेन का एक अणु पानी और कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाता है, मुख्य रूप से एक अन्य ट्रेस गैस, हाइड्रॉक्सिल रेडिकल OH- के साथ बातचीत करके।

Consider the following propositions:

1. The Ramsar Convention requires the Indian government to safeguard and conserve all wetlands within its borders.
2. The Wetlands (Conservation and Management) Rules, 2010, were drafted by the Indian government in response to the Ramsar Convention's recommendations.
3. The Wetlands (Conservation and Management) Rules, 2010 also cover the authority's determination of the wetlands' drainage area or catchment areas.

Which of the following assertions is/are correct?

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

निम्नलिखित प्रस्तावों पर विचार करें:

1. रामसर कन्वेंशन के लिए भारत सरकार को अपनी सीमाओं के भीतर सभी आर्द्रभूमियों की सुरक्षा और संरक्षण की आवश्यकता है।
2. आर्द्रभूमि (संरक्षण और प्रबंधन) नियम, 2010, रामसर कन्वेंशन की सिफारिशों के जवाब में भारत सरकार द्वारा तैयार किए गए थे।
3. आर्द्रभूमि (संरक्षण और प्रबंधन) नियम, 2010 में प्राधिकरण द्वारा आर्द्रभूमि के जल निकासी क्षेत्र या जलग्रहण क्षेत्रों के निर्धारण को भी शामिल किया गया है।

निम्नलिखित में से कौन सा/से कथन सही है/हैं?

Navdeep Kaur- Way to JRF

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by Navdeep Kaur- Way to JRF

The Ramsar Convention is an intergovernmental convention that establishes a framework for national and international action to conserve and wisely utilise wetlands and their resources. The Contracting Parties agree to work toward the wise use of all their wetlands under the Convention's three pillars: designate suitable wetlands for the Ramsar List and ensure their effective management; and cooperate internationally on transboundary wetlands, shared wetland systems, and shared species. As a result, it does not refer to all wetlands on a country's territory. The convention took effect in India on February 1, 1982.

रामसर कन्वेंशन एक अंतर सरकारी सम्मेलन है जो आर्द्रभूमि और उनके संसाधनों के संरक्षण और बुद्धिमानी से उपयोग करने के लिए राष्ट्रीय और अंतर्राष्ट्रीय कार्रवाई के लिए एक रूपरेखा स्थापित करता है। अनुबंध करने वाले पक्ष कन्वेंशन के तीन स्तंभों के तहत अपने सभी आर्द्रभूमि के बुद्धिमान उपयोग की दिशा में काम करने के लिए सहमत हैं: रामसर सूची के लिए उपयुक्त आर्द्रभूमि नामित करें और उनका प्रभावी प्रबंधन सुनिश्चित करें; और ट्रांसबाउंड्री वेटलैंड्स, साझा वेटलैंड सिस्टम और साझा प्रजातियों पर अंतरराष्ट्रीय स्तर पर सहयोग करते हैं। नतीजतन, यह किसी देश के क्षेत्र में सभी आर्द्रभूमियों को संदर्भित नहीं करता है। यह सम्मेलन 1 फरवरी, 1982 को भारत में प्रभावी हुआ।

In our country, there has recently been a growing awareness of the relevance of Himalayan nettle (Girardinia diversifolia) because it has been discovered to be a sustainable source of nutrition.

(a) anti-malarial drug
(b) textile fibre
(c) biodiesel
(d) pulp of paper industry

हमारे देश में, हाल ही में हिमालयन बिछुआ (गिरार्डिनिया डायवर्सिफोलिया) की प्रासंगिकता के बारे में जागरूकता बढ़ी है क्योंकि इसे पोषण का एक स्थायी स्रोत के रूप में खोजा गया है।

(ए) मलेरिया-रोधी दवा
(बी) कपड़ा फाइबर
(सी) बायोडीजल
(डी) कागज उद्योग का लुगदी

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(डी) कागज उद्योग का लुगदी

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The Himalayan Nettle, or Girardinia diversifolia, is a fiber-producing plant found in the Himalayan mountain range. This plant is most commonly found in alpine and mountainous areas above 3000 metres above sea level. Himalayan Nettle grows profusely in the forest, along riverbanks, and in damp environments.

For individuals living in the Himalayan mountain area, this fiber-producing plant has become a good source of income. As a result, this plant has a commercial value. The Government of India is funding research and development for Himalayan Indian Nettle. This fibre is recyclable and biodegradable. As a result of these characteristics, this fibre is environmentally beneficial. The Government of India is pushing its textile and commercial uses in order to increase output.

For their livelihood, several Himalayan people produce fabric from Himalayan Nettle. Because this fabric and the products made from it are in high demand both locally and internationally.

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Consider the following propositions: The Environment Protection Act of 1986 gives the Indian government the authority to protect the environment.

1. State the demand for public participation in the environmental protection process, as well as the approach and method for obtaining it.
2. establish criteria for the emission or discharge of contaminants into the environment from various sources.

Which of the following assertions is/are correct?

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

निम्नलिखित प्रस्तावों पर विचार करें: 1986 का पर्यावरण संरक्षण अधिनियम भारत सरकार को पर्यावरण की रक्षा करने का अधिकार देता है।

1. पर्यावरण संरक्षण प्रक्रिया में जनभागीदारी की मांग के साथ-साथ इसे प्राप्त करने का तरीका और तरीका बताएं।
2. विभिन्न स्रोतों से पर्यावरण में प्रदूषकों के उत्सर्जन या निर्वहन के लिए मानदंड स्थापित करें।

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Environment Protection Act of 1986 is to allow citizens to participate in decision-making, which helps society achieve its aim of sustainable and environmentally sound growth. Participation of the public in environmental decision-making, particularly in EIA, has several advantages in these procedures. The decision-making process, up to and including the final decision, becomes more transparent and genuine as a result of public participation. This legislation gives the Union government the authority to take all necessary steps to prevent and regulate pollution, as well as to set up effective equipment to safeguard and improve the environment's quality. It also establishes criteria for the emission or discharge of contaminants into the environment from various sources. As a result, both assertions are true.

1986 का पर्यावरण संरक्षण अधिनियम नागरिकों को निर्णय लेने में भाग लेने की अनुमति देता है, जो समाज को स्थायी और पर्यावरणीय रूप से ध्वनि विकास के अपने लक्ष्य को प्राप्त करने में मदद करता है। पर्यावरणीय निर्णय लेने में जनता की भागीदारी, विशेष रूप से ईआईए में, इन प्रक्रियाओं में कई फायदे हैं। निर्णय लेने की प्रक्रिया, अंतिम निर्णय तक और सार्वजनिक भागीदारी के परिणामस्वरूप अधिक पारदर्शी और वास्तविक हो जाती है। यह कानून केंद्र सरकार को प्रदूषण को रोकने और नियंत्रित करने के लिए सभी आवश्यक कदम उठाने के साथ-साथ पर्यावरण की गुणवत्ता की सुरक्षा और सुधार के लिए प्रभावी उपकरण स्थापित करने का अधिकार देता है। यह विभिन्न स्रोतों से पर्यावरण में प्रदूषकों के उत्सर्जन या निर्वहन के लिए मानदंड भी स्थापित करता है। परिणामस्वरूप, दोनों कथन सत्य हैं।

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The BioCarbon Fund Initiative for Sustainable Forest Landscapes is overseen by which of following

(a) World Bank
(b) International Monetary Fund
(c) United Nations Environment Programme
(d) Asian Development Bank

सतत वन परिदृश्य के लिए बायोकार्बन फंड पहल की देखरेख निम्नलिखित में से किसके द्वारा की जाती है

(ए) विश्व बैंक
(बी) अंतर्राष्ट्रीय मुद्रा कोष
(सी) संयुक्त राष्ट्र पर्यावरण कार्यक्रम
(डी) एशियाई विकास बैंक

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(डी) एशियाई विकास बैंक

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The BioCarbon Fund ISFL is a global initiative managed by the World Bank and sponsored by donor nations.

The BioCarbon Fund Initiative for Sustainable Forest Landscapes (ISFL) is a multilateral facility that promotes and rewards better land management, such as REDD+ (Reduced Emissions from Deforestation and Forest Degradation), climate smart agriculture, and smarter land use planning and policies, in order to reduce greenhouse gas emissions and increase sequestration. The ISFL will test techniques and share lessons learned by piloting programmes and interventions at a jurisdictional level.

In 2013, the BioCarbon Fund launched the Initiative for Sustainable Forest Landscapes. Germany, Norway, Switzerland, the United Kingdom (Department for Business, Energy and Industrial Strategy and Department for Environment, Food and Rural Affairs), and the United States all support the Initiative. It sponsors initiatives in Colombia, Ethiopia, Indonesia, Mexico, and Zambia with $355 million in fund money.

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बायोकार्बन फंड आईएसएफएल विश्व बैंक द्वारा प्रबंधित और दाता देशों द्वारा प्रायोजित एक वैश्विक पहल है।

बायोकार्बन फंड इनिशिएटिव फॉर सस्टेनेबल फॉरेस्ट लैंडस्केप्स (ISFL) एक बहुपक्षीय सुविधा है जो बेहतर भूमि प्रबंधन को बढ़ावा देती है और पुरस्कृत करती है, जैसे REDD+ (वनों की कटाई और वन क्षरण से कम उत्सर्जन), जलवायु स्मार्ट कृषि, और स्मार्ट भूमि उपयोग योजना और नीतियां, क्रम में ग्रीनहाउस गैस उत्सर्जन को कम करने और जब्ती बढ़ाने के लिए। ISFL तकनीकों का परीक्षण करेगा और एक अधिकार क्षेत्र के स्तर पर पायलटिंग कार्यक्रमों और हस्तक्षेपों से सीखे गए पाठों को साझा करेगा।

2013 में, बायोकार्बन फंड ने सतत वन परिदृश्य के लिए पहल शुरू की। जर्मनी, नॉर्वे, स्विट्ज़रलैंड, यूनाइटेड किंगडम (व्यापार, ऊर्जा और औद्योगिक रणनीति विभाग और पर्यावरण, खाद्य और ग्रामीण मामलों के विभाग), और संयुक्त राज्य अमेरिका सभी पहल का समर्थन करते हैं। यह कोलंबिया, इथियोपिया, इंडोनेशिया, मैक्सिको और जाम्बिया में 355 मिलियन डॉलर के फंड मनी के साथ पहल करता है।

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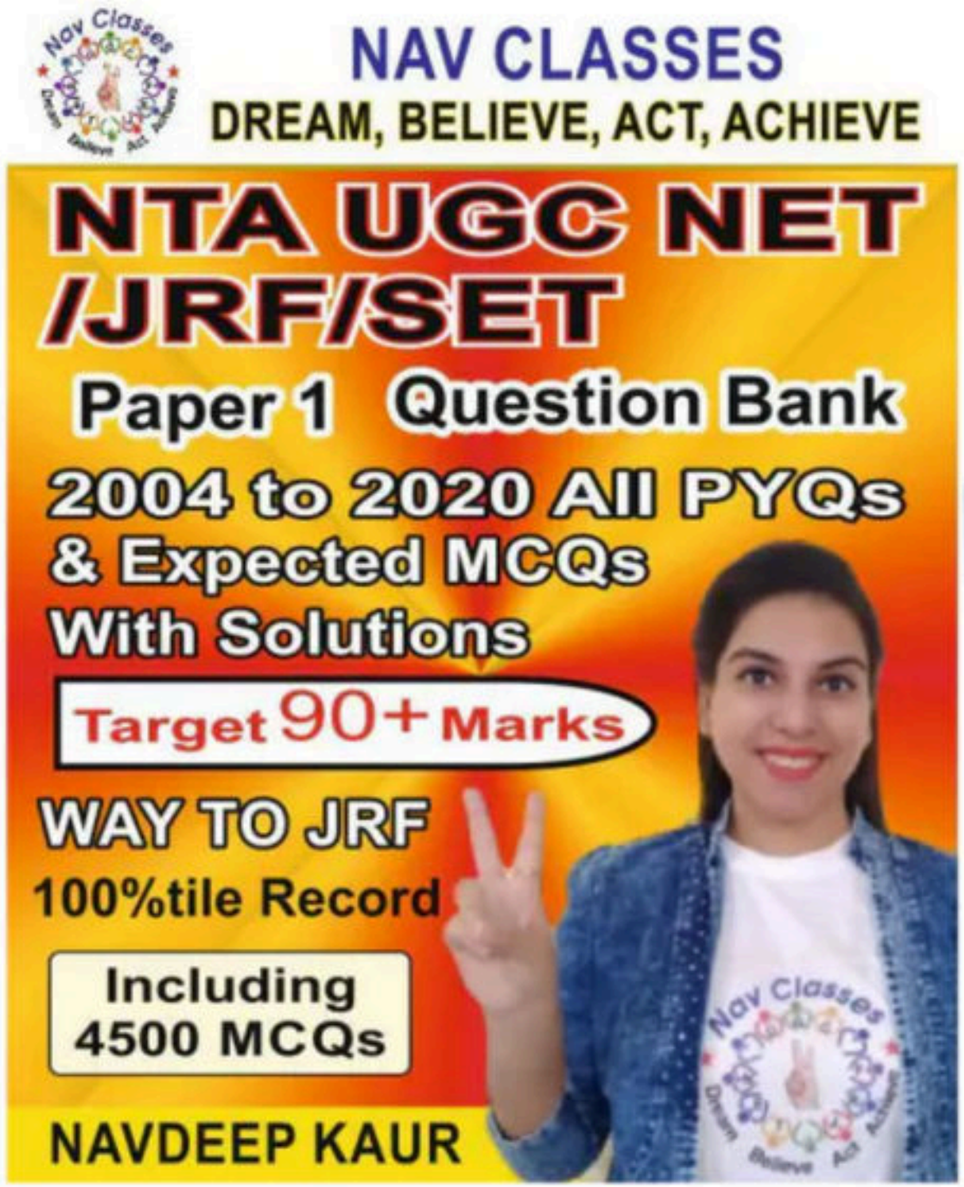

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NTA UGC NET/ SET/ JRF/ Ph.D

Commerce - Paper II

Complete Concepts with Charts & Question Bank

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Make it realistic

Write down Your Goal JRF with 5 Point Reason

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> Why
> For whom
> How Important
> Why only this most admirable
> How much effort You can do to get JRF

Make it realistic

Write down Your Goal JRF with 5 Point Reason

> Why
> For whom
> How Important
> Why only this most admirable
> How much effort You can do to get JRF

Why laziness comes

> Just bcz …
> Am i Preparing in correct Way
> What Habit i have to Change

When i will start focusing and be mature to get JRF

Navdeep Kaur - Way to JRF

Hey Let's Start For JRF Now !!

Way to JRF

NTA UGC NET - Way to JRF 2021

Target: 100 Percentile AIR- 1

NTA UGC NET JRF

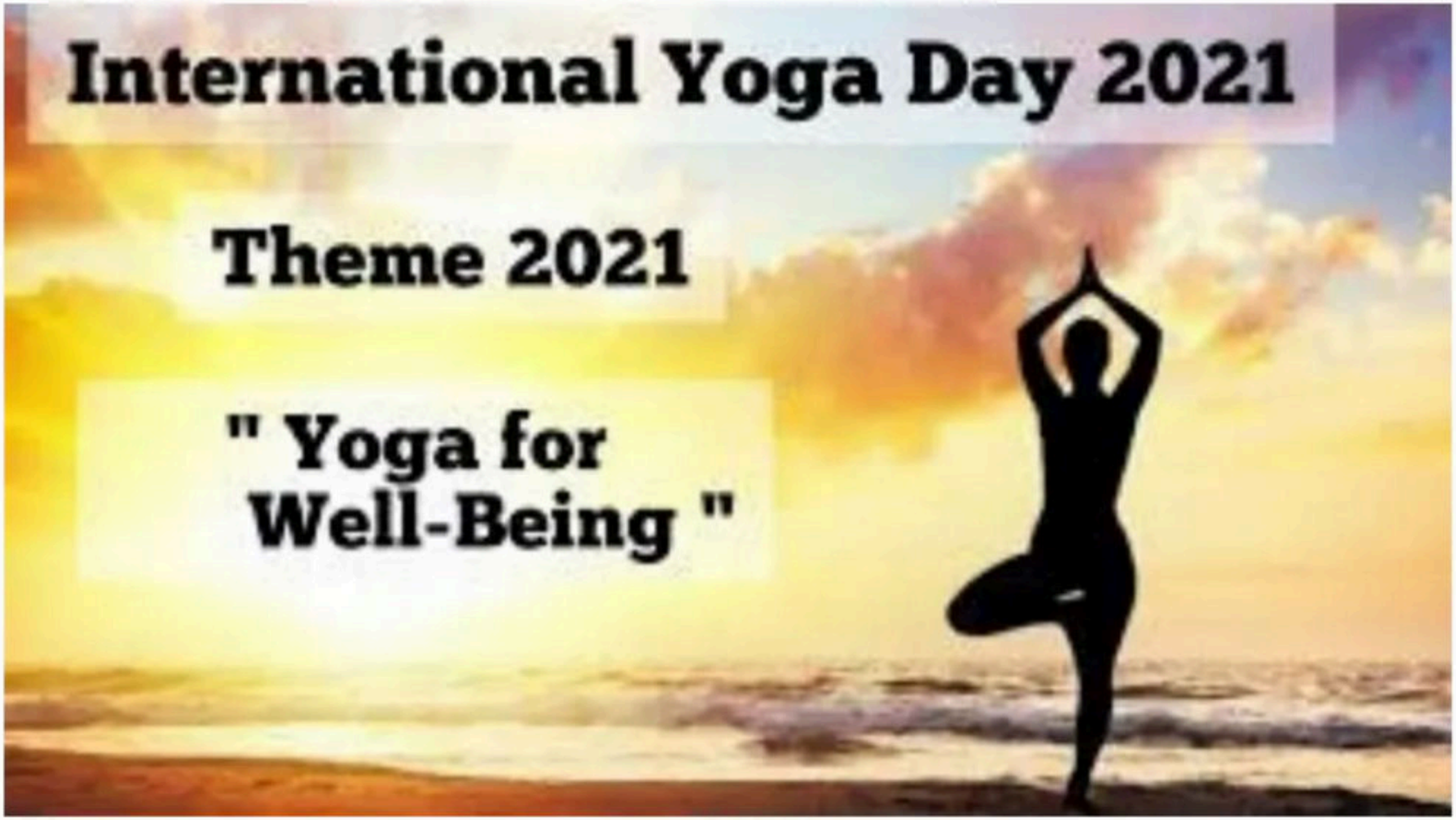
COMMERCE 17 October 2020

1st Shift PYQ with Official

Answer Keys, Explanation

JRF is Mine

इस बार JRF लेकर ही रहेंगे


International Yoga Day 2021
Theme 2021
" Yoga for
Well-Being "

सक्सेस की सबसे
बड़ी खास बात यह है कि
वह मेहनत करने वालों पर
फिदा हो जाती है!!

शिक्षा वो शेरनी का दूध है जो इसे **पियेगा वो** शेर की तरह **दहाड़ेगा**- Dr. B.R. Ambedkar

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A computer cannot boot if it does not have which of the following?

[A] Compiler
[B] Loader
[C] Operating System
[D] Assembler

एक कंप्यूटर बूट नहीं कर सकता यदि उसमें निम्न में से क्या नहीं है?

[ए] संकलक
[बी] लोडर
[सी] ऑपरेटिंग सिस्टम
[डी] असेंबलर

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An operating system is the most important software that runs on a computer. It manages the computer's memory and processes, as well as all of its software and hardware.

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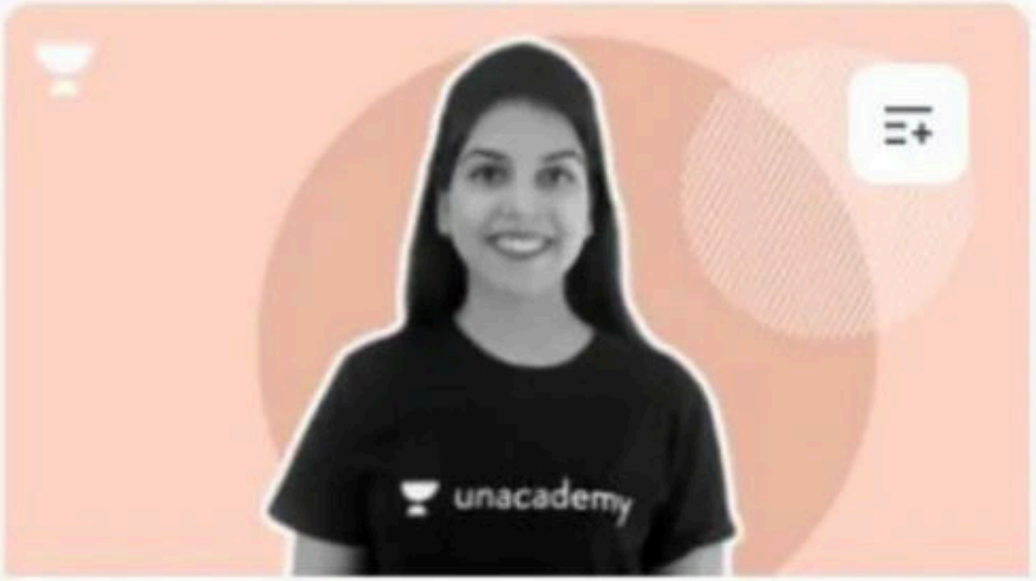

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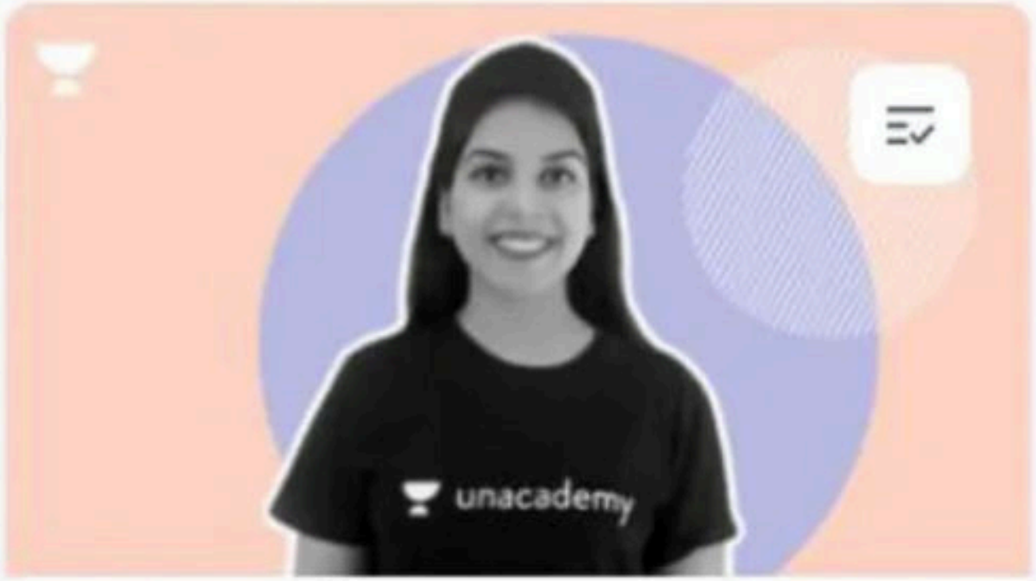

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Schedule

Feb 21 - May 30 • 14 tests

MAY 9	Scholarship Mock 10 | Computer Science	Test 11 • 4:00 PM
MAY 16	Scholarship Mock 11 | Sociology	Test 12 • 4:00 PM
MAY 23	Scholarship Mock 12 | Commerce	Test 13 • 4:00 PM
MAY 30	Scholarship Mock 13 | Paper 1	Test 14 • 4:00 PM

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Advance Expected MCQs Course on Paper 1- Way to JRF

Discussion Forum

Week 1

Mar 29 - Apr 4 • 1 lesson, 2 quizes

APR 2	Expected MCQs Quiz on Teaching Aptitude Quiz 1 • 7:30 PM	Create quiz
APR 3	Analysis of Expected MCQs Quiz on Teaching Aptitude Lesson 1 • 5:00 PM	
APR 4	Expected MCQs Quiz on Research Aptitude Quiz 2 • 7:30 PM	Create quiz

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Course on Commerce Paper II through MCQs (Way to JRF)

Discussion Forum

Week 1

Apr 5 - 11 • 1 lesson

APR 10 — Expected MCQs Quiz on Unit I BE & IB

Lesson 1 • 2:00 PM

Week 2

Apr 12 - 18 • 1 lesson

APR 16 — Expected MCQs Quiz on Unit II Accounting

Lesson 2 • 2:00 PM

NTA UGC NET - Way to JRF 2021

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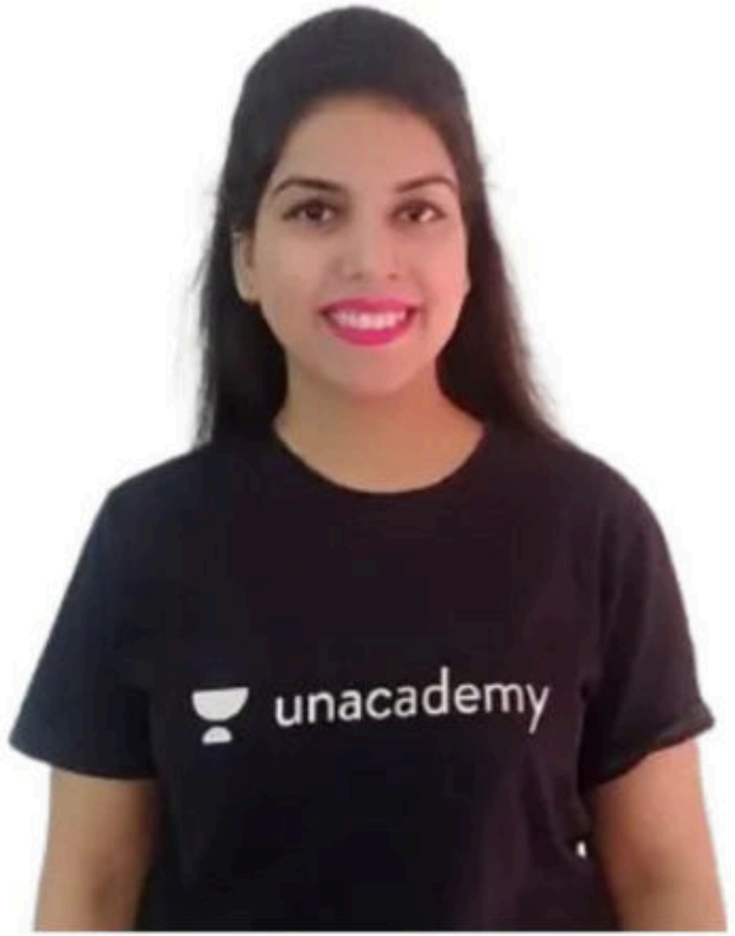

MAHA Episode

Reading Comprehension

JRF is Mine
इस बार JRF लेकर रहेंगे

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Exam Series Comprehension Paper 1

10 PM
Free Class

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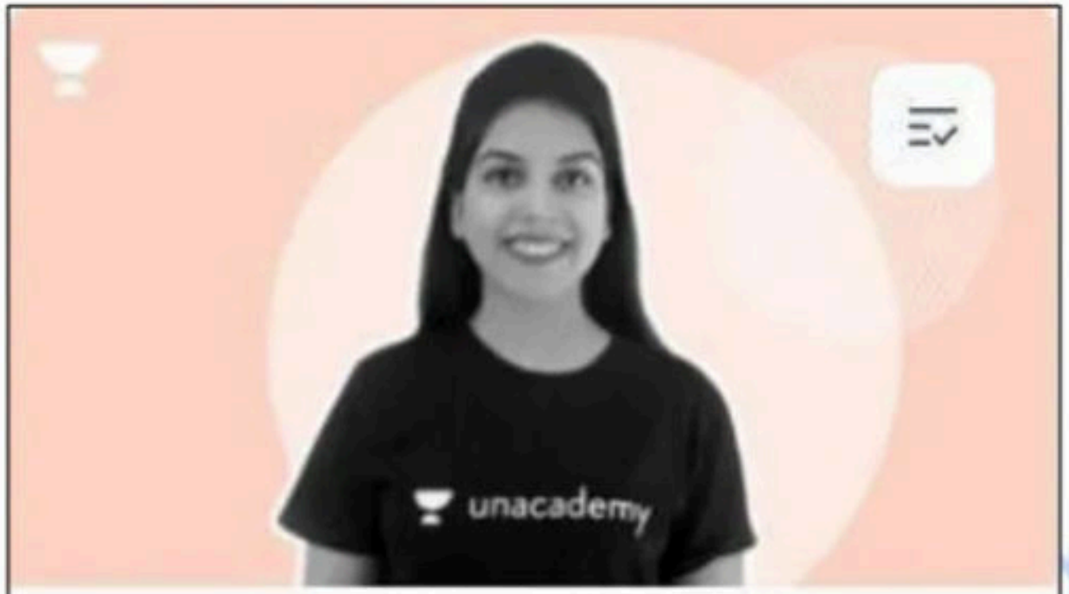

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Course on Way to JRF Paper I - Exam Oriented Expected MCQs

HINDI COMMERCE

Course on Commerce for NTA-UGC NET JRF

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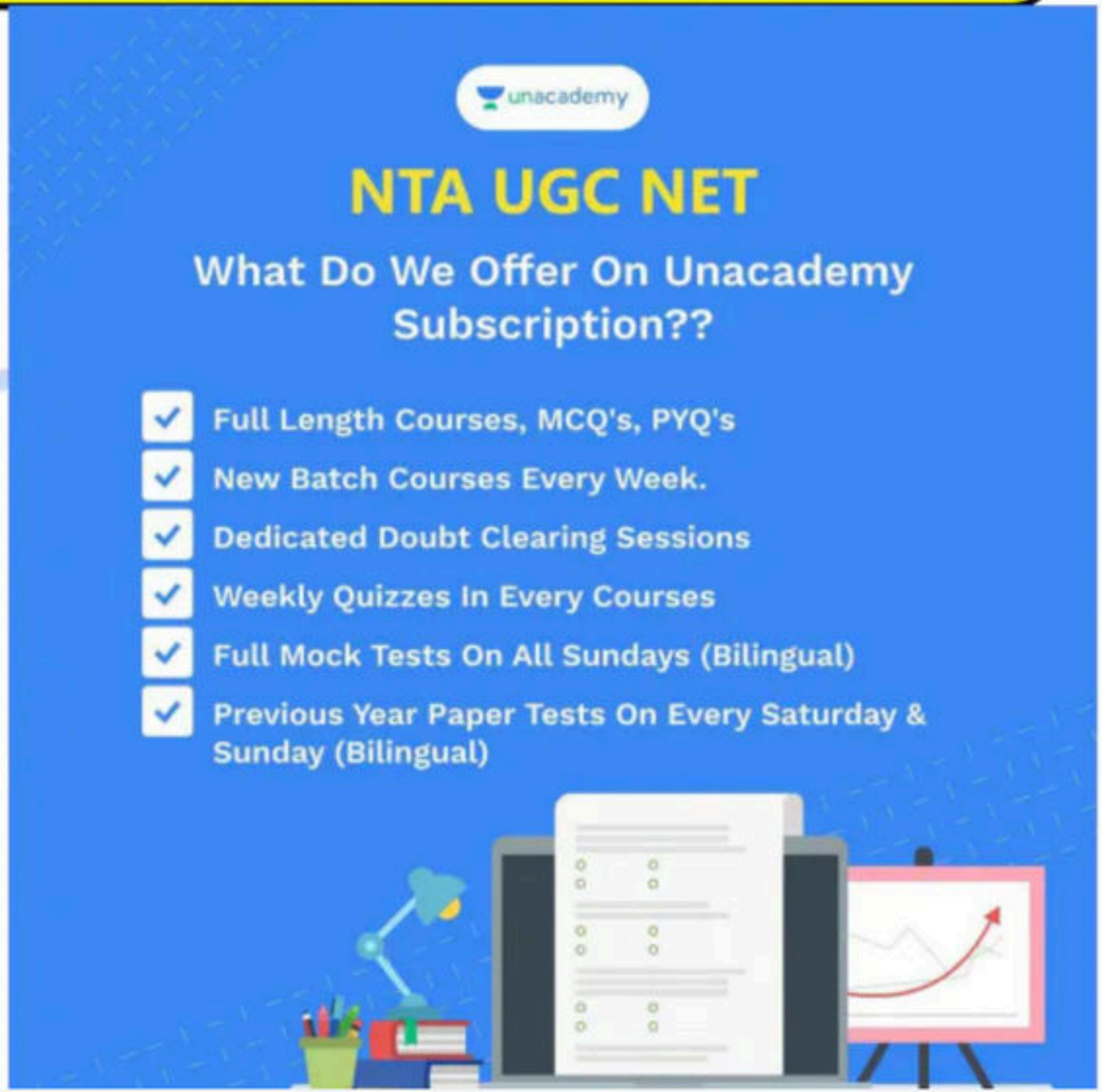

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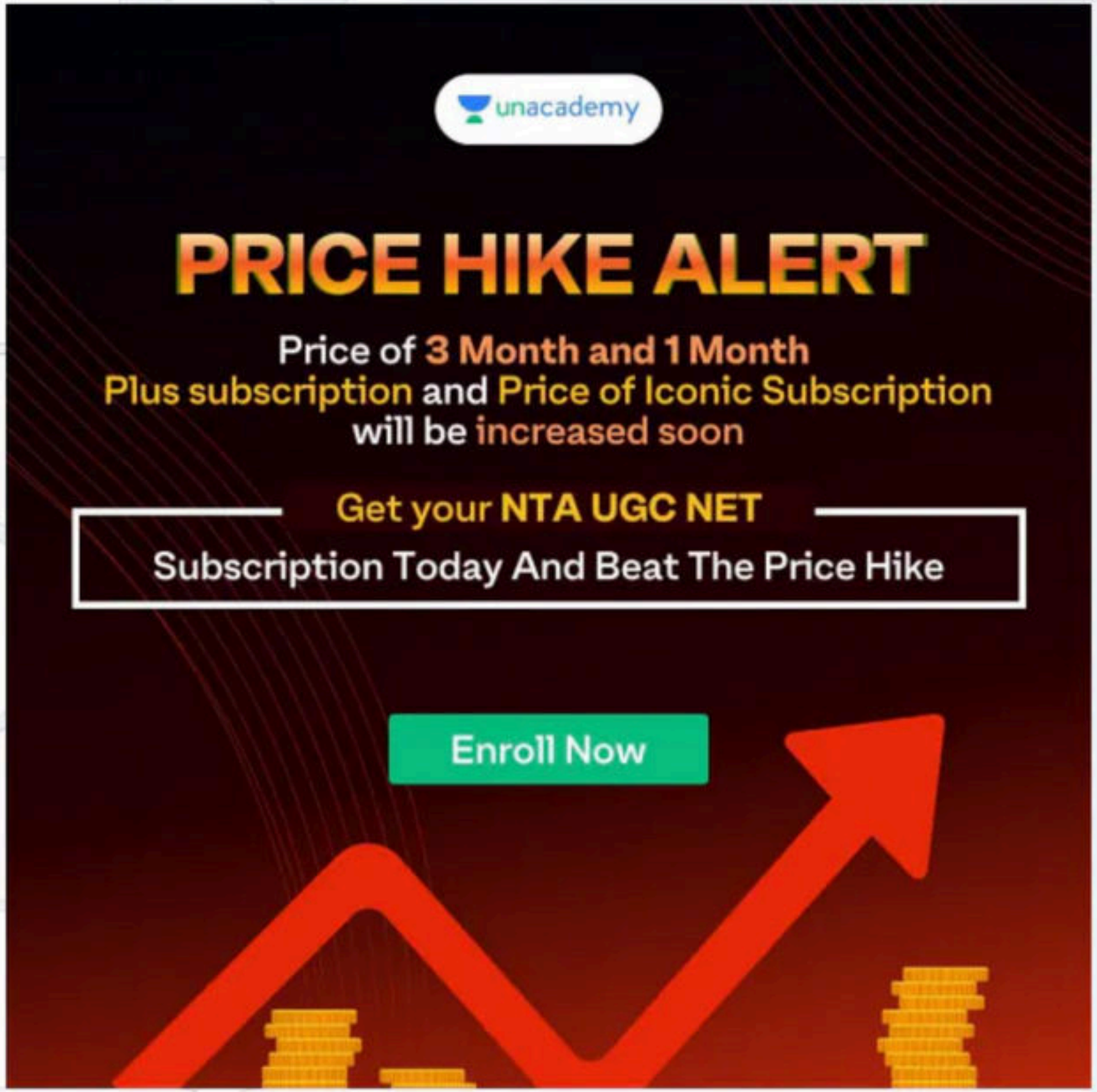

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Description

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Dates of UGC NET JRF Exam: 6 Oct to 19 Oct 2021

24 Days in September

After Covering Syllabus

Max to max cover till 15 September

If done Keep Solving All PYQs & Expected MCQs

Solve Max to Max Expected MCQs & Test Series

5 Days in October

Just Revision of Quick notes & Maha Episodes

Revision Classes on Unacademy Special Classes by Navdeep Kaur

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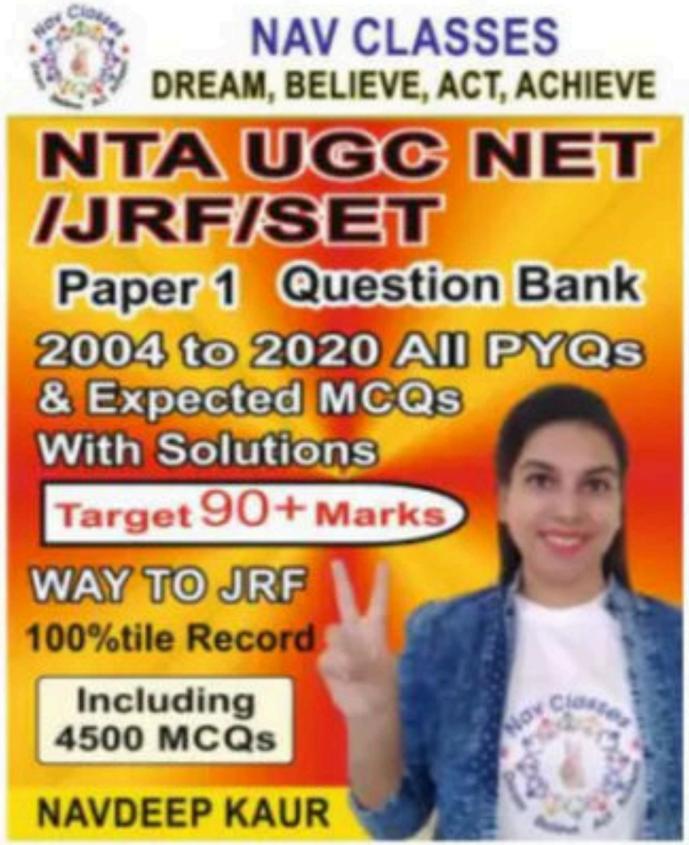

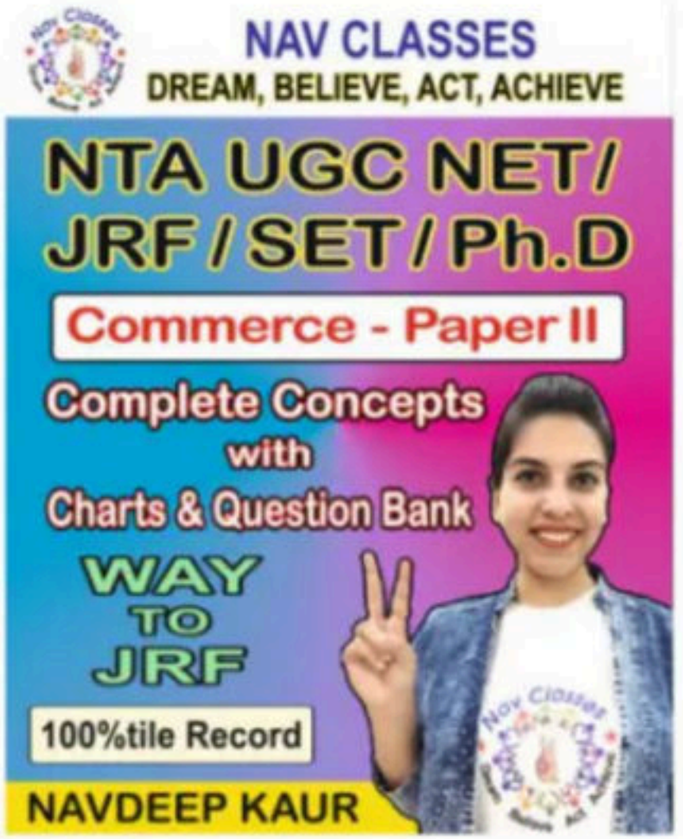

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What is reading comprehension?

- Reading comprehension is the process of constructing meaning from text.
- The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.
- Reading comprehension involves at least two people: the reader and the writer.
- The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message

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Tips and Tricks:

- Read questions First
- Read Passage Carefully
- Search Answers to Question
- Choose Correct Answer

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By Navdeep Kaur

Tips and Tricks:

- Should Not Overreact or Invent anything Extra
- Grammar, Vocabulary should be good

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Start work on your Vocab Today

24 Sep 2020

Read the passage carefully and answer the questions that follow

More generally, today's business-to-business marketers are using a wide range of digital and social marketing approaches from websites, blogs, and smartphone apps to mainstream social networks such as Facebook, Linkedin, Youtube, and Twitter to reach business customers and manage customer relationships anywhere, anytime. Digital and social marketing has rapidly become the new space for engaging business customers. Business-to-business e-procurement yields many benefits. First, it shaves transaction costs and results in more efficient purchasing for both buyers and suppliers. E-procurement reduces the time between order and delivery. And a Web-powered purchasing program eliminates the paperwork associated with traditional requisition and ordering procedures and helps an organization keep better track of all purchases. Finally, beyond the cost and time savings, e-procurement frees purchasing people from a lot of drudgery and paperwork. In turn, it frees them to focus on more strategic issues such as finding better supply sources and working with suppliers to reduce costs and develop new products.

The rapidly expanding use of e-procurement, however, also presents some problems. For example, at the same time that the Internet makes it possible for suppliers and customers to share business data and even collaborate on product design, it can also erode decades-old customer-supplier relationships. Many buyers now use the power of the Internet to pit suppliers against one another and search out better deals, products, and turn around times on a purchase-by-purchase basis.

E-procurement can also create potential security concerns. Although home shopping transactions can be protected through basic encryption, the secure environment that businesses need to carry out confidential interactions is sometimes still lacking.

अधिक आम तौर पर, आज के व्यवसाय-से-व्यवसाय विपणक वेबसाइटों, ब्लॉग्स, और स्मार्टफोन ऐप्स से लेकर सामाजिक नेटवर्क जैसे कि फेसबुक, लिंकेडिन, यूट्यूब, और ट्विटर तक डिजिटल और सोशल मार्केटिंग दृष्टिकोणों की एक विस्तृत श्रृंखला का उपयोग व्यापार ग्राहकों तक पहुंचने और ग्राहक प्रबंधन के लिए कर रहे हैं रिश्ते कहीं भी, कभी भी। डिजिटल और सामाजिक विपणन तेजी से व्यापार ग्राहकों को उलझाने के लिए नया स्थान बन गया है। बिजनेस-टू-बिजनेस ई-प्रोक्योरमेंट से कई लाभ मिलते हैं। सबसे पहले, यह लेन-देन की लागत और परिणाम दोनों खरीदारों और आपूर्तिकर्ताओं के लिए अधिक कुशल खरीद को हिलाता है। ई-प्रोक्योरमेंट ऑर्डर और डिलीवरी के बीच के समय को कम करता है। और एक वेब-संचालित क्रय कार्यक्रम पारंपरिक आवश्यकता और ऑर्डरिंग प्रक्रियाओं से संबंधित कागजी कार्रवाई को समाप्त करता है और एक संगठन को सभी खरीद का बेहतर ट्रैक रखने में मदद करता है। अंत में, लागत और समय की बचत से परे, ई-प्रोक्योरमेंट बहुत सारे ड्रगरी और कागजी कार्रवाई से लोगों को मुक्त करता है। बदले में, यह उन्हें और अधिक रणनीतिक मुद्दों पर ध्यान केंद्रित करने के लिए मुक्त करता है जैसे कि बेहतर आपूर्ति स्रोत खोजने और आपूर्तिकर्ताओं के साथ काम करने से लागत कम करने और नए उत्पाद विकसित करने में मदद मिलती है।

ई-प्रोक्योरमेंट का तेजी से विस्तार करने वाला उपयोग, हालांकि, कुछ समस्याओं को भी प्रस्तुत करता है। उदाहरण के लिए, उसी समय जब इंटरनेट आपूर्तिकर्ताओं और ग्राहकों के लिए व्यावसायिक डेटा साझा करना और यहां तक कि उत्पाद डिजाइन पर सहयोग करना संभव बनाता है, यह दशकों पुराने ग्राहक-आपूर्तिकर्ता संबंधों को भी नष्ट कर सकता है। कई खरीदार अब एक-दूसरे के खिलाफ आपूर्तिकर्ताओं को पिटने के लिए इंटरनेट की शक्ति का उपयोग करते हैं और बेहतर सौदों, उत्पादों की खोज करते हैं और खरीद-दर-खरीद के आधार पर कई बार मुड़ते हैं।

ई-खरीद संभावित सुरक्षा चिंताओं को भी पैदा कर सकती है। हालांकि होम शॉपिंग लेनदेन को बुनियादी एन्क्रिप्शन के माध्यम से संरक्षित किया जा सकता है, लेकिन व्यवसायों को गोपनीय बातचीत करने के लिए जिस सुरक्षित वातावरण की आवश्यकता होती है वह कभी-कभी कम होती है।

What can be the main issue with e-procurement vis-a-vis power of Internet?
1. Different purchases for both buyers and suppliers
2. Sharing business data with customers
3. Competitive supply of products
4. Better purchase deals

इंटरनेट की ई-प्रोक्योरमेंट-ए-विज़न के साथ मुख्य मुद्दा क्या हो सकता है?
1. खरीदारों और आपूर्तिकर्ताओं दोनों के लिए अलग-अलग खरीदारी
2. ग्राहकों के साथ व्यापार डेटा साझा करना
3. उत्पादों की प्रतिस्पर्धी आपूर्ति
4. बेहतर खरीद सौदे

The focus of the passage is on
1. The power of suppliers
2. Basic business data encryption
3. The supply side of business
4. The critical features of e-procurement

मार्ग का फोकस चालू है
1. आपूर्तिकर्ताओं की शक्ति
2. बुनियादी व्यापार डेटा एन्क्रिप्शन
3. व्यापार का आपूर्ति पक्ष
4. ई-प्रोक्योरमेंट की महत्वपूर्ण विशेषताएं

What can be a strategic issue as a result of less paperwork?
1. Transaction analysis
2. More investment for supply
3. Development of new products
4. Importance to traditional customer relation

कम कागजी कार्रवाई के परिणामस्वरूप एक रणनीतिक मुद्दा क्या हो सकता है?
1. लेन-देन विश्लेषण
2. आपूर्ति के लिए अधिक निवेश
3. नए उत्पादों का विकास
4. पारंपरिक ग्राहक संबंध का महत्व

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What can be the main issue with e-procurement vis-a-vis power of Internet?
1. Different purchases for both buyers and suppliers
2. Sharing business data with customers
3. Competitive supply of products
4. Better purchase deals
It can be inferred from 2nd para 2nd line Internet makes it possible for suppliers and customers to share business data and even collaborate on product design, it can also erode decades-old customer-supplier relationships.

The focus of the passage is on
1. The power of suppliers
2. Basic business data encryption
3. The supply side of business
4. The critical features of e-procurement
Whole passage is talking about E-procurement
What can be a strategic issue as a result of less paperwork?
1. Transaction analysis
2. More investment for supply
3. Development of new products
4. Importance to traditional customer relation
First para last line it frees them to focus on more strategic issues such as finding better supply sources and working with suppliers to reduce costs and develop new products.

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What is the current strategy of business to business managers?
1. Searching for new business space
2. Exploring new customer relations
3. Less dependence on social marketing
4. More and more use of digital business

The benefits of e-procurement are
A. Cost reduction
B. Quick delivery
C. Longer time for strategic procurement
D. Empathetic purchase
Choose the correct answer from the options given below:
1. A and B only
2. B and C only
3. C and D only
4. A and D only

व्यवसाय प्रबंधकों को व्यवसाय की वर्तमान रणनीति क्या है?
1. नए व्यावसायिक स्थान की खोज
2. नए ग्राहक संबंधों की खोज करना
3. सामाजिक विपणन पर कम निर्भरता
4. डिजिटल व्यवसाय का अधिक से अधिक उपयोग

ई-प्रोक्योरमेंट के फायदे हैं
A. लागत में कमी
B. त्वरित वितरण
C. रणनीतिक खरीद के लिए लंबा समय
डी। Empathetic खरीद

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What is the current strategy of business to business managers?
1. Searching for new business space
2. Exploring new customer relations
3. Less dependence on social marketing
4. More and more use of digital business

First line today's business-to-business marketers are using a wide range of digital and social marketing approaches

The benefits of e-procurement are
A. Cost reduction
B. Quick delivery
C. Longer time for strategic procurement
D. Empathetic purchase

Choose the correct answer from the options given below:
1. A and B only
2. B and C only
3. C and D only
4. A and D only

6th line First, it shaves transaction costs and results in more efficient purchasing for both buyers and suppliers. E-procurement reduces the time between order and delivery

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सबसे संकीर्ण अर्थों में कीमत किसी उत्पाद या सेवा के लिए वसूल की गई राशि है। अधिक व्यापक रूप से, मूल्य उन सभी मूल्यों का योग है जो ग्राहक किसी उत्पाद या सेवा के होने या उपयोग करने के लाभों को प्राप्त करने के लिए देते हैं। ऐतिहासिक रूप से कीमत खरीदार की पसंद को प्रभावित करने वाला प्रमुख कारक रहा है। हाल के दशकों में, हालांकि, गैर-कारक कारकों ने बढ़ते महत्व को प्राप्त किया है। यहां तक कि कीमत सबसे महत्वपूर्ण तत्वों में से एक बनी हुई है जो एक फर्म की बाजार हिस्सेदारी और लाभप्रदता निर्धारित करती है।

विपणन मिश्रण में मूल्य एकमात्र ऐसा तत्व है जो राजस्व को अन्य सभी मौजूदा लागतों का उत्पादन करता है। मूल्य भी सबसे लचीले विपणन मिश्रण तत्वों में से एक है। उत्पाद सुविधाओं और चैनल प्रतिबद्धताओं के विपरीत, कीमतों को जल्दी से बदला जा सकता है। उसी समय, मूल्य निर्धारण नंबर एक समस्या है जो कई विपणन अधिकारियों का सामना कर रही है, और कई कंपनियां मूल्य निर्धारण को अच्छी तरह से नहीं संभालती हैं। कुछ प्रबंधक अन्य मार्केटिंग मिक्स तत्वों पर ध्यान केंद्रित करने के बजाय मूल्य निर्धारण को एक बड़े सिरदर्द के रूप में देखते हैं। हालांकि, स्मार्ट मैनेजर कॉस्ट्यूमर मूल्य बनाने और कैप्चर करने के लिए मूल्य को एक महत्वपूर्ण रणनीतिक उपकरण के रूप में मानते हैं। कीमतें फर्म की निचली रेखा पर सीधा प्रभाव डालती हैं। मूल्य में एक छोटा प्रतिशत सुधार लाभप्रदता में एक बड़ा प्रतिशत वृद्धि उत्पन्न कर सकता है। कंपनी के समग्र मूल्य प्रस्ताव के हिस्से के रूप में अधिक महत्वपूर्ण, मूल्य ग्राहक मूल्य बनाने और ग्राहक संबंधों के निर्माण में महत्वपूर्ण भूमिका निभाता है। एक विशेषज्ञ का कहना है, "मूल्य निर्धारण से भागने के बजाय, 'बाजार के लोग इसे गले लगा रहे हैं।"

जिस कीमत पर कंपनी का शुल्क लगेगा, वह मुनाफा कमाने के लिए बहुत कम है और किसी भी मांग का उत्पादन करने के लिए बहुत अधिक है। यह मूल्य निर्धारण में प्रमुख विचारों को संक्षेप में प्रस्तुत करता है। उत्पाद के मूल्य के बारे में ग्राहकों की धारणाओं ने कीमतों के लिए छत निर्धारित की है। यदि ग्राहक अनुभव करते हैं कि उत्पाद की कीमत अधिक है, तो इसका मूल्य वे उत्पाद नहीं खरीदेंगे। इसी तरह, उत्पाद की कीमतें कीमतों के लिए मंजिल निर्धारित करती हैं। यदि कंपनी अपनी लागत से नीचे उत्पाद की कीमत लगाती है, तो कंपनी के मुनाफे को नुकसान होगा। उन दो चरम सीमाओं के बीच इसकी कीमत निर्धारित करने में, कंपनी को कई बाहरी और आंतरिक कारकों पर विचार करना चाहिए, जिसमें प्रतियोगियों की रणनीति और कीमतें, समग्र विपणन रणनीति और मिश्रण और बाजार की प्रकृति और मांग शामिल हैं।

NAVCLASSES Code for Diamond Way to JRF - 100 Percentile by Navdeep Kaur

Read the passage carefully and answer the questions that follow

In the narrowest sense price is the amount of money charged for a product or a service. More broadly, price is the sum of all the values that customers give up to gain the benefits of having or using a product or service. Historically price has been the major factor affecting buyer choice. In recent decades, however, nonprice factors have gained increasing importance. Even so price remains one of the most important elements that determines a firm's market share and profitability.

Price is the only element in the marketing mix that produces revenue all other elements present costs. Price is also one of the most flexible marketing mix elements. Unlike product features and channel commitments, prices can be changed quickly. At the same time, pricing is the number one problem facing many marketing executives, and many companies do not handle pricing well. Some managers view pricing as a big headache preferring instead to focus on other marketing mix elements. However, smart managers treat pricing as a key strategic tool for creating and capturing costumer value. Prices have a direct impact on a firm's bottom line. A small percentage improvement in price can generate a large percentage increase in profitability. More important, as part of a company's overall value proposition, price plays a key role in creating customer value and building customer relationships. "Instead of running away from pricing," says an expert, 'sawy marketers are embracing it".

The price the company charges will fall somewhere between one that is too low to produce a profit and one that is too high to produce any demand. It summarizes the major considerations in setting price. Customer perceptions of the product's value set the ceiling for prices. If customers perceive that the product's price is greater that its value they will not buy the product. Likewise, product costs set the floor for prices. If the company prices the product below its costs, the company's profits will suffer. In setting its price between those two extremes the company must consider several external and internal factors, including competitors' strategies and prices, the overall marketing strategy and mix and nature of the market and demand.

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Historically price was considered important because
1. Sellers were always benefitted
2. Money was charged for product or service
3. It provided options for buyers
4. It promoted non-price factors

ऐतिहासिक रूप से कीमत को महत्वपूर्ण माना गया क्योंकि
1. विक्रेता हमेशा लाभान्वित होते थे
2. उत्पाद या सेवा के लिए पैसा वसूला गया
3. इसने खरीदारों के लिए विकल्प प्रदान किए
4. इसने गैर-मूल्य कारकों को बढ़ावा दिया

Why is price different from other elements in the marketing mix?
1. It offsets cost
2. It generates revenue
3. It is rigid in character
4. It ensures channel commitment

विपणन मिश्रण में मूल्य अन्य तत्वों से अलग क्यों है?
1. यह ऑफसेट लागत
2. यह राजस्व उत्पन्न करता है
3. यह चरित्र में कठोर है
4. यह चैनल की प्रतिबद्धता सुनिश्चित करता है

What is the perception of smart managers regarding pricing?
1. It is a strategic tool for consumer value
2. It invites issues
3. It is better to focus on other elements in the marketing mix
4. It is of indirect value to the firm

मूल्य निर्धारण के संबंध में स्मार्ट प्रबंधकों की धारणा क्या है?
1. यह उपभोक्ता मूल्य के लिए एक रणनीतिक उपकरण है
2. यह मुद्दों को आमंत्रित करता है
3. विपणन मिश्रण में अन्य तत्वों पर ध्यान देना बेहतर है
4. यह फर्म को अप्रत्यक्ष मूल्य का है

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Historically price was considered important because

1. Sellers were always benefitted

2. Money was charged for product or service

3. It provided options for buyers

4. It promoted non-price factors

In third line: Historically price has been the major factor affecting buyer choice

Here Choices means options for buyers

Why is price different from other elements in the marketing mix?

1. It offsets cost

2. It generates revenue

3. It is rigid in character

4. It ensures channel commitment

First line of 2nd para: Price is the only element in the marketing mix that produces revenue

What is the perception of smart managers regarding pricing?

1. It is a strategic tool for consumer value

2. It invites issues

3. It is better to focus on other elements in the marketing mix

4. It is of indirect value to the firm

2nd para smart managers treat pricing as a key strategic tool for creating and capturing customer value.

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What are the other factors influencing or setting the price for products or services?
A. Competitors' strategies
B. Over-all marketing mix
C. Type of market
D. Pricing from one extreme to the other
E. Predators pricing strategies
Choose the correct answer from the options given below:
1. A, D and E only
2. A, B and C only
3. C, D and E only
4. B, C and D only

Which of the following is the major determinant of pricing for product or service?
1. High demand
2. Low demand
3. Customer's value perception
4. Company's quest for high profitability

उत्पादों या सेवाओं के लिए मूल्य को प्रभावित या स्थापित करने वाले अन्य कारक क्या हैं?
A. प्रतियोगियों की रणनीति
B. ओवर-ऑल मार्केटिंग मिक्स
C. बाजार का प्रकार
डी। एक से दूसरे तक मूल्य निर्धारण
ई। शिकारी मूल्य निर्धारण की रणनीतियाँ
नीचे दिए गए विकल्पों में से सही उत्तर चुनें:
1. केवल डी और ई
2. ए, बी और सी केवल
3. सी, डी और ई केवल
4. बी, सी और डी केवल

निम्नलिखित में से कौन सा उत्पाद या सेवा के लिए मूल्य निर्धारण का प्रमुख निर्धारक है?
1. उच्च मांग
2. कम माँग
3. ग्राहक के मूल्य धारणा
4. उच्च लाभप्रदता के लिए कंपनी की खोज

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What are the other factors influencing or setting the price for products or services?
A. Competitors' strategies
B. Over-all marketing mix
C. Type of market
D. Pricing from one extreme to the other
E. Predators pricing strategies
Choose the correct answer from the options given below:
1. A, D and E only
2. A, B and C only
3. C, D and E only
4. B, C and D only

Last line : including competitors' strategies and prices, the overall marketing strategy and mix and nature of the market and demand.Here nature of market means type of market
Which of the following is the major determinant of pricing for product or service?
1. High demand
2. Low demand
3. Customer's value perception
4. Company's quest for high profitability
Last para 3rd line
Customer perceptions of the product's value set the ceiling for prices

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Comprehension:

Marketers are reexamining their relationships with social values and responsibilities and with the very Earth that sustains us. As the worldwide consumerism and environmentalism movement mature, today's marketers are being called on to develop sustainable marketing practices. Corporate ethics and social responsibility have become hot topics for almost every business. And few companies can ignore the renewed and very demanding environmental movement. Every company action can affect customer relationships. Today's customers expect companies to deliver value in a socially and environmentally responsible way.

The social-responsibility and environmental movements will place even stricter demands on companies in the future. Some companies resist these movements, budging only when forced by legislation or organized customer outcries. Forward-looking companies, however, readily accept their responsibilities to the world around them. They view sustainable marketing as an opportunity to do well by doing good. They seek ways to profit by serving immediate needs and the best long-run interest of their customers and communities.

Some companies, such as Patagonia, Ben & Jerry's, Timberland, Method, and others, practice caring capitalism, setting themselves apart by being civic-minded and responsible. They build social linkages.

विपणक सामाजिक मूल्यों और जिम्मेदारियों के साथ अपने रिश्तों को फिर से स्थापित कर रहे हैं और बहुत ही पृथ्वी के साथ जो हमें निराश करती है। जैसा कि दुनिया भर में उपभोक्तावाद और पर्यावरणवाद आंदोलन परिपक्व हैं, आज के विपणक को स्थायी विपणन प्रथाओं को विकसित करने के लिए बुलाया जा रहा है। कॉर्पोरेट नैतिकता और सामाजिक जिम्मेदारी लगभग हर व्यवसाय के लिए गर्म विषय बन गए हैं। और कुछ कंपनियां नए सिरे से और बहुत मांग वाले पर्यावरण आंदोलन को अनदेखा कर सकती हैं। हर कंपनी की कार्रवाई ग्राहक संबंधों को प्रभावित कर सकती है। आज के ग्राहकों को उम्मीद है कि कंपनियां सामाजिक और पर्यावरणीय रूप से जिम्मेदार तरीके से मूल्य प्रदान करेंगी।

सामाजिक-जिम्मेदारी और पर्यावरणीय आंदोलन भविष्य में कंपनियों पर सख्त मांग करेंगे। कुछ कंपनियाँ इन आंदोलनों का विरोध करती हैं, केवल तभी जब वे कानून द्वारा या संगठित ग्राहक बहिष्कार के कारण मजबूर हो जाते हैं। फ़ॉरवर्ड-दिखने वाली कंपनियां, हालांकि, अपने आसपास की दुनिया के लिए अपनी जिम्मेदारियों को आसानी से स्वीकार करती हैं। वे स्थायी विपणन को अच्छा करने के साथ अच्छा प्रदर्शन करने के अवसर के रूप में देखते हैं। वे तात्कालिक जरूरतों और अपने ग्राहकों और समुदायों के सर्वोत्तम दीर्घकालिक हित की सेवा करके लाभ के रास्ते तलाशते हैं।

कुछ कंपनियाँ, जैसे पेटागोनिया, बेन एंड जेरीज़, टिम्बरलैंड, मेथड, और अन्य, कैविएट पूँजीवाद की प्रैक्टिस करती हैं, खुद को नागरिक-दिमाग से अलग और जिम्मेदार ठहराती हैं। वे सामाजिक संबंध बनाते हैं।

What do farsighted companies prefer?
1. Sustainable marketing
2. Legislative compulsion
3. Organised consumer pressure
4. Status quo in the market

दूरदर्शी कंपनियां क्या पसंद करती हैं?
1. सतत विपणन
2. विधायी मजबूरी
3. संगठित उपभोक्ता दबाव
4. बाजार में यथास्थिति

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3rd line today's marketers are being called on to develop sustainable marketing

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The present-day marketers have focused on
1. Consumerism
2. Social obligations
3. Sustaining their business practices
4. Competitive business

वर्तमान बाजार पर ध्यान केंद्रित किया है
1. उपभोक्तावाद
2. सामाजिक दायित्व
3. उनके व्यवसाय प्रथाओं को बनाए रखना
4. प्रतिस्पर्धी व्यवसाय

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3. उनके व्यवसाय प्रथाओं को बनाए रखना
4. प्रतिस्पर्धी व्यवसाय

1st line Marketers are reexamining their relationships with social values and responsibilities and with the very Earth that sustains us.
Last line of 1st para

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According to the passage, sustainable marketing is perceived as
1. Immediately profitable
2. Community fallacy
3. Doing good to community as an opportunity
4. Long-term burden to society as a difficult issue

मार्ग के अनुसार, स्थायी विपणन माना जाता है
1. तुरंत लाभदायक
2. सामुदायिक पतन
3. समुदाय के लिए एक अवसर के रूप में अच्छा करना
4. समाज के लिए एक कठिन मुद्दे के रूप में दीर्घकालिक बोझ

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Last line of 2nd para seek ways to profit by serving immediate needs and the best long-run interest of their customers and communities.

Caring capitalism is inclusive of
A. Make profit by ignoring social demands
B. Being civic-minded
C. Forging social linkages
D. Budge when there is a legislative nudge
Choose the correct answer from the options given below:
1. A and B only
2. B and C only
3. C and D only
4. A and D only

पूंजीवाद की देखभाल समावेशी है
A. सामाजिक मांगों की अनदेखी कर लाभ कमाएं
ख। सिविक-माइंडेड होना
C. सामाजिक जुड़ावों को बनाना
डी। बुडगे जब विधायी कुहनी होती है
नीचे दिए गए विकल्पों में से सही उत्तर चुनें:
1. ए और बी केवल
2. बी और सी केवल
3. सी और डी केवल
4. ए और डी केवल

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Caring capitalism is inclusive of
A. Make profit by ignoring social demands
B. Being civic-minded
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D. Budge when there is a legislative nudge
Choose the correct answer from the options given below:
1. A and B only
2. B and C only
3. C and D only
4. A and D only

Last line practice caring capitalism, setting themselves apart by being civic-minded and responsible. They build social linkages.

पूंजीवाद की देखभाल समावेशी है
A. सामाजिक मांगों की अनदेखी कर लाभ कमाएं
ख। सिविक-माइंडेड होना
C. सामाजिक जुड़ावों को बनाना
डी। बुडगे जब विधायी कुहनी होती है
नीचे दिए गए विकल्पों में से सही उत्तर चुनें:
1. ए और बी केवल
2. बी और सी केवल
3. सी और डी केवल
4. ए और डी केवल

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The concern for today's society centres on
1. Marketing strategies
2. Customer relations
3. Corporate ethics
4. Delivery of value for money

आज के समाज के लिए चिंता का विषय है
1. विपणन रणनीति
2. ग्राहक संबंध
3. कॉर्पोरेट नैतिकता
4. पैसे के लिए मूल्य का वितरण

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3rd line Corporate ethics and social responsibility have become hot topics for almost every business.

रिचर्ड बेकहार्ड के अनुसार, एक परिवर्तन एक महत्वपूर्ण संगठनात्मक परिवर्तन का प्रतिनिधित्व करता है। परिवर्तन की विशेषता कुछ विशेषताएं हैं जो स्पष्ट रूप से इसे अन्य प्रकार के परिवर्तन से अलग करती हैं। सबसे पहले, बेकहार्ड के अनुसार, इसमें वृद्धिशील समायोजन और वर्तमान स्थिति के ठीक ट्यूनिंग के बजाय संगठन के आकार, संरचना और प्रकृति में पर्याप्त और असंतोषजनक परिवर्तन शामिल हैं। जब उत्पादन फर्म-संचालित होने से लेकर ग्राहक-चालित होने तक एक परिवर्तन होता है, तो एक असंतुलित परिवर्तन का एक उदाहरण होगा। एक और दो संगठनों का विलय होगा। दोनों उदाहरणों में, संगठन के आकार में मौलिक परिवर्तन की उम्मीद की जा सकती है। उत्पादन अभिविन्यास से ग्राहक अभिविन्यास में बदलने वाले संगठन को अत्यधिक विकेंद्रीकृत और प्राधिकृत करने की आवश्यकता होगी। एक विलय में पूरी तरह से नई भूमिकाएं और कामकाजी संबंध बनाए जाएंगे। परिवर्तन की एक दूसरी विशेषता यह है कि परिवर्तन की आवश्यकता संगठन के लिए बाहरी बलों के बजाय संगठन के अंदर की शक्तियों के कारण होती है। एक विशिष्ट उदाहरण होगा

जब कोई संगठन प्रतिस्पर्धी या क्रियात्मक परिवर्तन के रूप में बाजार की शक्तियों या उद्योग के दबाव के जवाब में एक कार्यात्मक से एक मंडल संरचना में बदलता है।

वर्तमान में, वैश्वीकरण संगठनात्मक परिवर्तन के लिए सबसे शक्तिशाली बाहरी ताकतों में से एक है। परिवर्तन की एक तीसरी विशिष्ट विशेषता यह है कि यह परिवर्तन उथले और निहित के बजाय गहरा और व्यापक है। परिवर्तन संगठन के सभी हिस्सों को प्रभावित करता है और इसमें कई स्तर शामिल होते हैं। विकेंद्रीकरण, डाउनसाइज़िंग और कार्यों और गतिविधियों का भौगोलिक पुनर्वास, ऐसे परिवर्तनों को अनुकरणीय बनाता है जो संरचनात्मक संबंधों को गहराई से और व्यापक रूप से बदलते हैं। अंत में, परिवर्तन के लिए मौजूदा व्यवहार पैटर्न के कम या ज्यादा के बजाय संगठन के सदस्यों द्वारा क्रियाओं के सेट में काफी भिन्नता और यहां तक कि पूरी तरह से नए की आवश्यकता होती है। उदाहरण एक संगठन के मानदंडों और मूल मूल्यों में परिवर्तन हैं, जिन्हें अधिग्रहण, डीरेग्यूलेशन और निजीकरण के माध्यम से या एक कठोर रणनीतिक प्रतिस्थापन के माध्यम से लाया जाता है जैसे कि उत्पादन-दक्षता फोकस से ग्राहक-सेवा रणनीति में स्थानांतरण।

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According to Richard Beckhard, a transformation represents a vital organizational change. Transformation is characterized by certain features that clearly differentiate it from other types of change. First, according to Beckhard, it involves substantial and discontinuous change to the shape, structure, and nature of the organization, rather than incremental adjustments and fine tuning of the current situation. One example of a discontinuous change would be when a firm changes from being production-driven to being customer-driven. Another would be a merger of two organizations. In both instances, the shape of the organization can be expected to change radically. An organization transforming from a production orientation to a customer orientation will need to drastically decentralize and delegate authority. In a merger entirely new roles and working relationships will be created. A second characteristic of transformation is that the need for change is caused by forces external to the organization rather than forces inside the organization. A typical example would be when an organization changes from a functional to a divisional structure in response to market forces or industry pressures in the form of competitor actions or regulatory changes.

Currently, globalization is one of the most powerful external forces for organizational transformation. A third distinguishing feature of transformation is that the change is deep and pervasive, rather than shallow and contained. The change affects all parts of the organization and involves many levels. Decentralization, downsizing and the geographic relocation of functions and activities exemplify changes that transform structural relationships deeply and pervasively. Finally, transformation requires significantly different and even entirely new, sets of actions by the members of the organization, rather than more or less of existing behavior patterns. Examples are changes to the norms and core values of an organization that are brought about through acquisition, deregulation, and privatization or through a drastic strategic repositioning such as shifting from a production-efficiency focus to a customer-service strategy

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According to Richard Beckhard, transformation is what kind of change in the organisational structure?

1. Incremental
2. Discontinuous
3. Finetuning
4. One-time

रिचर्ड बेकहार्ड के अनुसार, परिवर्तन संगठनात्मक संरचना में किस तरह का बदलाव है?

1. वृद्धिशील
2. बंद
3. परिष्करण
4. एक बार

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3rd line according to Beckhard, it involves substantial and discontinuous change to the shape, structure

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What does organizational transformation require?
1. Strengthening existing behaviours of members
2. Changes in norms and core values
3. Production-efficiency strategy
4. All pervasive structural relationships

संगठनात्मक परिवर्तन की आवश्यकता क्या है?
1. सदस्यों के मौजूदा व्यवहार को मजबूत करना
2. मानदंडों और मूल मूल्यों में परिवर्तन
3. उत्पादन-दक्षता रणनीति
4. सभी व्यापक संरचनात्मक संबंध

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4. सभी व्यापक संरचनात्मक संबंध

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Last 3 Examples are changes to the norms and core values of an organization that are brought

What are the main levels of organizational transformation?

A. Downsizing

B. Geographical relocation

C. Contained changes

D. Power to external forces

Choose the correct answer from the options given below:

1. A and B only
2. B and C only
3. C and D only
4. A and D only

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संगठनात्मक परिवर्तन के मुख्य स्तर क्या हैं?

उ। डाउनसाइज़ करना

B. भौगोलिक पुनर्वास

C. निहित परिवर्तन

D. बाहरी शक्तियों को शक्ति

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C. निहित परिवर्तन

D. बाहरी शक्तियों को शक्ति

Last 6 line Decentralization, downsizing and the geographic relocation of functions and activities exemplify changes that transform structural relationships deeply and pervasively.

The pressure of market force can result in
1. Distortion of role perceptions
2. Changing to a functional structure
3. Changing to a divisional structure
4. Deregulation of competitive factors

बाजार बल के दबाव के परिणामस्वरूप हो सकता है
1. भूमिका धारणाओं का विरूपण
2. एक कार्यात्मक संरचना में परिवर्तन
3. एक मंडल संरचना में बदलना
4. प्रतिस्पर्धी कारकों का नियंत्रण

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4. प्रतिस्पर्धी कारकों का नियंत्रण

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11 line organization changes from a functional to a divisional structure in response to market forces or industry pressures in the form of competitor actions or regulatory changes.

What happens when two organisations merge?

A. Shape of the organisation will change

B. Product orientation remains the same

C. Drastic decentralisation of authority

D. Discontinuous change does not take place

Choose the correct answer from the options given below:

1. A and B only
2. B and C only
3. C and D only
4. A and C only

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जब दो संगठन विलय होते हैं तो क्या होता है?

A. संगठन का आकार बदल जाएगा

B. उत्पाद अभिविन्यास वही रहता है

C. प्राधिकरण का कठोर विकेंद्रीकरण

D. असंतुलित परिवर्तन नहीं होता है

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जब दो संगठन विलय होते हैं तो क्या होता है?

A. संगठन का आकार बदल जाएगा

B. उत्पाद अभिविन्यास वही रहता है

C. प्राधिकरण का कठोर विकेंद्रीकरण

D. असंतुलित परिवर्तन नहीं होता है

6 -7 line In both instances, the shape of the organization can be expected to change radically. An organization transforming from a production orientation to a customer orientation will need to drastically decentralize and delegate authority.

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अभी भी मानव व्यवहार के बारे में अज्ञात है। अनुत्तरित प्रश्न बने हुए हैं और आगे शोध आवश्यक है। प्रेरणा, नेता व्यवहार और परिवर्तन के बारे में ज्ञान कई कारणों से प्रबंधन के चिकित्सकों के लिए बड़ी चिंता का विषय बना रहेगा। यह मानव संसाधनों के प्रभावी नेतृत्व को बेहतर बनाने में मदद कर सकता है; यह प्रतिरोध को बदलने, उत्पादन पर प्रतिबंध और कर्मियों के विवाद को रोकने में मदद कर सकता है, और अक्सर यह एक अधिक उत्पादक संगठन को जन्म दे सकता है। हमारा उद्देश्य वैचारिक ढांचे को प्रदान करना है जो व्यवहार विज्ञान के निष्कर्षों को लागू करने में आपके लिए उपयोगी हो सकता है। इस तरह की एक रूपरेखा का मूल्य एक ज्ञान को बदलने में नहीं है, बल्कि लोगों के साथ काम करने में एक व्यवहार को बदलने में है। हमने प्रभावित करने में तीन बुनियादी दक्षताओं पर चर्चा की है: निदान - जिस स्थिति को आप प्रभावित करने की कोशिश कर रहे हैं उसे समझना और उसकी व्याख्या करना; आदत डालना - अपने व्यवहार और संसाधनों को आप स्थिति की आकस्मिकताओं को नियंत्रित करने और संचार करने में सक्षम होने के नाते - संदेश को इस तरह से सक्षम करने में सक्षम हैं कि लोग इसे आसानी से समझ और स्वीकार कर सकें। इन दक्षताओं में से प्रत्येक अलग है और एक अलग विकासात्मक दृष्टिकोण की आवश्यकता है। उदाहरण के लिए, निदान संज्ञानात्मक या प्रकृति में मन है और सोच कौशल की आवश्यकता है; आदत डालना व्यवहार में व्यवहारिकता है और इसके लिए व्यवहारिक अभ्यास की आवश्यकता होती है और संवाद करने की प्रक्रिया उन्मुख होती है और इस प्रक्रिया में महत्वपूर्ण चरणों को सीखने और परस्पर क्रिया करने की आवश्यकता होती है। क्योंकि इन तीन दक्षताओं के लिए अलग-अलग ज्ञान और कौशल की आवश्यकता होती है, हम उस प्रक्रिया को कैसे जारी रखते हैं जिसे हमने शुरू किया था। व्यवहार को बदलने की प्रक्रिया को शुरू करने की कुंजी वह है जो आपने अपने संगठन के अन्य लोगों के साथ सीखा है। दो चीजें तब होती हैं जब सभी एक साथ काम करने वाले लोगों की एक आम भाषा होती है। सबसे पहले, वे एक दूसरे को प्रतिक्रिया देने में सक्षम होते हैं और व्यवहार को प्रभावित करने वाले एक बहुत ही तर्कसंगत, अनैतिक तरीके से मदद करते हैं।

दूसरा, जब अनुयायियों को यह महसूस होना शुरू हो जाता है कि यदि उनका प्रबंधक स्थितिजन्य नेतृत्व का उपयोग कर रहा है, तो यह प्रबंधक नहीं है, बल्कि उनका व्यवहार है, जो उनके साथ प्रयोग की जाने वाली नेतृत्व शैली को निर्धारित करता है।

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Comprehension

Read the given passage carefully and answer the questions that follow

Much is still unknown about human behavior. Unanswered questions remain and further research is necessary. Knowledge about motivation, leader behavior, and change will continue to be of great concern to practitioners of management for several reasons. It can help improve the effective leadership of human resources; it can help in preventing resistance to change, restriction to output, and personnel disputes, and often it can lead to a more productive organization. Our intention has been to provide a conceptual framework that may be useful to you in applying the conclusions of the behavior sciences. The value that a framework of this kind has is not in changing one knowledge, but in changing one behavior in working with people. We have discussed three basic competencies in influencing: diagnosing - being able to understand and interpret the situation you are attempting to influence; adapting - being able to adapt your behavior and the resources you control to the contingencies of the situation and communicating - being able to put the message in such a way that people can easily understand and accept it. Each of these competencies is different and requires a different developmental approach. For example, diagnosing is cognitive or of the mind in nature and requires thinking skills; adapting is behavioral in nature and requires behavioral practice and communicating is process-oriented and requires learning and interrelating the key steps in the process. Because these three competencies require different knowledge and skills, how do we continue the process that we started with The key to starting the process of changing behavior is sharing what you have learned with other people in your own organization. Two things occur when people who work together all have a common language. First, they are able to give each other feedback and help in a very rational, unemotional way that effects behavior.

Second, when followers start to realize that if their manager is using situational leadership, it is not the manager, but their behavior, that determines the leadership style to be used with them.

What prompts a change in a person behaviour?
1. Leadership style
2. Situational support to the managers
3. Sharing of learning outcomes with others in the organization
4. Segregation of competencies

एक व्यक्ति के व्यवहार में बदलाव के लिए क्या संकेत देता है?
1. नेतृत्व शैली
2. प्रबंधकों को स्थिति संबंधी समर्थन
3. संगठन में दूसरों के साथ सीखने के परिणामों को साझा करना
4. दक्षताओं का पृथक्करण

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3. Sharing of learning outcomes with others in the organization
4. Segregation of competencies

एक व्यक्ति के व्यवहार में बदलाव के लिए क्या संकेत देता है?

1. नेतृत्व शैली
2. प्रबंधकों को स्थिति संबंधी समर्थन
3. संगठन में दूसरों के साथ सीखने के परिणामों को साझा करना
4. दक्षताओं का पृथक्करण

Last 5th line The key to starting the process of changing behavior is sharing what you have learned with other people in your own organization.

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Each of the basic competencies needs
1. Exclusivity
2. Situational contingency
3. Inter-relation with others
4. A different approach in acquiring it

बुनियादी दक्षताओं में से प्रत्येक की जरूरत है
1. विशिष्टता
2. परिस्थितिजन्य आकस्मिकता
3. दूसरों के साथ अंतर-संबंध
4. इसे प्राप्त करने में एक अलग दृष्टिकोण

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last 10 line Each of these competencies is different and requires a different developmental approach.

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The inferences that can be drawn from the passage are

A. Common language among people in an organization will ensure unbiased feedback
B. People are known for fluctuating behaviour
C. People behaviour influences the leader
D. Emotions and human behaviour are separate and easily explicable

Choose the correct answer from the options given below:

1. A and B only
2. B and C only
3. C and D only
4. A and C only

पारित होने से तैयार किए जाने वाले अनुमान हैं

A. किसी संगठन में लोगों के बीच सामान्य भाषा निष्पक्ष प्रतिक्रिया सुनिश्चित करेगी
B. लोग उतार-चढ़ाव भरे व्यवहार के लिए जाने जाते हैं
C. लोक व्यवहार नेता को प्रभावित करता है
D. भावनाएं और मानव व्यवहार अलग और आसानी से खोजे जाने योग्य हैं

नीचे दिए गए विकल्पों में से सही उत्तर चुनें:

1. ए और बी केवल
2. बी और सी केवल
3. सी और डी केवल
4. A और C केवल

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3. C and D only
4. A and C only

When question asks conclusion or central idea mostly answer will in last lines of last para even if not able to find then visit first line of first para

First, they are able to give each other feedback and help in, … , that determines the leadership style to be used with them.

पारित होने से तैयार किए जाने वाले अनुमान हैं

A. किसी संगठन में लोगों के बीच सामान्य भाषा निष्पक्ष प्रतिक्रिया सुनिश्चित करेगी

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C. लोक व्यवहार नेता को प्रभावित करता है

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नीचे दिए गए विकल्पों में से सही उत्तर चुनें:

1. ए और बी केवल
2. बी और सी केवल
3. सी और डी केवल
4. A और C केवल

Which of the following prohibits resistance to change?
1. Knowledge of leader behaviour
2. Removing restriction on output
3. Personnel disputes
4. Non-productive organization

निम्नलिखित में से कौन सा परिवर्तन के लिए प्रतिरोध को रोकता है?
1. नेता के व्यवहार का ज्ञान
2. आउटपुट पर प्रतिबंध को हटाना
3. कार्मिक विवाद
4. गैर-उत्पादक संगठन

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3. कार्मिक विवाद

4. गैर-उत्पादक संगठन

2nd line Knowledge about motivation, leader behavior, and change will continue to be of great concern to practitioners of management for several reasons

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What is the value outcome of applying a theoretical framework of behavioral science?
1. Changes in one own knowledge
2. Change in one behavior while working with others
3. Not understandable human behaviour
4. Emergence of value-loaded framework

व्यवहार विज्ञान के सैद्धांतिक ढांचे को लागू करने का मूल्य परिणाम क्या है?
1. एक ही ज्ञान में परिवर्तन
2. दूसरों के साथ काम करते समय एक व्यवहार में बदलाव करें
3. समझ में नहीं आता मानव व्यवहार
4. मूल्य-भारित ढांचे का उद्भव

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7th line The value that a framework of this kind has is not in changing one knowledge, but in changing one behavior in working with people.

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Ancient India

- ➔ Major Buddhist monasteries (mahaviharas), notably those at Pushpagiri, Nalanda, and Taxila, included schools that were some of the primary institutions of higher learning in ancient India.
- ➔ The Pirivena (monastic college for the education of monks in Sri Lanka) was also developed during this period, which covered lower levels of education too, and was mostly confined to the island of Lanka (now part of Sri Lanka) though its model was replicated throughout South East Asia.

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प्राचीन भारत

प्रमुख बौद्ध मठ (महाविहार), विशेषकर पुष्पगिरी, नालंदा और तक्षशिला में, ऐसे स्कूल शामिल थे जो प्राचीन भारत में उच्च शिक्षा के कुछ प्राथमिक संस्थान थे।
इस अवधि के दौरान पिरिवेना भी विकसित किया गया था, जिसने शिक्षा के निचले स्तर को भी कवर किया था, और ज्यादातर लंका के द्वीप (अब श्रीलंका का हिस्सा) तक सीमित था, हालांकि इसके मॉडल को पूरे दक्षिण पूर्व एशिया में दोहराया गया था।

There are two types of Buddhism: traditional Buddhism and modern Buddhism.
Traditional Buddhism is a collection of thousands of beliefs, traditions, and practises, although current Buddhist interpretations exist.

Buddhism's Nikaya

There are 19 types of Buddhism, or Nikaya schools, according to this classification. Only Theravada Buddhism has survived among these 19. The contents of the Pali Canon, a collection of sacred scriptures, are considered authentic sutras by this sect of Buddhism.

1. In Theravada Buddhism, introspection is very essential. Individual experience and critical reasoning are pitted against mindless faith in the pursuit of emancipation and Nirvana.

Theravada is a Buddhist religion. (Hinayan)

Theravada is the only Early Buddhist school that has survived. Its major texts are written in Pali (Pli Canon), the Buddha's spoken language, and its worshippers are all monks who seek enlightenment for their own liberation.

The Hinayana sect, meaning 'Small Vehicle' in Sanskrit, did not believe in the divinity of the Buddha. It stressed on individual salvation through self-discipline and mediation. (Nirvan: individual liberation)

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2. Mahayana Buddhism

This is one of the three major forms of Buddhism, as we've already mentioned. The teachings are more of a guidance than a doctrine, unlike Theravada Buddhism.

The goal is to deduce the truth by critical thinking and reasoning, as well as to cast doubt on previous theories. It's comparable to the scientific method, for example. It also differs from Theravada Buddhism in that it accepts non-Theravada sutras.

Mahayana major language is Sanskrit, and its monk and lay adherents seek for the liberation of all sentient beings(having the ability to use your senses to see and to feel), with compassion and insight (knowledge) as essential doctrines.
The Mahayana sect, which means 'Great Vehicle' in Sanskrit, believed in the divinity of the Buddha. The sect encouraged idol worship in Buddhism (Nirvan: universal liberation)

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3. Buddhism of Vajrayana

It is the predominant religion of Bhutan and Mongolia, and is also known as 'Esoteric Buddhism.' It developed in the Himalayas. It is divided into four schools:

1. Nyingma: This school is concerned with the purity of one's body, mind, and speech. It ultimately boils down to supporting the actual truth.
2. Kagyu: This school advocates for the transcendence of all conceptual elaboration, the simplification of phenomena, and the accomplishment of the path.
3. Sakya: It's based on the Lamdré teaching, or "fruit path." The school's fundamental Dharma system is the "road with its consequences."
4. Gelug is one of Tibet's main Buddhist schools, and it is led by the Dalai Lama. It's sometimes lumped in with the Mahayana branch because it shares some sutras with it.

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Vajrayana (Diamond School) Vajrayana (Thunderbolt School) emphasises the permanence of the Buddha's teachings as symbolised by the vajra (thunderbolt), a ritual implement used for ceremonies, employs Tantra (quick enlightenment techniques), and focuses primarily on lay practitioners. Vajrayana emphasises the permanence of the Buddha's teachings as symbolised by the vajra (Psychological practice to reach buddhahood)

Nalanda (425 A. D. to 1205 A. D.)

Nalanda was established in the fifth century AD in Bihar, India and survived until circa 1200 AD. It was devoted to Buddhist studies, but it also trained students in fine arts, medicine, mathematics, astronomy, politics and the art of war

The center had eight separate compounds, ten temples, meditation halls, classrooms, lakes and parks. It had a nine-story library (Dharmaganja) where monks meticulously copied books and documents so that individual scholars could have their own collections.

It had dormitories for students, housing 10,000 students in the school's heyday and providing accommodation for 2,000 professors.

Nalanda attracted pupils and scholars from Sri Lanka, Korea, Japan, China, Tibet, Indonesia, Persia and Turkey, who left accounts of the center

In 2014 a modern Nalanda University was launched in nearby Rajgir.

2014 में पास के राजगीर में एक आधुनिक नालंदा विश्वविद्यालय शुरू किया गया था।

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Nalanda nine-story library (Dharmaganja)

According to pilgrim monks from East Asia and other historians, the curriculum of Nalanda University comprised study of Mahayana Buddhism, the Vedas, Logic, Sanskrit Grammar, Medicine, Samkhya, and many other subjects.

In 1193 AD, Turkish Muslim invaders known as Mamluks, commanded by Bakhtiyar Khilji, ravaged (looted or ransacked) and destroyed Nalanda. Nalanda University's immense library was so large that it is said to have stored over 9 million manuscripts. The library of Nalanda University, according to traditional Tibetan accounts, was distributed across three massive multi-story buildings.
One of these structures had nine floors and contained the most precious writings. After the invaders set fire to the buildings, the library burned for three months.
The monasteries were looted and destroyed by the Muslim conquerors, who also forced the monks from the site.

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Nalanda, when Xuan Zang visited it, was called Nala and was a centre of higher learning in various subjects.

- ➔ The University attracted scholars from the different parts of the country as well as world. The Chinese scholars I-Qing and Xuan Zang visited Nalanda in the 7th century CE. (around 630 AD) They have given vivid accounts of Nalanda.
- ➔ They have noted that as many as one hundred discourses happened on a daily basis, in a variety of disciplines through the methods of debate and discussions.
- ➔ Xuan Zang himself became a student of Nalanda to study yogashastra. He has mentioned that the Chancellor of Nalanda, Shilabhadra, was the highest living authority in yoga.
- ➔ The courses of study offered by Nalanda University covered a wide range, almost the entire circle of knowledge then available.
- ➔ Students at Nalanda studied the Vedas and were also trained in fine arts, medicine, mathematics, astronomy, politics and the art of warfare.

Xuan Zang NCERT I-Qing

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Vikramashila (800 A.D. to 1203 A.D.)

Vikramashila was one of the two most important centres of learning in India during the Pala Empire, along with Nalanda. Vikramashila was established by King Dharmapala (783 to 820) in response to a supposed decline in the quality of scholarship at Nalanda. Atisha, the renowned pandita, is sometimes listed as a notable abbot. It was destroyed by the forces of Muhammad bin Bakhtiyar Khilji around 1200.

Dharmapala established Vikramshila University on the banks of the river Ganga in Magadha — now near Bhagalpur. The University was governed by a joint board of scholars.

Vikramashila is known to us mainly through Tibetan sources, especially the writings of Tāranātha, the Tibetan monk historian of the 16th–17th centuries.

Vikramashila was one of the largest Buddhist universities, with more than one hundred teachers and about one thousand students. It produced eminent scholars who were often invited by foreign countries to spread Buddhist learning, culture and religion. The most distinguished and eminent among all was Atisha Dipankara, a founder of the Sarma traditions of Tibetan Buddhism. Subjects like philosophy, grammar, metaphysics, Indian logic etc. were taught here, but the most important branch of learning was tantrism.

Founder: Dharmapala; Founded: 8th–9th century CE

Location: Bihar, India; Headquarters: Bhagalpu

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Valabhi (600 a.d, to 1200 a.d.)

The University of Valabhi was situated in Saurashtra in Gujrat, Western India. The place is identical with the old Wala State. It. was an important centre of Buddhist learning, and championed the cause of Hinayana Buddhism. For some time it had become a rival of Nalanda in the academic field, Valabhi was the capital of Maitraka kings during the period 480-775 A. D. and was born from the benefactions of these kings. Situated on the seashore, it was then an important port for international trade.

Courses

Although Valabhi championed the cause of Hinayana Buddhism, it was not exclusive and parochial. Along with instruction in the Buddhist doctrines Brahmanical sciences also used to be taught at this place. We find references to Brahmana students coming from the Gangetic plains to learn at this university. Over and above religious subjects, there was also instruction imparted in subjects like Niti (Political science. Statesmanship), Varta (Business, Agriculture), Administration. Theology, Law, Economics and Accountancy. In some cases students, after studying at this university were employed by kings for assisting in the government of their kingdom

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Odantapuri

This University had been established long before the Kings of Pala dynasty came into power in Magadha. Odantpuri could not attain that level of fame and repute which either Nalanda or Vikramshila had accomplished.

Still nearly 1000 monks and students resided and received education there. Odantapuri contributed its share in spreading the tenets of Buddhism. It attracted students from Tibet too.

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Odantapuri

मगध में पाल वंश के राजाओं के सत्ता में आने से बहुत पहले यह विश्वविद्यालय स्थापित हो चुका था।
ओदंतपुरी उस स्तर की प्रसिद्धि और प्रतिष्ठा प्राप्त नहीं कर सके, जो नालंदा या विक्रमशिला ने पूरी की थी।
अभी भी लगभग 1000 भिक्षुओं और छात्रों ने निवास किया और वहां शिक्षा प्राप्त की।
ओदंतपुरी ने बौद्ध धर्म के सिद्धांतों को फैलाने में अपना हिस्सा दिया। इसने तिब्बत के छात्रों को भी आकर्षित किया।

Mithila

- In the Upanishadic age Mithila became a prominent seat of Brahmanical system of education.
- It was named as Videha. Raja Janak used to hold religious conferences, wherein learned Rishis and pandits took part in religious discussions.
- Even in the Buddhist period, it continued its glorious task and remained an important center of learning and culture.
- Later on this pace produced devotees of Lord Krishna. Famous poet Vidyapati, who had written in Hindi and Jaideo who was a prominent poet of Sanskrit literature were born here

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मिथिला
उपनिषदिक काल में मिथिला शिक्षा की ब्राह्मणवादी व्यवस्था का प्रमुख केंद्र बन गया।
इसे विदेह नाम दिया गया। राजा जनक धार्मिक सम्मेलन करते थे, जिसमें ऋषियों ने सीखा और पंडितों ने धार्मिक चर्चा में भाग लिया।
बौद्ध काल में भी, इसने अपने शानदार कार्य को जारी रखा और शिक्षा और संस्कृति का एक महत्वपूर्ण केंद्र बना रहा।
बाद में इस गति से भगवान कृष्ण के भक्त पैदा हुए। प्रसिद्ध कवि विद्यापति, जिन्होंने हिंदी में लिखा था और जयदेव जो संस्कृत साहित्य के एक प्रमुख कवि थे, का जन्म यहीं हुआ था

From 12th century to 15th century, Mithila had been an important center of learning and culture; and besides literature and fine arts, scientific subjects were also taught there. There was a Nyaya Shastra too. Gangesha Upadhyaya founded a school of New Logic (Navya-Nyaya).

- ➔ It was here that his epoch- making work named Tattva Chintamani had been written.
- ➔ Mithila produced a number of other scholars and literary celebrities. Even upto the period of Mughal Emperor Akbar, it continued to flourish as an important center of education and culture credited with country-wide repute.
- ➔ It was famous especially for its Nyaya (jurisprudence) and TarkaShastra (Logic). Mithila had instituted a peculiar examination known as Salaka-pariksha, which the students would take at the completion of their education.
- ➔ Success in this examination alone could entitle the students to the Degree of Graduation of the University

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Nadia

- ➔ Nadia was formerly called Navadweep.
- ➔ It is situated at the confluence of Ganga and Jalangi rivers in Bengal.
- ➔ It was the center of trade and commerce as well as learning and culture. It had produced innumerable scholars from time to time.
- ➔ The lyrics of Gita Govind by Jaideva still reverberate in the ears of the people.
- ➔ Even during the Mohammedan rules, Nadia enjoyed popularity and fame as an important center of education, especially for such branches of learning as Logic, Vyakaran, Politics and Law.

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Brahminical Education

Brahminical education developed in the Vedic period

Rigvedic education was concerned with an attempt to preserve contemporary religious texts through oral transmission. The Rigvedic educational institutions consisted of small domestic schools run by a teacher (rishi) who admitted pupils for instructions in the literature in its possession. Women were admitted to full religious rites and educational facilities. In fact, women enjoyed equal status with men in all spheres of education during the Rigvedic period.

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The Post-Vedic Early classical Period (600-300B.C.) saw the elaboration of rituals related to education. For instance, the pupils" first introduction to education was made by the performance of a ceremony called Vidyarambha

VEDIC EDUCATION

Students were admitted to the Vedic schools after performance Upanayana (initiation ceremony) is an elaborate ceremony, that includes rituals involving the family, the child and the teacher. A boy receives during this ceremony a sacred thread called Yajñopaveetam that he wears. The Yajñopavita ceremony announce that the child had entered into formal education.

Celibacy or Brahamacharya

- ➔ Every student was required to observe celibacy in his specific path of life. Purity of conduct was regarded as of supreme importance
- ➔ Alms System
- ➔ The student had to bear the responsibility of feeding both himself and his teacher, this was done through begging for alms, which was not considered bad.
- ➔ Practicability
- ➔ Apart from intellectual aspect of education its practical side was not lost sight of and along with art, literature and philosophy, students got a working knowledge of animal husbandry, agriculture and other professions of life. In addition education in medicine was also imported.

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Duration of Education

In the house of the teacher, the student was required to obtain education up to the age of 24, after which he was expected to enter domestic life students were divided into three categories:

a) These obtaining education up to the age of 24 – Vasu
b) These obtaining education up to the age of 36 – Rudra
c) These obtaining education up to the age of 48.- Auditya.

Curriculum

Although the education of this period was dominated by the study of Vedic Literature, historical study, stories of heroic lives and discourses on the puranas also formed a part of the syllabus.

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VEDAS

Indus velley civilisation declined in 1800, after 200 years Vedic Culture originates in Indian culture 1500 to 500 BC

Indo Aryans brings Vedic culture. They settled in velley of northwest and plains of Punjab then moved to Indo Gengetic Plans. Till 6th Century BC they catured North India

The beginning of the Vedic age stretches incredibly from 1200 B.C. Second aspect is that the Vedic age is characterized by continuous flow of thought.
Vedas are Apaurusheya, just as the laws of physics are.
Veda is derived from the word 'Vid' which means 'knowledge.' Veda is supposed to be boundless because knowledge is boundless

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Vedas were written by Aranyakas: the ancient Indo-Aryan culture of the Indian Subcontinent and began as an oral tradition that was passed down through generations before finally being written in Vedic Sanskrit between 1500 and 500 BCE

Two important terms here

Sruti: means to hear (because Rishis got knowledge about Vedas by listening): comprise of Vedas, Brahmanas, Aranyakas, & Upanishads. Shruti Literature is canonical, consisting of revelation and unquestionable truth, and is considered eternal. **Sruti does include smriti smriti means to remember.** Smriti Literature is the entire body of the post-Vedic Classical Sanskrit literature and consists of Vedanga, Shad darsana, Puranas, Itihasa, Upveda, Tantras, Agamas, Upangas.

There are 4 Vedas; Rig, Yajur, Sama and Atharva.
The Rig-Veda is divided into 21 sections,
the Yajur-Veda into 109 sections,
the Sama-Veda into 1000 sections and
the Atharva-Veda into 50 sections.
In all, the whole Veda is thus divided into 1180 sections.

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The Atharvaveda alone belongs to a different age. It differs from the rest in all respects and only this Veda is independent in all respects.

At every stage, the first three Vedas divided in second system of division: Mantras, Brahmanas, Aranyakas and Upanishads.

'Mantras' roughly mean the same as stanzas

The case of Atharva Veda is slightly different. It has only one extant Brahmana called Gopatha Brahman. In the case of the Atharva veda, there is a sort of quantum jump from the age of Brahmanas to the age of Upanishads.

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Vedas	Rig Veda c. 1500 and 1200 BCE	Krishna Yajur Veda (Black) 1200 and 800 BCE	Sukla Yajur Veda (White)	Samaveda Veda 1200 and 1000 BCE	Atharva Veda 1st millennium BCE -around 900 BCE
No.of original Recensions	21	85	17	101	9
Reciters पढ़नेवाला	Hotri	Adhvaryus		Udgatri	Brahma
Available Recensions or Shakas	Shakala	Taitireeya Mitrayani Katha Kapisthala Swetaswetara	Kanva, Madyandina (Vajasanya)	Kauthuma, Ranaayaneeya, Jaimineeya	Pippalada Saunaka

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Important Terms

Yagas and Yajnas: Yagas amd Yajnas are sacared rituals done to appease God, performed during the Vedic period.

The six Vedāngas (grammar, meter(chandas), phonetics, etymology, astronomy and rituals),

The Itihasa (literally means "so indeed it was"), Epics (the Mahābhārata and Rāmāyana),

The texts on the four proper goals or aims or purusartha of human life:

Dharma i.e., **righteous means**: These texts discuss dharma from various religious, social, duties, morals and personal ethics perspective. Each of six major schools of Hinduism has its own literature on dharma. Examples include Dharma-sutras (particularly by Gautama, Apastamba, Baudhayana and Vāsiṣṭha) and Dharma-sastras (particularly Manusmṛti, Yājñavalkya Smṛti, Nāradasmṛti and Viṣṇusmṛti). At the personal dharma level, this includes many chapters of Yogasutras.

Artha man should acquire **artha (wealth)**: Artha-related texts discuss artha from individual, social and as a compendium of economic policies, politics and laws. For example, the Arthashastra of Chanakya, the Kamandakiya Nitisara, Brihaspati Sutra, and Sukra Niti.Olivelle states that most Artha-related treatises from ancient India have been lost.

Kama satisfy kama (any **sensuous desire**): These discuss arts, emotions, love, erotics, relationships and other sciences in the pursuit of pleasure. The Kamasutra of Vātsyāyana is most well known. Others texts include Ratirahasya, Jayamangala, Smaradipika, Ratimanjari, Ratiratnapradipika, Ananga Ranga among others.

Moksha (**liberation**): These develop and debate the nature and process of liberation, freedom and spiritual release. Major treatises on the pursuit of moksa include the later Upanishads (early Upanishads are considered Sruti literature), Vivekachudamani, and the sastras on Yoga.

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SHIKSHA

Sayana, in **his Rig-Veda Bhashya**, has defined shiksha as follows; that which **teaches pronunciation in accordance with swara (vowel) and Varna (letter) is called shiksha**.
This is the reason why the Vedas are also called **anushrava (that which follows listening).**

VYAKARANA Among the extant works of grammar, **Panini's work 'ashtaadhyaayi'** is the oldest one. The mention of these aspects shows that grammar is paurusheya. Hence language should be **paurusheya.**
However, one grammarian by name **Shakatayana** maintains that even grammar is **apaurusheya**. According to him, the oldest work on grammar is **aindra vyakarana**. It is named so since, according to the legend, **men received it from Indra.**

CHANDAS (PROSODY)

source of prosody is **'chandassutra' by one Pingalacharya. Only Krishna-Yajurveda and Atharva-Veda** samhitas are occasionally prosaic. Hence, prosody occupies a prominent role in the study of the Vedas. Panini says, 'chandah padau tu vedasya'. Which means **prosody is the very foundation of Vedas.** The Vedic prosody has one unique **feature**, which is **mentioned by Katyayana**. He says, 'yat akshara parimanam tat chandah'. It means, **'the one which determines the number (or quantity) of letters**, that is prosody.

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NIRUKTA (ETYMOLOGY AND DICTIONARY)

Nirukta does not provide just this sort of meaning. What it indulges in is hermeneutic exercise. Hence it is more than any ordinary dictionary.

A lexicographer, by name Yaska collected these terms and provided the most authentic interpretation.

The dictionary consists of in all 1770 terms spread over three kaandas.

First kaanda consists of three chapters, which is called 'naighantuka',

second and third consisting of one chapter each are called 'naigama and daivata.

Nirukta is an interpretation of these terms mainly and to some extent he has quoted some mantras and interpreted the same.

Nirukta itself consists of 14 chapters of which

- first 6 chapters deal with naighantuka kaanda and Naigama Kanda and
- the next 6 chapters deal with Daivata Kanda.
- Last two are somewhat like appendices.

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JYAUTISHA

Astronomy evolved in ancient India out of necessity.

Yajnas (Yagya) and yagas could not be performed at the discretion of any one.

In the strict sense of the term, it was seasonal.

Every varna (except shudra) had a fixed season to perform yajnas.

Taittiriya Brahmana spoke so, 'vasante brahmanaha, (Brahman during spring), agnimaadadheeta (ignite holy fire), greeshme rajanyaha (Kshatriya during summer), aadadheeta, sharadi vaishyaha (Vaishya during post-monsoon) aadadheeta'.

Igniting holy fire is very important because only it ought to set any programme in motion. This could be done only with adequate knowledge of astronomy.

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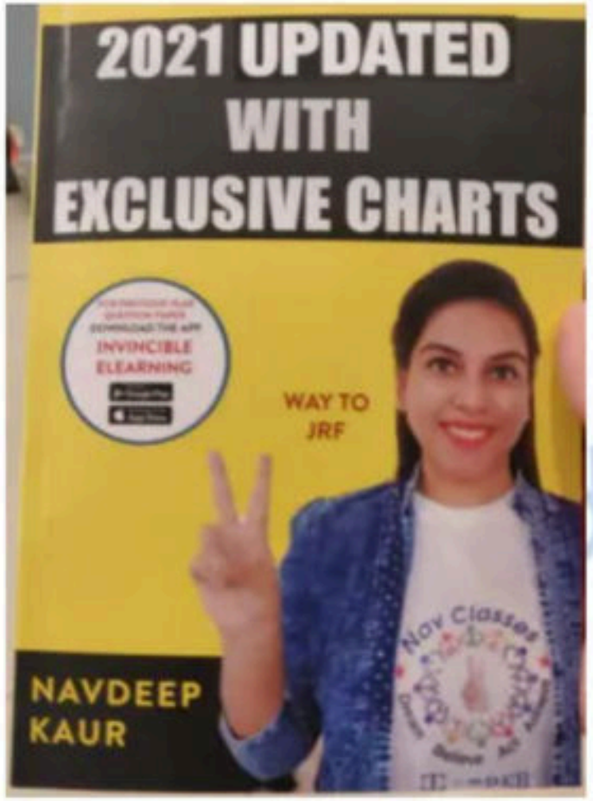

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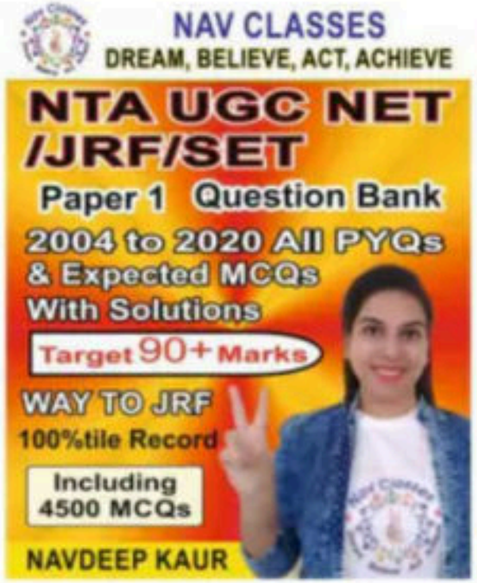

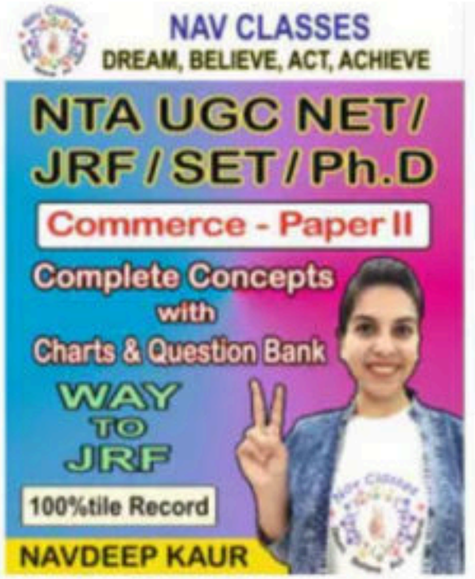

Delors Report was a report created by the Delors Commission in 1996.

It proposed an integrated vision of education based on two key concepts, 'learning throughout life' and the four pillars of learning, to know, to do, to be and to live together. It was not in itself a blueprint for educational reform, but rather a basis for reflection and debate about what choices should be made in formulating policies

The Delors Report identified a number of tensions generated by technological, economic and social change.

1. They included tensions between the global and the local;
2. the universal and the particular;
3. tradition and modernity;
4. the spiritual and the material;
5. long term and short term considerations;
6. the need for competition and the ideal of equality of opportunity;and
7. the expansion of knowledge and our capacity to assimilate it.

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These seven tensions remain useful perspectives from which to view the current dynamics of social transformation. Some are taking on new meaning, with fresh tensions emerging.
These include patterns of economic growth characterized by rising vulnerability, growing inequality, increased ecological stress, and rising intolerance and violence.
Finally, while there has been progress in human rights, implementation of norms often remains a challenge

The Four Pillars of Education One of the most influential concepts of the 1996 Delors Report was that of the four pillars of learning.

1. Learning to know – a broad general knowledge with the opportunity to work in depth on a small number of subjects.
2. Learning to do – to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.
3. Learning to be – to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility.
4. Learning to live together – by developing an understanding of other people and an appreciation of interdependence.

The idea of the integrated approach to education reflected in the four pillars of learning has had significant influence on policy debates, teacher training and curriculum development in a range of countries worldwide.

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It is important to note that the four pillars of learning were envisaged against the backdrop of the notion of 'lifelong learning', itself an adaptation of the concept of 'lifelong education' as initially conceptualized in the 1972 Faure publication Learning to Be

According to the International Commission on Education for the Twenty-first Century headed by Jacques Delors, which of the following main tensions will be witnessed during the 21st century?

A. The tension between the global and the local
B. The tension between tradition and modernity
C. The tension between the spiritual and the material
D. The tension between the poor and the rich
E. The tension between the developed and the developing societies

Choose the correct answer from the options given below:

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

जैक्स डेलर्स की अध्यक्षता में इक्कीसवीं सदी के लिए शिक्षा पर अंतर्राष्ट्रीय आयोग के अनुसार, 21 वीं शताब्दी के दौरान निम्नलिखित मुख्य तनावों में से कौन सा मुख्य तनाव देखा जाएगा?

A. वैश्विक और स्थानीय के बीच तनाव
B. परंपरा और आधुनिकता के बीच तनाव
C. आध्यात्मिक और सामग्री के बीच का तनाव
D. गरीब और अमीर के बीच तनाव
ई। विकसित और विकासशील समाजों के बीच तनाव

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ई। विकसित और विकासशील समाजों के बीच तनाव

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Traditional learning centers and brought in the disciplines of Geography, Administration, Law, and Arabic Mathematics to India.

A major change in the design of higher education was brought by the European rulers. The British established the formal system of higher education focused on languages, literature, history, and philosophy. These learning centers were focused on generating English-speaking working-class people for the British administrative services, army and trade.

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Non conventional learning

methods like MOOC's, social learning and open ended experimentation to be incorporated into the curriculum in addition to conventional teaching learning process.

Non conventional means professional courses which are not in mainstream. In other words, courses those are not popular among students like conventional courses such as medical, engineering, dental etc.

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Fashion Designing

First such unconventional course in the list would be fashion designing. Although this course suits to females but even male students can excel.

- ➔ Sir J J Institute of Applied Art (JJIAA), Mumbai
- ➔ National Institute of Fashion Technology (NIFT), Delhi/NCR
- ➔ Vogue Institute of Fashion Technology, Bangalore
- ➔ National Institute of Fashion Technology (NIFT), Mumbai

Hotel Management

- ➔ Oberoi Centre of Learning and Development, Delhi
- ➔ Institute of Hotel Management (IHM), Mumbai
- ➔ Welcomgroup Graduate School of Hotel Administration (WGSHA), Manipal
- ➔ Institute of Hotel Management (IHM), Delhi

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Mass Communication

- ➔ Indian Institute of Mass Communication New Delhi
- ➔ Xavier Institute of Communication, Mumbai
- ➔ International School of Business and Media, Pune
- ➔ Symbiosis Institute of Mass Communication, Pune

Arts & Design

- ➔ Lady Shri Ram College for Women, New Delhi
- ➔ St Stephen's College, New Delhi
- ➔ St Xavier's College, Mumbai
- ➔ Loyola College, Chennai
- ➔ St Xavier's College, Kolkata

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Film & Television

- ➔ Film and Television Institute of India, Pune
- ➔ Whistling Woods International, Mumbai
- ➔ Zee Institute of Media Arts(ZIMA), Mumbai
- ➔ Satyajit Ray Films and Television Institute, Kolkata
- ➔ Center for Research in Art of Film and Television (CRAFT), Delhi/NCR

Gerontology

Gerontology is the study includes the social, emotional and life aspects of ageing that aims to help the elderly.

- ➔ Ramnarain Ruia College, Mumbai
- ➔ Tata Institute of Social Sciences (TISS)
- ➔ Institute of Home Economics, New Delhi
- ➔ Calcutta Metropolitan Institute of Gerontology

Gandhian Thoughts

the study of the life, philosophy and methodology of Mahatma Gandhi.
Yashwantrao Chavan Maharashtra Open University, Nashik
Institute of Gandhian Studies, Wardha

- ➔ IGNOU - School of Social Sciences (SOSS)
- ➔ Department of Gandhian Thought - Nagpur University
- ➔ Gandhian Studies of Bangalore University
- ➔ Tilka Manjhi Bhagalpur University, Bihar

Carpet Technology

Indian Ministry of Textiles has set-up a course on carpet technology.

- ➔ The Indian Institute of Carpet Technology, Allahabad
- ➔ University: The Indian Institute of Carpet Technology, Allahabad
- ➔ Indian Institute of Carpet Technology, Srinagar

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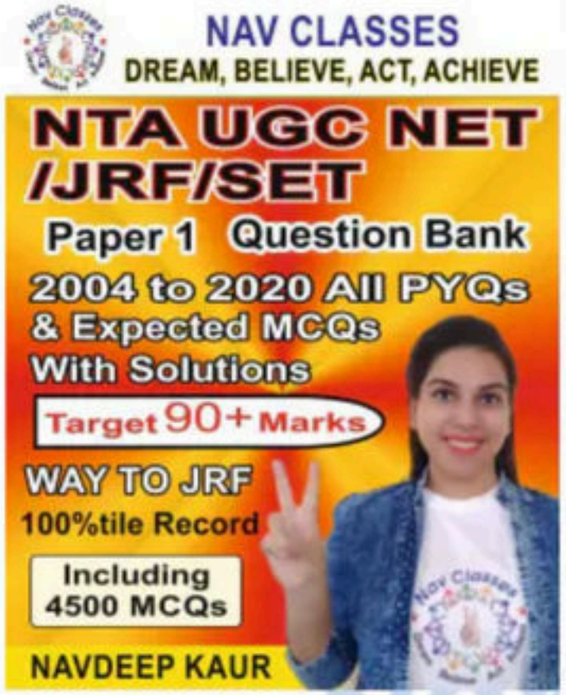

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Be active during Preparation

- Biggest issue Panic
- Ur fear kills ur time

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How to Manage and deal with Ques.

Read Ques carefully

Best to be Fast but don't skip Important

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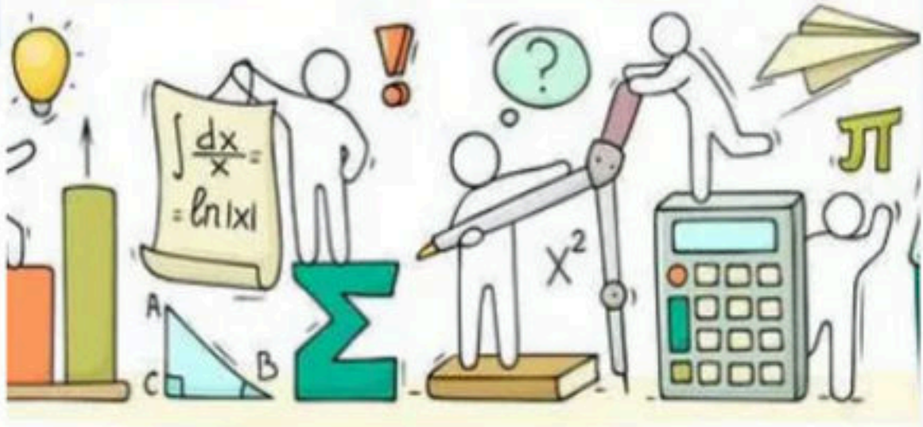
In Data Interpretation

Mathematical reasoning

- Do random Divide Daily
- Slowly read Ques
- Make equation for that part only
- Then read further, then solve
- If not able to, go backward
- Do from options



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Unit-I Teaching Aptitude

- Levels of teaching (Memory,Understanding and Reflective),
- Learner's characteristics: (Academic, Social, Emotional and Cognitive),
- Methods : Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).
- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

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Unit-II Research Aptitude

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

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Unit-III Comprehension

Unit-IV Communication

- Meaning, types
- Effective communication
- Inter-Cultural and group
- Classroom communication.
- Barriers to effective communication.
- Mass-Media and Society

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Unit-V Mathematical Reasoning and Aptitude

- Types of reasoning.
- Number series,
- Letter series, Codes and Relationships.

- (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).

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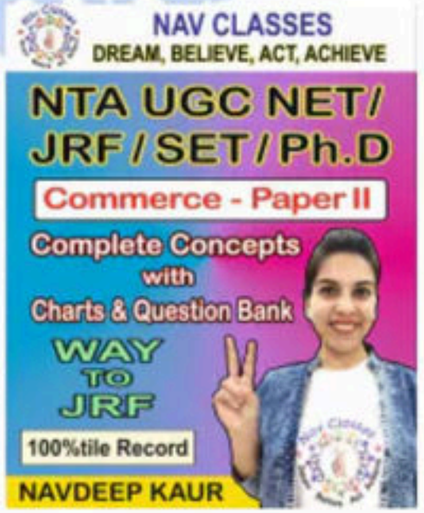

Unit-VI Logical Reasoning

- Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies,
- Uses of language, Connotations and denotations of terms, Classical square of opposition.
- Evaluating and distinguishing deductive and inductive reasoning.
- Analogies.
- Venn diagram: Simple and multiple use for establishing validity of arguments.

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Indian Logic: Means of knowledge.

- Pramanas: Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabddhi (Non-apprehension).
- Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).

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Unit-VII Data Interpretation

- Table-chart and Line-chart

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Unit-VIII Information and Communication Technology (ICT)

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

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Unit-IX People, Development and Environment

- Development and environment: Millennium development and Sustainable development goals.
- Human and environment interaction: Anthropogenic activities and their impacts on environment.
- Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.
- Impacts of pollutants on human health.
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal,
- Biomass, Nuclear and Forests.

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- Natural hazards and disasters: Mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit,
- Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

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Unit-X Higher Education System

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

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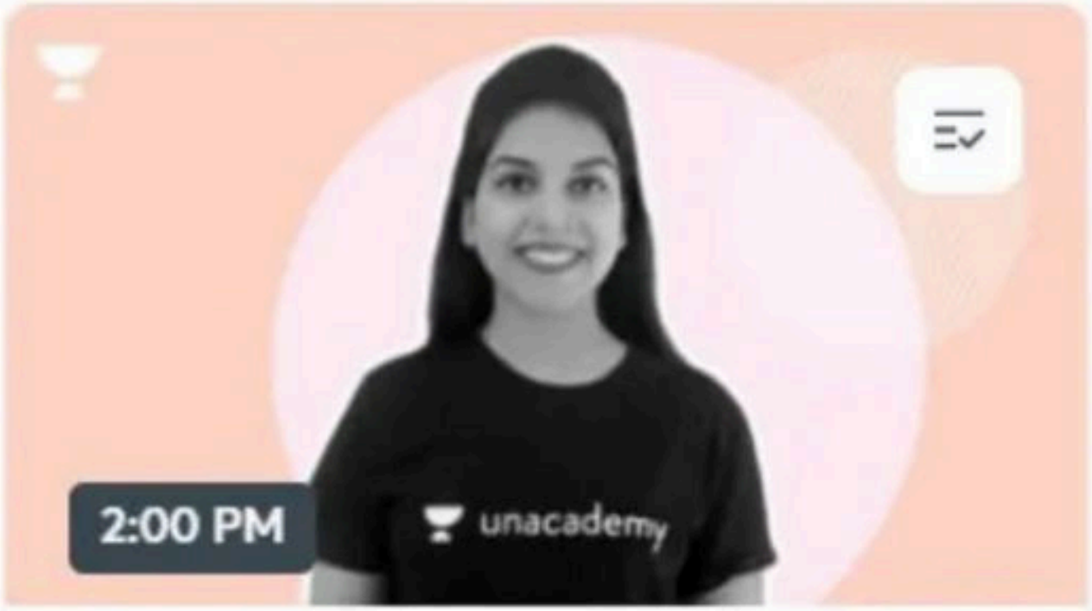

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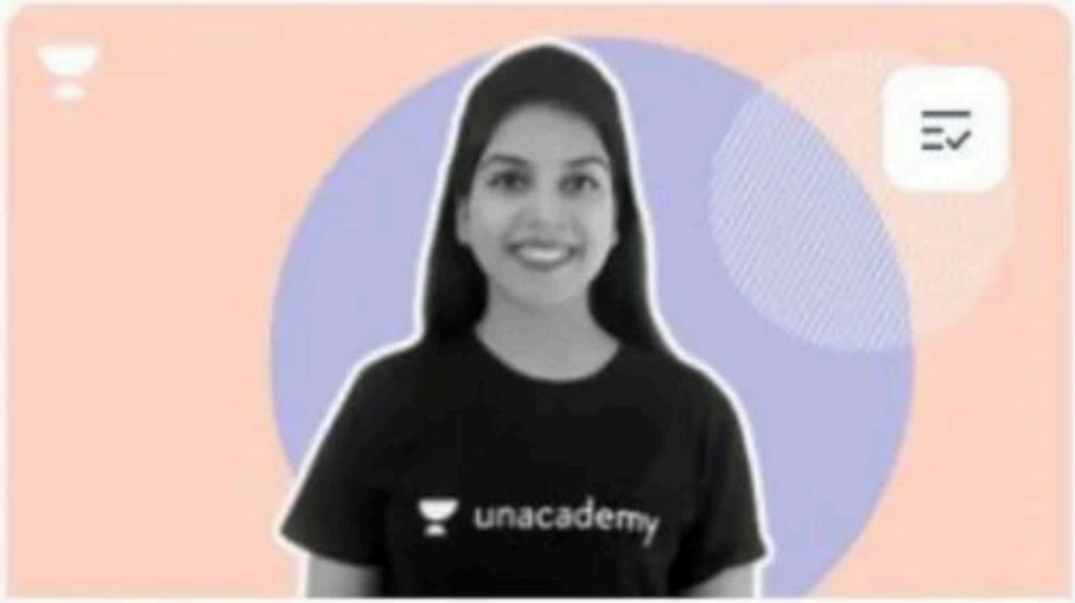

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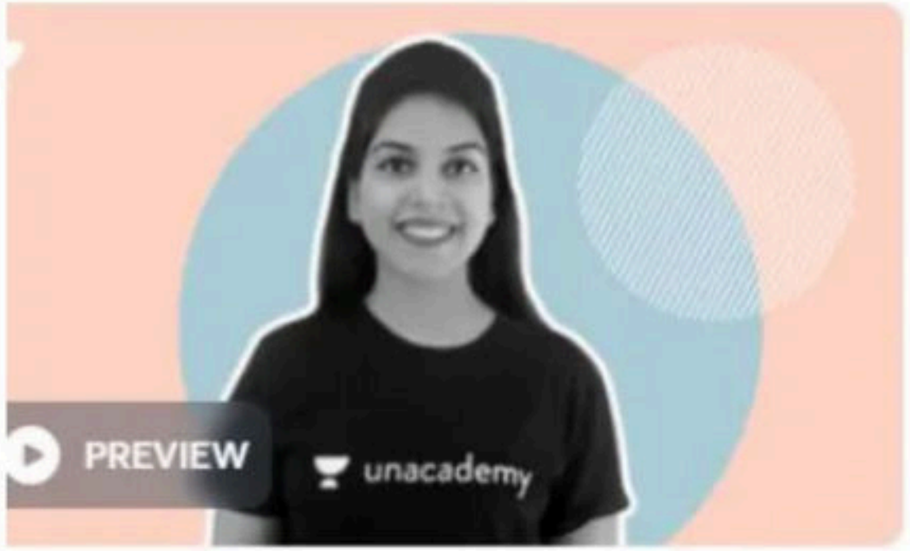

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Divide Time between Both Papers keep 2 : 3 Ratio

Like 2 to easy for u and 3 ratio to Difficult for you

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Example

If you Have 5 hours for Self Study After Subscription Classes or All your work

Then

2 Hours paper 1 (As Navdeep Kaur also providing REVISION in Free Spacial classes & Nav Classes Youtube, Maha Episodes keep watching them live)

3 Hours to Paper 2 your subject (For Commerce management Maha Episodes will come during last days for Revision)

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Samagra Shiksha Scheme 2.0 is a new version of the Samagra Shiksha Scheme.
- 4 Aug 2021

The scheme will be in effect from April 1, 2021 to March 31, 2026.
For this period, a budget of Rs 2.94 lakh crore has been approved.

The scheme covers 1.16 million schools, over 156 million students, and 5.7 million teachers from pre-primary to senior secondary level in government and aided schools.

The scheme provides up to Rs 500 per child per year for Teaching Learning Materials (TLM), indigenous toys and games, and play-based activities in Government Schools' pre-primary sections.

Union Education Minister Dharmendra Pradhan announced the scheme, saying it will provide access to quality education in an equitable and inclusive classroom environment.

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Samagra Shiksha is a comprehensive school education programme that runs from pre-school to class 12. It was created with the overarching goal of improving school effectiveness as measured by equal access to education and equitable learning outcomes.

It incorporates the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education into one (TE).

Since the implementation of the National Education Policy (NEP) 2020 is underway, the Samagra Shiksha 2.0 scheme will also take new paths.

According to the cabinet committee on economic affairs (CCEA), all child-centric interventions will be provided directly to students over time through DBT mode (Direct Benefit Transfer) on an IT-based platform in order to improve the scheme's direct outreach.

Furthermore, the existing infrastructure of schools, ITIs, and Polytechnics will be used to ensure that the facilities are utilised optimally, not only for school-age children but also for out-of-school children.

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NIPUN Bharat, a new scheme, has been launched. This is a National Mission on Foundational Literacy and Numeracy that aims to ensure that every child achieves the desired learning competencies in reading, writing, and numeracy by the end of third grade and no later than fifth grade.

Teaching Learning Materials (TLM) of up to Rs 500 per child per year,
Rs 150 per teacher for teacher manuals and resources, and
Rs 10-20 lakh per district for assessment are available.

For out-of-school children aged 16 to 19, the scheme will provide Rs 2,000 per child for SC, ST, and disabled children.
This is in order for them to complete their secondary/senior secondary levels via NIOS/SOS.

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The Major interventions proposed under the scheme are includes:

– Universal Access to Education including Infrastructure Development and Retention
– Foundational Literacy and Numeracy
– Gender and Equity
– Quality and Innovation
– Financial support for Teachers' Salary
– Digital initiatives
– Vocational Education
– Sports and Physical Education
– Strengthening of Teacher Education and Training

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Major Objectives of the scheme:

1. Implementing the recommendations of the National Education Policy 2020
2. Implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009
3. Early Childhood Care and Education
4. Emphasis on Foundational Literacy and Numeracy
5. Emphasis on activity-based Curriculum and Pedagogy to impart 21st-century skills to the students
6. Bridging Social and Gender Gaps in School Education
7. Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as the nodal agency for teacher training
8. Ensuring a safe, secure and conducive learning environment and maintenance of standards in schooling provisions

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समग्र शिक्षा योजना 2.0 समग्र शिक्षा योजना का एक नया संस्करण है।

यह योजना 1 अप्रैल, 2021 से 31 मार्च, 2026 तक प्रभावी रहेगी। इस अवधि के लिए 2.94 लाख करोड़ रुपये के बजट को मंजूरी दी गई है।

इस योजना में 1.16 मिलियन स्कूल, 156 मिलियन से अधिक छात्र, और 5.7 मिलियन शिक्षक पूर्व-प्राथमिक से वरिष्ठ माध्यमिक स्तर के सरकारी और सहायता प्राप्त स्कूलों में शामिल हैं।

यह योजना सरकारी स्कूलों के पूर्व-प्राथमिक वर्गों में शिक्षण शिक्षण सामग्री (टीएलएम), स्वदेशी खिलौने और खेल, और खेल-आधारित गतिविधियों के लिए प्रति वर्ष 500 रुपये तक प्रदान करती है।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने इस योजना की घोषणा करते हुए कहा कि यह एक समान और समावेशी कक्षा के माहौल में गुणवत्तापूर्ण शिक्षा तक पहुंच प्रदान करेगी।

समग्र शिक्षा एक व्यापक स्कूली शिक्षा कार्यक्रम है जो पूर्व-विद्यालय से कक्षा 12 तक चलता है। इसे शिक्षा की समान पहुंच और समान सीखने के परिणामों द्वारा मापा गया स्कूल प्रभावशीलता में सुधार के व्यापक लक्ष्य के साथ बनाया गया था।

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इसमें सर्व शिक्षा अभियान (एसएसए), राष्ट्रीय माध्यमिक शिक्षा अभियान (आरएमएसए), और शिक्षक शिक्षा की तीन योजनाओं को एक (टीई) में शामिल किया गया है।

चूंकि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 का कार्यान्वयन चल रहा है, समग्र शिक्षा 2.0 योजना भी नए रास्ते अपनाएगी।

आर्थिक मामलों की कैबिनेट कमेटी (सीसीईए) के अनुसार, योजना की सीधी पहुंच में सुधार के लिए आईटी आधारित प्लेटफॉर्म पर डीबीटी मोड के माध्यम से समय के साथ सभी बाल-केंद्रित हस्तक्षेप सीधे छात्रों को प्रदान किए जाएंगे।

इसके अलावा, स्कूलों, आईटीआई और पॉलिटेक्निक के मौजूदा बुनियादी ढांचे का उपयोग यह सुनिश्चित करने के लिए किया जाएगा कि न केवल स्कूली उम्र के बच्चों के लिए बल्कि स्कूल से बाहर के बच्चों के लिए भी सुविधाओं का बेहतर उपयोग किया जाए।

NIPUN भारत, एक नई योजना शुरू की गई है। यह मूलभूत साक्षरता और संख्यात्मकता पर एक राष्ट्रीय मिशन है जिसका उद्देश्य यह सुनिश्चित करना है कि प्रत्येक बच्चा तीसरी कक्षा के अंत तक और बाद में पांचवीं कक्षा के बाद पढ़ने, लिखने और अंकगणित में वांछित सीखने की क्षमता हासिल कर ले।

प्रति बच्चा प्रति वर्ष 500 रुपये तक का टीएलएम, शिक्षक नियमावली और संसाधनों के लिए प्रति शिक्षक 150 रुपये और मूल्यांकन के लिए 10-20 लाख रुपये प्रति जिला उपलब्ध है।

16 से 19 वर्ष की आयु के स्कूल से बाहर के बच्चों के लिए, योजना एससी, एसटी और विकलांग बच्चों के लिए प्रति बच्चा 2,000 रुपये प्रदान करेगी। यह उनके लिए एनआईओएस/एसओएस के माध्यम से अपने माध्यमिक/वरिष्ठ माध्यमिक स्तर को पूरा करने के लिए है।

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योजना के तहत प्रस्तावित प्रमुख हस्तक्षेपों में शामिल हैं:
- बुनियादी ढांचे के विकास और प्रतिधारण सहित शिक्षा के लिए सार्वभौमिक पहुंच
- मूलभूत साक्षरता और संख्यात्मकता
- लिंग और समानता
- गुणवत्ता और नवाचार
- शिक्षकों के वेतन के लिए वित्तीय सहायता
- डिजिटल पहल
- व्यावसायिक शिक्षा
- खेल और शारीरिक शिक्षा
- शिक्षक शिक्षा और प्रशिक्षण का सुदृढ़ीकरण

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योजना के प्रमुख उद्देश्य:
इस योजना का उद्देश्य सभी को स्कूली शिक्षा तक सार्वभौमिक पहुंच प्रदान करना है, जिसमें राज्यों और केंद्र शासित प्रदेशों को सहायता प्रदान करने के कुछ प्रमुख उद्देश्य शामिल हैं:

1. राष्ट्रीय शिक्षा नीति 2020 की सिफारिशों को लागू करना
2. बच्चों के मुफ्त और अनिवार्य शिक्षा के अधिकार (आरटीई) अधिनियम, 2009 का कार्यान्वयन
3. बचपन की देखभाल और शिक्षा
4. आधारभूत साक्षरता और संख्यात्मकता पर जोर
5. छात्रों को 21वीं सदी के कौशल प्रदान करने के लिए गतिविधि आधारित पाठ्यचर्या और शिक्षाशास्त्र पर जोर
6. स्कूली शिक्षा में सामाजिक और लैंगिक अंतर को पाटना
7. शिक्षक प्रशिक्षण के लिए नोडल एजेंसी के रूप में राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एससीईआरटी) / राज्य शिक्षा संस्थान और जिला शिक्षा और प्रशिक्षण संस्थान (डीआईईटी) का सुदृढ़ीकरण और उन्नयन
8. एक सुरक्षित, सुरक्षित और अनुकूल शिक्षण वातावरण सुनिश्चित करना और स्कूली शिक्षा के प्रावधानों में मानकों का रखरखाव करना

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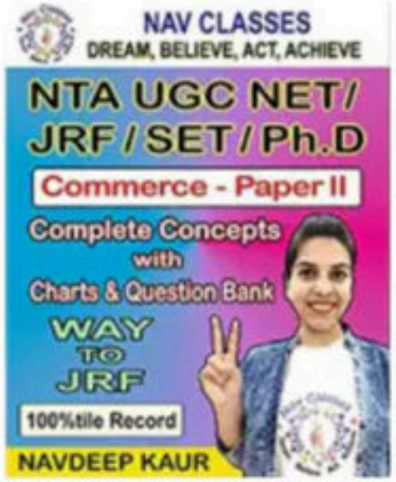

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e-RUPI Digital Payment Launched by PM Modi

India's own Digital currency

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Initiative	e-RUPI Digital Payment
Launched By	Government Of India
Beneficiary	Citizens Of India or anyone having it can redeem Example: Can be used for fertilizer subsidies, Ayushman Bharat, Pradhan Mantri Jan Arogya Yojana etc
Objective	To Provide Cashless And Contactless Instrument For Making Digital Payments
Official Website	https://www.npci.org.in/ National Payments Corporation of India
Year	2021

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Everything Nav Learner Need to Know About e-RUPI

- ➔ e-RUPI is a cashless and contactless digital payment instrument. It is a QR code or SMS string-based e-Voucher that is delivered to the beneficiaries' mobile phones.
- ➔ Users of this one-time payment mechanism will be able to redeem the voucher at the service provider without the need for a card, digital payments app, or internet banking access.
- ➔ It was created in collaboration with the Department of Financial Services, the Ministry of Health and Family Welfare, and the National Health Authority on the National Payments Corporation of India's UPI platform.
- ➔ e-RUPI connects service sponsors with beneficiaries and service providers in a digital manner, with no physical interface. It also ensures that payment is made to the service provider only after the transaction is completed. Because it is pre-paid, it ensures timely payment to the service provider without the involvement of a third party.
- ➔ It is expected to be a game-changing initiative aimed at ensuring the delivery of leak-proof welfare services.
- ➔ Not only the government, but any general organisation or organisation that wants to help someone in their treatment, education, or any other work will be able to do so using e-RUPI rather than cash.

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नव लर्नर को e-RUPI के बारे में जानने की जरूरत है सब कुछ

- ➔ e-RUPI एक कैशलेस और कॉन्टैक्टलेस डिजिटल पेमेंट इंस्ट्रूमेंट है। यह एक क्यूआर कोड या एसएमएस स्ट्रिंग-आधारित ई-वाउचर है जो लाभार्थियों के मोबाइल फोन पर दिया जाता है।
- ➔ इस एकमुश्त भुगतान प्रणाली के उपयोगकर्ता कार्ड, डिजिटल भुगतान ऐप या इंटरनेट बैंकिंग एक्सेस की आवश्यकता के बिना सेवा प्रदाता के वाउचर को भुनाने में सक्षम होंगे।
- ➔ इसे भारतीय राष्ट्रीय भुगतान निगम के UPI प्लेटफॉर्म पर वित्तीय सेवा विभाग, स्वास्थ्य और परिवार कल्याण मंत्रालय और राष्ट्रीय स्वास्थ्य प्राधिकरण के सहयोग से बनाया गया था।
- ➔ ई-आरयूपीआई बिना किसी भौतिक इंटरफेस के डिजिटल तरीके से सेवा प्रायोजकों को लाभार्थियों और सेवा प्रदाताओं से जोड़ता है। यह यह भी सुनिश्चित करता है कि लेन-देन पूरा होने के बाद ही सेवा प्रदाता को भुगतान किया जाए। क्योंकि यह प्री-पेड है, यह किसी तीसरे पक्ष की भागीदारी के बिना सेवा प्रदाता को समय पर भुगतान सुनिश्चित करता है।
- ➔ लीक-प्रूफ कल्याण सेवाओं की डिलीवरी सुनिश्चित करने के उद्देश्य से यह एक गेम-चेंजिंग पहल होने की उम्मीद है।
- ➔ न केवल सरकार, बल्कि कोई भी सामान्य संगठन या संगठन जो किसी के इलाज, शिक्षा या किसी अन्य काम में मदद करना चाहता है, वह नकद के बजाय ई-आरयूपीआई का उपयोग करके ऐसा कर सकेगा।

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The following are the consumer benefits of e-RUPI:

Contactless: The beneficiary does not need to carry a printout of the voucher.

Simple redemption: A two-step redemption procedure

Safe and secure: Because the beneficiary is not required to share personal information during redemption, privacy is maintained.

There is no need for a digital or bank presence: The consumer who redeems the voucher does not need to have a digital payment app or a bank account.

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ई-आरयूपीआई के उपभोक्ता लाभ निम्नलिखित हैं:

- ➔ संपर्क रहित: लाभार्थी को वाउचर का प्रिंटआउट ले जाने की आवश्यकता नहीं है।
- ➔ सरल मोचन: एक दो-चरणीय मोचन प्रक्रिया
- ➔ सुरक्षित और सुरक्षित: चूंकि मोचन के दौरान लाभार्थी को व्यक्तिगत जानकारी साझा करने की आवश्यकता नहीं होती है, इसलिए गोपनीयता बनाए रखी जाती है।
- ➔ डिजिटल या बैंक उपस्थिति की कोई आवश्यकता नहीं है: वाउचर को भुनाने वाले उपभोक्ता के पास डिजिटल भुगतान ऐप या बैंक खाता होने की आवश्यकता नहीं है।

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The terms 'pyrolysis and plasma gasification' are mentioned in which of the following contexts?

(a) Rare earth element extraction
(b) Techniques for extracting natural gas
(c) Automobiles that run on hydrogen fuel
(d) Waste-to-energy (WTE) systems

निम्नलिखित में से किसके संदर्भ में पद हैं
'पायरोलिसिस और प्लाज्मा गैसीकरण' का उल्लेख है?

(ए) दुर्लभ पृथ्वी तत्वों का निष्कर्षण
(बी) प्राकृतिक गैस निष्कर्षण प्रौद्योगिकियां
(सी) हाइड्रोजन ईंधन आधारित ऑटोमोबाइल
(डी) अपशिष्ट से ऊर्जा प्रौद्योगिकियां

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PAG is a waste-treatment method that uses a mix of electricity and high temperatures to convert municipal waste (garbage or trash) into useable by-products without the use of combustion (burning).

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Which of the following claims concerning methane hydrate deposits is true?

1. The release of methane gas from these deposits could be triggered by global warming.
2. In the Arctic Tundra and beneath the seafloor, large deposits of'methane hydrate' can be found.
3. After a decade or two, methane in the atmosphere oxidises to carbon dioxide.

Using the code provided below, select the correct answer.

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

मीथेन हाइड्रेट जमा के संबंध में निम्नलिखित में से कौन सा दावा सही है?

1. इन जमाओं से मीथेन गैस का उत्सर्जन ग्लोबल वार्मिंग के कारण हो सकता है।
2. आर्कटिक टुंड्रा और समुद्र तल के नीचे 'मीथेन हाइड्रेट' के बड़े भंडार पाए जा सकते हैं।
3. एक या दो दशक के बाद, वातावरण में मीथेन कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाती है।

नीचे दिए गए कूट का प्रयोग कर सही उत्तर का चयन करें।

(ए) केवल 1 और 2
(बी) केवल 2 और 3
(सी) केवल १ और ३
(डी) 1, 2 और 3

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नीचे दिए गए कूट का प्रयोग कर सही उत्तर का चयन करें।
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Only certain physical, chemical, and geological conditions allow methane hydrates to form. The optimal conditions are high water pressures and cold temperatures. Methane Hydrate deposits can be hundreds of metres thick and can be found in two places: beneath Arctic permafrost and beneath the ocean floor. As a result of global warming, the temperature has risen, destabilising the methane hydrates and allowing methane to escape. Methane has a short lifetime in the atmosphere; within a decade or two, a molecule of methane is oxidised to water and carbon dioxide, primarily by interaction with another trace gas, the hydroxyl radical OH-.

केवल कुछ भौतिक, रासायनिक और भूवैज्ञानिक स्थितियां ही मीथेन हाइड्रेट्स को बनने देती हैं। इष्टतम स्थितियां उच्च पानी के दबाव और ठंडे तापमान हैं। मीथेन हाइड्रेट जमा सैकड़ों मीटर मोटी हो सकती है और इसे दो स्थानों पर पाया जा सकता है: आर्कटिक पर्माफ्रॉस्ट के नीचे और समुद्र तल के नीचे। ग्लोबल वार्मिंग के परिणामस्वरूप, तापमान बढ़ गया है, मीथेन हाइड्रेट्स को अस्थिर कर रहा है और मीथेन को बाहर निकलने की इजाजत दे रहा है। वातावरण में मीथेन का जीवनकाल छोटा होता है; एक या दो दशक के भीतर, मीथेन का एक अणु पानी और कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाता है, मुख्य रूप से एक अन्य ट्रेस गैस, हाइड्रॉक्सिल रेडिकल OH- के साथ बातचीत करके।

Consider the following propositions:

1. The Ramsar Convention requires the Indian government to safeguard and conserve all wetlands within its borders.
2. The Wetlands (Conservation and Management) Rules, 2010, were drafted by the Indian government in response to the Ramsar Convention's recommendations.
3. The Wetlands (Conservation and Management) Rules, 2010 also cover the authority's determination of the wetlands' drainage area or catchment areas.

Which of the following assertions is/are correct?

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

निम्नलिखित प्रस्तावों पर विचार करें:

1. रामसर कन्वेंशन के लिए भारत सरकार को अपनी सीमाओं के भीतर सभी आर्द्रभूमियों की सुरक्षा और संरक्षण की आवश्यकता है।
2. आर्द्रभूमि (संरक्षण और प्रबंधन) नियम, 2010, रामसर कन्वेंशन की सिफारिशों के जवाब में भारत सरकार द्वारा तैयार किए गए थे।
3. आर्द्रभूमि (संरक्षण और प्रबंधन) नियम, 2010 में प्राधिकरण द्वारा आर्द्रभूमि के जल निकासी क्षेत्र या जलग्रहण क्षेत्रों के निर्धारण को भी शामिल किया गया है।

निम्नलिखित में से कौन सा/से कथन सही है/हैं?

Navdeep Kaur- Way to JRF

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by Navdeep Kaur- Way to JRF

The Ramsar Convention is an intergovernmental convention that establishes a framework for national and international action to conserve and wisely utilise wetlands and their resources. The Contracting Parties agree to work toward the wise use of all their wetlands under the Convention's three pillars: designate suitable wetlands for the Ramsar List and ensure their effective management; and cooperate internationally on transboundary wetlands, shared wetland systems, and shared species. As a result, it does not refer to all wetlands on a country's territory. The convention took effect in India on February 1, 1982.

रामसर कन्वेंशन एक अंतर सरकारी सम्मेलन है जो आर्द्रभूमि और उनके संसाधनों के संरक्षण और बुद्धिमानी से उपयोग करने के लिए राष्ट्रीय और अंतर्राष्ट्रीय कार्रवाई के लिए एक रूपरेखा स्थापित करता है। अनुबंध करने वाले पक्ष कन्वेंशन के तीन स्तंभों के तहत अपने सभी आर्द्रभूमि के बुद्धिमान उपयोग की दिशा में काम करने के लिए सहमत हैं: रामसर सूची के लिए उपयुक्त आर्द्रभूमि नामित करें और उनका प्रभावी प्रबंधन सुनिश्चित करें; और ट्रांसबाउंड्री वेटलैंड्स, साझा वेटलैंड सिस्टम और साझा प्रजातियों पर अंतरराष्ट्रीय स्तर पर सहयोग करते हैं। नतीजतन, यह किसी देश के क्षेत्र में सभी आर्द्रभूमियों को संदर्भित नहीं करता है। यह सम्मेलन 1 फरवरी, 1982 को भारत में प्रभावी हुआ।

In our country, there has recently been a growing awareness of the relevance of Himalayan nettle (Girardinia diversifolia) because it has been discovered to be a sustainable source of nutrition.

(a) anti-malarial drug
(b) textile fibre
(c) biodiesel
(d) pulp of paper industry

हमारे देश में, हाल ही में हिमालयन बिछुआ (गिरार्डिनिया डायवर्सिफोलिया) की प्रासंगिकता के बारे में जागरूकता बढ़ी है क्योंकि इसे पोषण का एक स्थायी स्रोत के रूप में खोजा गया है।

(ए) मलेरिया-रोधी दवा
(बी) कपड़ा फाइबर
(सी) बायोडीजल
(डी) कागज उद्योग का लुगदी

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(डी) कागज उद्योग का लुगदी

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The Himalayan Nettle, or Girardinia diversifolia, is a fiber-producing plant found in the Himalayan mountain range. This plant is most commonly found in alpine and mountainous areas above 3000 metres above sea level. Himalayan Nettle grows profusely in the forest, along riverbanks, and in damp environments.

For individuals living in the Himalayan mountain area, this fiber-producing plant has become a good source of income. As a result, this plant has a commercial value. The Government of India is funding research and development for Himalayan Indian Nettle. This fibre is recyclable and biodegradable. As a result of these characteristics, this fibre is environmentally beneficial. The Government of India is pushing its textile and commercial uses in order to increase output.

For their livelihood, several Himalayan people produce fabric from Himalayan Nettle. Because this fabric and the products made from it are in high demand both locally and internationally.

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Consider the following propositions: The Environment Protection Act of 1986 gives the Indian government the authority to protect the environment.

1. State the demand for public participation in the environmental protection process, as well as the approach and method for obtaining it.
2. establish criteria for the emission or discharge of contaminants into the environment from various sources.

Which of the following assertions is/are correct?

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

निम्नलिखित प्रस्तावों पर विचार करें: 1986 का पर्यावरण संरक्षण अधिनियम भारत सरकार को पर्यावरण की रक्षा करने का अधिकार देता है।

1. पर्यावरण संरक्षण प्रक्रिया में जनभागीदारी की मांग के साथ-साथ इसे प्राप्त करने का तरीका और तरीका बताएं।
2. विभिन्न स्रोतों से पर्यावरण में प्रदूषकों के उत्सर्जन या निर्वहन के लिए मानदंड स्थापित करें।

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Environment Protection Act of 1986 is to allow citizens to participate in decision-making, which helps society achieve its aim of sustainable and environmentally sound growth. Participation of the public in environmental decision-making, particularly in EIA, has several advantages in these procedures. The decision-making process, up to and including the final decision, becomes more transparent and genuine as a result of public participation. This legislation gives the Union government the authority to take all necessary steps to prevent and regulate pollution, as well as to set up effective equipment to safeguard and improve the environment's quality. It also establishes criteria for the emission or discharge of contaminants into the environment from various sources. As a result, both assertions are true.

1986 का पर्यावरण संरक्षण अधिनियम नागरिकों को निर्णय लेने में भाग लेने की अनुमति देता है, जो समाज को स्थायी और पर्यावरणीय रूप से ध्वनि विकास के अपने लक्ष्य को प्राप्त करने में मदद करता है। पर्यावरणीय निर्णय लेने में जनता की भागीदारी, विशेष रूप से ईआईए में, इन प्रक्रियाओं में कई फायदे हैं। निर्णय लेने की प्रक्रिया, अंतिम निर्णय तक और सार्वजनिक भागीदारी के परिणामस्वरूप अधिक पारदर्शी और वास्तविक हो जाती है। यह कानून केंद्र सरकार को प्रदूषण को रोकने और नियंत्रित करने के लिए सभी आवश्यक कदम उठाने के साथ-साथ पर्यावरण की गुणवत्ता की सुरक्षा और सुधार के लिए प्रभावी उपकरण स्थापित करने का अधिकार देता है। यह विभिन्न स्रोतों से पर्यावरण में प्रदूषकों के उत्सर्जन या निर्वहन के लिए मानदंड भी स्थापित करता है। परिणामस्वरूप, दोनों कथन सत्य हैं।

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The BioCarbon Fund Initiative for Sustainable Forest Landscapes is overseen by which of following

(a) World Bank
(b) International Monetary Fund
(c) United Nations Environment Programme
(d) Asian Development Bank

सतत वन परिदृश्य के लिए बायोकार्बन फंड पहल की देखरेख निम्नलिखित में से किसके द्वारा की जाती है

(ए) विश्व बैंक
(बी) अंतर्राष्ट्रीय मुद्रा कोष
(सी) संयुक्त राष्ट्र पर्यावरण कार्यक्रम
(डी) एशियाई विकास बैंक

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The BioCarbon Fund Initiative for Sustainable Forest Landscapes is overseen by which of following

(a) World Bank
(b) International Monetary Fund
(c) United Nations Environment Programme
(d) Asian Development Bank

सतत वन परिदृश्य के लिए बायोकार्बन फंड पहल की देखरेख निम्नलिखित में से किसके द्वारा की जाती है

(ए) विश्व बैंक
(बी) अंतर्राष्ट्रीय मुद्रा कोष
(सी) संयुक्त राष्ट्र पर्यावरण कार्यक्रम
(डी) एशियाई विकास बैंक

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The BioCarbon Fund ISFL is a global initiative managed by the World Bank and sponsored by donor nations.

The BioCarbon Fund Initiative for Sustainable Forest Landscapes (ISFL) is a multilateral facility that promotes and rewards better land management, such as REDD+ (Reduced Emissions from Deforestation and Forest Degradation), climate smart agriculture, and smarter land use planning and policies, in order to reduce greenhouse gas emissions and increase sequestration. The ISFL will test techniques and share lessons learned by piloting programmes and interventions at a jurisdictional level.

In 2013, the BioCarbon Fund launched the Initiative for Sustainable Forest Landscapes. Germany, Norway, Switzerland, the United Kingdom (Department for Business, Energy and Industrial Strategy and Department for Environment, Food and Rural Affairs), and the United States all support the Initiative. It sponsors initiatives in Colombia, Ethiopia, Indonesia, Mexico, and Zambia with $355 million in fund money.

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बायोकार्बन फंड आईएसएफएल विश्व बैंक द्वारा प्रबंधित और दाता देशों द्वारा प्रायोजित एक वैश्विक पहल है।

बायोकार्बन फंड इनिशिएटिव फॉर सस्टेनेबल फॉरेस्ट लैंडस्केप्स (ISFL) एक बहुपक्षीय सुविधा है जो बेहतर भूमि प्रबंधन को बढ़ावा देती है और पुरस्कृत करती है, जैसे REDD+ (वनों की कटाई और वन क्षरण से कम उत्सर्जन), जलवायु स्मार्ट कृषि, और स्मार्ट भूमि उपयोग योजना और नीतियां, क्रम में ग्रीनहाउस गैस उत्सर्जन को कम करने और जब्ती बढ़ाने के लिए। ISFL तकनीकों का परीक्षण करेगा और एक अधिकार क्षेत्र के स्तर पर पायलटिंग कार्यक्रमों और हस्तक्षेपों से सीखे गए पाठों को साझा करेगा।

2013 में, बायोकार्बन फंड ने सतत वन परिदृश्य के लिए पहल शुरू की। जर्मनी, नॉर्वे, स्विट्ज़रलैंड, यूनाइटेड किंगडम (व्यापार, ऊर्जा और औद्योगिक रणनीति विभाग और पर्यावरण, खाद्य और ग्रामीण मामलों के विभाग), और संयुक्त राज्य अमेरिका सभी पहल का समर्थन करते हैं। यह कोलंबिया, इथियोपिया, इंडोनेशिया, मैक्सिको और जाम्बिया में 355 मिलियन डॉलर के फंड मनी के साथ पहल करता है।

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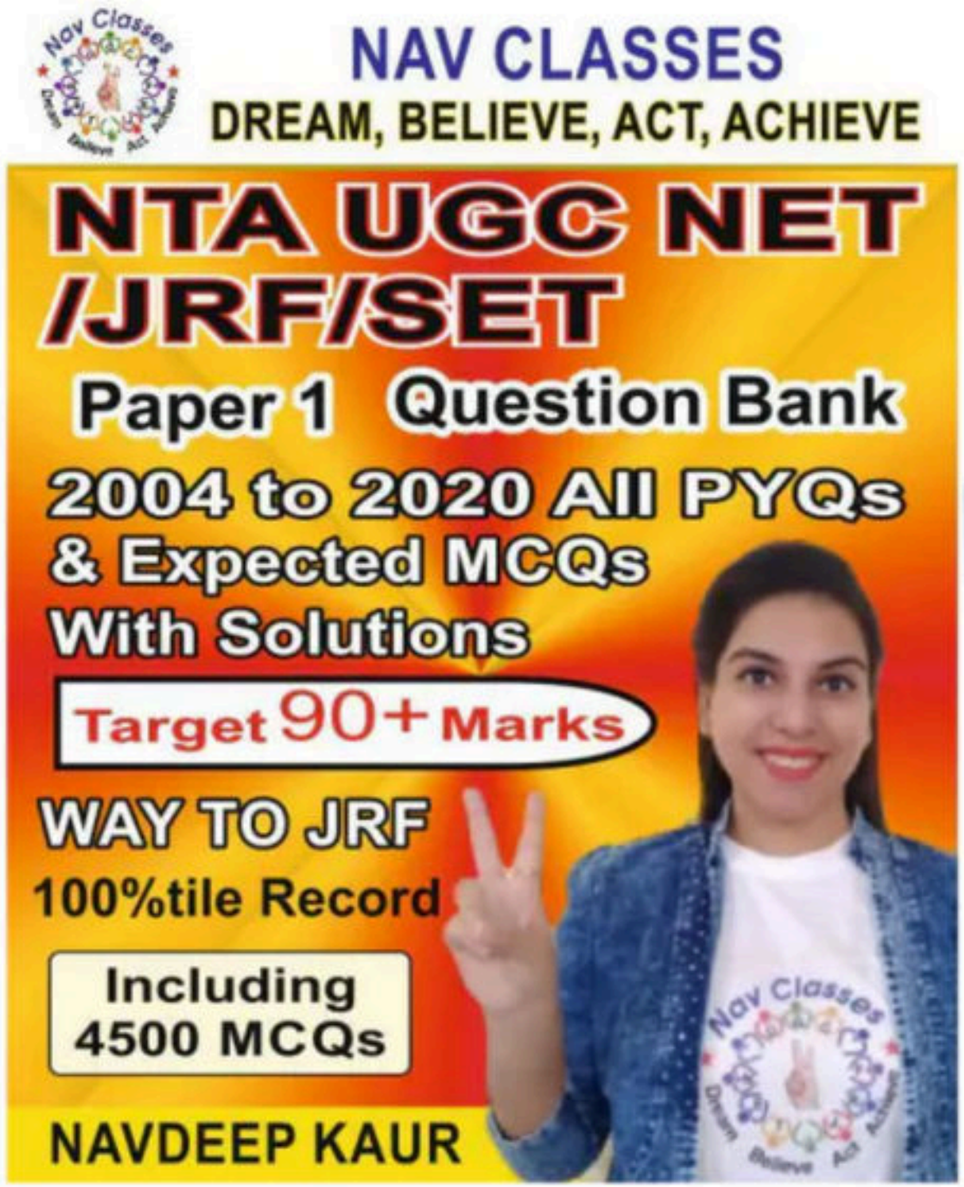

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NTA UGC NET/ SET/ JRF/ Ph.D

Commerce - Paper II

Complete Concepts with Charts & Question Bank

Flipkart

amazon

Make it realistic

Write down Your Goal JRF with 5 Point Reason

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> Why
> For whom
> How Important
> Why only this most admirable
> How much effort You can do to get JRF

Make it realistic

Write down Your Goal JRF with 5 Point Reason

> Why
> For whom
> How Important
> Why only this most admirable
> How much effort You can do to get JRF

Why laziness comes

> Just bcz …
> Am i Preparing in correct Way
> What Habit i have to Change

When i will start focusing and be mature to get JRF

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Hey Let's Start For JRF Now !!

Way to JRF

NTA UGC NET - Way to JRF 2021

Target: 100 Percentile AIR- 1

NTA UGC NET JRF

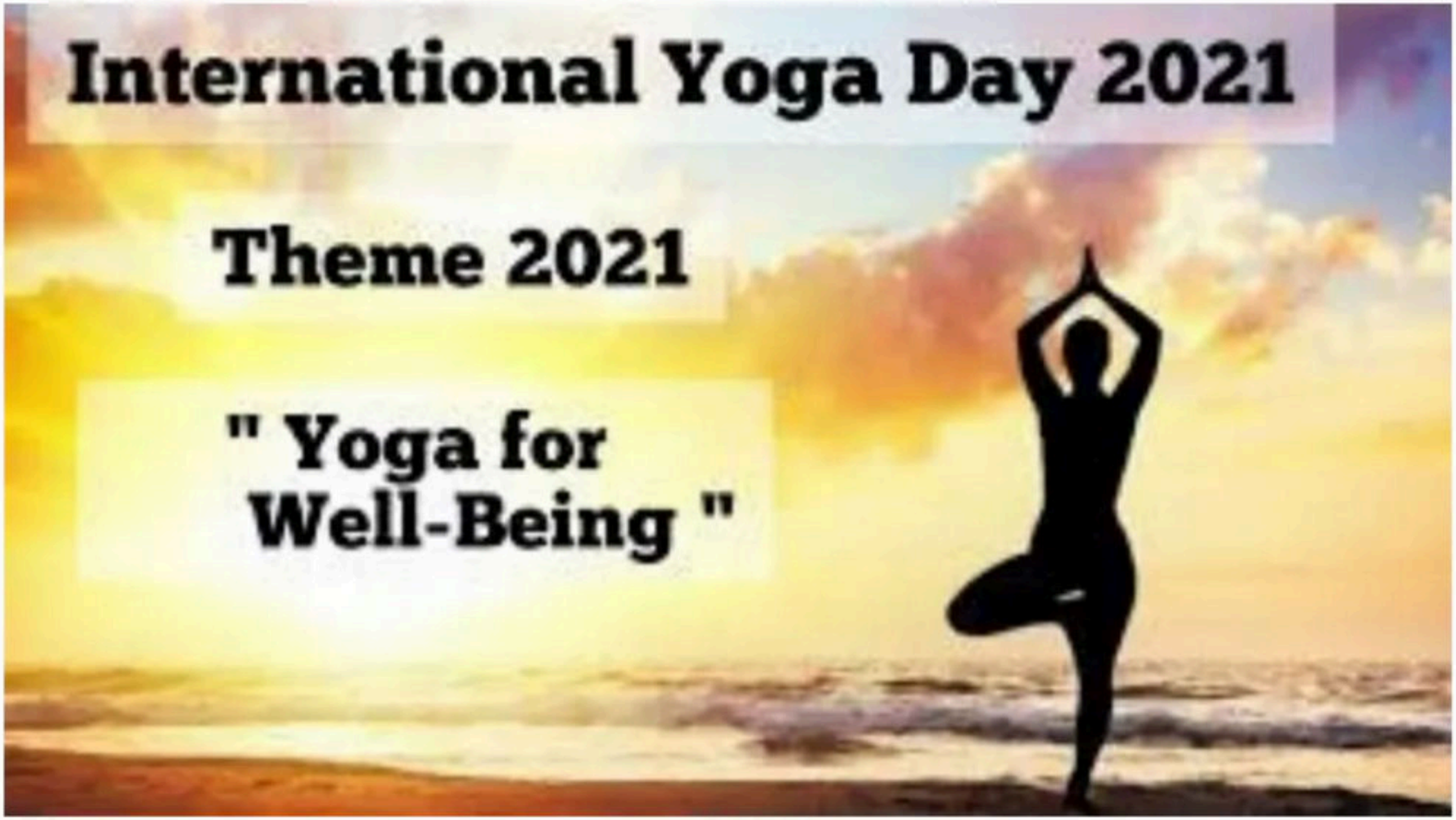
COMMERCE 17 October 2020

1st Shift PYQ with Official

Answer Keys, Explanation

JRF is Mine

इस बार JRF लेकर ही रहेंगे


International Yoga Day 2021
Theme 2021
" Yoga for
Well-Being "

सक्सेस की सबसे
बड़ी खास बात यह है कि
वह मेहनत करने वालों पर
फिदा हो जाती है!!

शिक्षा वो शेरनी का दूध है जो इसे **पियेगा वो** शेर की तरह **दहाड़ेगा**- Dr. B.R. Ambedkar

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A computer cannot boot if it does not have which of the following?

[A] Compiler
[B] Loader
[C] Operating System
[D] Assembler

एक कंप्यूटर बूट नहीं कर सकता यदि उसमें निम्न में से क्या नहीं है?

[ए] संकलक
[बी] लोडर
[सी] ऑपरेटिंग सिस्टम
[डी] असेंबलर

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An operating system is the most important software that runs on a computer. It manages the computer's memory and processes, as well as all of its software and hardware.

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Clear Roadmap For Preparation

Help Establish Command Over Core Subjects

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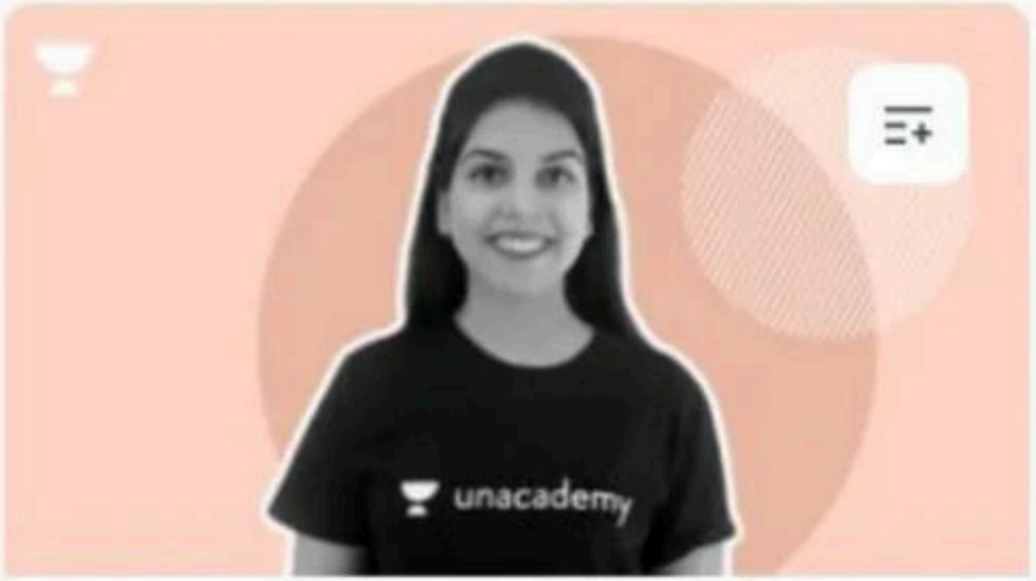

HINDI GENERAL PAPER ON TEACHING

Rank Booster Course on Paper 1 through MCQs

Starts on May 26, 2021 • 5 le

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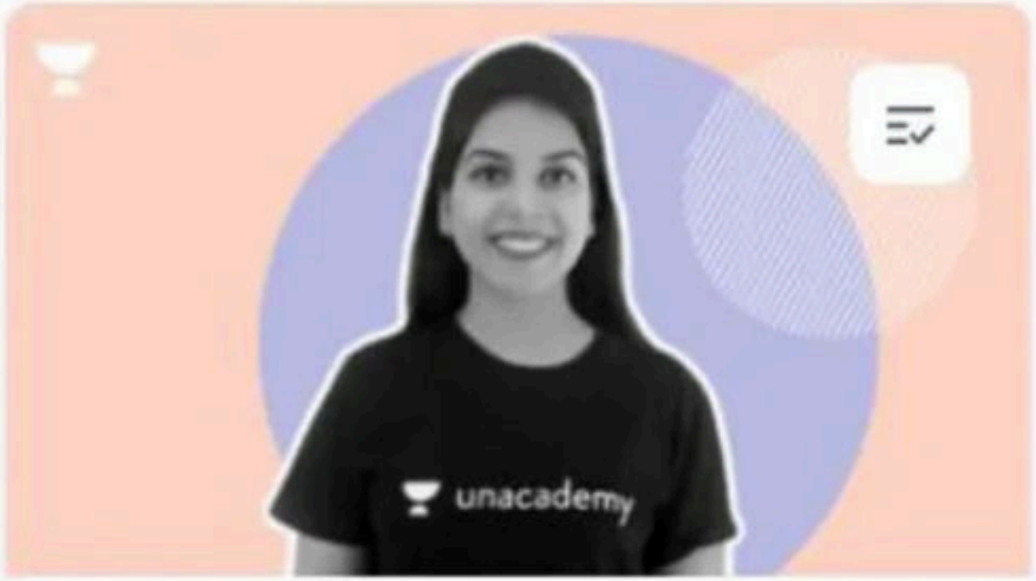

HINDI COMMERCE

Course on Commerce (Unit I, II, III & V)

Starts on May 12, 2021 • 33 lessons

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NAVCLASSES - Code for Discount

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Unacademy - Accelerate Scholarship Test

Schedule

Feb 21 - May 30 • 14 tests

MAY 9	Scholarship Mock 10 | Computer Science	Test 11 • 4:00 PM
MAY 16	Scholarship Mock 11 | Sociology	Test 12 • 4:00 PM
MAY 23	Scholarship Mock 12 | Commerce	Test 13 • 4:00 PM
MAY 30	Scholarship Mock 13 | Paper 1	Test 14 • 4:00 PM

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Advance Expected MCQs Course on Paper 1- Way to JRF

Discussion Forum

Week 1

Mar 29 - Apr 4 • 1 lesson, 2 quizes

APR 2	Expected MCQs Quiz on Teaching Aptitude Quiz 1 • 7:30 PM	Create quiz
APR 3	Analysis of Expected MCQs Quiz on Teaching Aptitude Lesson 1 • 5:00 PM	
APR 4	Expected MCQs Quiz on Research Aptitude Quiz 2 • 7:30 PM	Create quiz

Code: NAVCLASSES

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Course on Commerce Paper II through MCQs (Way to JRF)

Discussion Forum

Week 1

Apr 5 - 11 • 1 lesson

APR 10 — Expected MCQs Quiz on Unit I BE & IB

Lesson 1 • 2:00 PM

Week 2

Apr 12 - 18 • 1 lesson

APR 16 — Expected MCQs Quiz on Unit II Accounting

Lesson 2 • 2:00 PM