

ENGLISH LANGUAGE & LOGICAL REASONING

PASSAGE - I

Language & Division of States

By Shyam Lal Yadav | The Indian Express | August 1, 2025

Amid a resurgence of language politics in the country, Tamil Nadu Governor R N Ravi on Tuesday stirred up fresh controversy by criticising the linguistic division of states, which he said had turned a large section of the population into “second-class citizens.”

“When a decision was made for linguistic reorganisation of Bharat, we created linguistic states. A large population became second-class citizens,” Ravi said at an event in Gandhinagar. He added that the linguistic reorganisation was the “biggest disservice” to the country and that it was “against the concept of nationhood.”

Ravi’s remarks have reignited a long-standing debate on whether the creation of linguistic states has weakened or strengthened the Indian Union.

Before the first reorganisation

The British had administered India with two sets of provinces — the *Governor’s provinces* and the *Princely States*. When India became independent in 1947, it inherited this structure, with administrative boundaries drawn largely by colonial exigencies rather than by cultural or linguistic logic.

The Constitution, which came into force on January 26, 1950, declared India to be a “*Union of States*.” At that time, the country was divided into 27 states and four categories:

- **Part A States:** The nine provinces of British India that were governed by elected legislatures.
- **Part B States:** The eight princely states or groups of princely states that were governed by elected legislatures but were under the supervision of a Rajpramukh appointed by the President.
- **Part C States:** The 10 former Chief Commissioner’s Provinces and some princely states governed by a Chief Commissioner appointed by the President.
- **Part D State:** The Andaman and Nicobar Islands, governed by a Lieutenant Governor appointed by the President.

The Reorganisation of 1956

Post-Independence, the Congress had supported the demand for linguistic states even before 1947. However, after Independence, the issue became complicated as leaders worried it might encourage fissiparous tendencies.

The demand gathered momentum after the death of Potti Sriramulu in 1952, following a 58-day hunger strike for a Telugu-speaking Andhra state. His death triggered widespread protests and led to the creation of Andhra State on October 1, 1953.

In December 1953, the Government of India appointed the States Reorganisation Commission (SRC), chaired by Justice Fazl Ali, with H.N. Kunzru and K.M. Panikkar as members. The commission was tasked with examining the entire question of reorganisation of states on linguistic as well as administrative and economic considerations.

Justice Fazl Ali submitted his report on September 30, 1955. Based on its recommendations, the political map of India was redrawn, and the States Reorganisation Act came into effect on November 1, 1956. It reorganised the country into 14 states and six Union Territories, abolishing the Part A, B, C, and D classifications.

Language not the only criterion

In its December 1953 resolution of terms, the SRC made it clear that while language was an important consideration for reorganisation, it was not the sole criterion. The SRC wrote:

“The formation of linguistic provinces is in the interest of democracy and will provide a more effective working of the parliamentary system and ensure greater administrative efficiency. However, it would be wrong to consider language as the only or even the primary basis for reorganisation of states.”

The commission warned that excessive emphasis on language could “weaken the fabric of national unity” and stated that *“the real test of reorganisation should be administrative convenience and the preservation of India’s unity.”*

It recommended that the *“linguistic principle should be balanced with other factors — geographical contiguity, financial viability, and the needs of national planning.”*

Ravi’s criticism of linguistic states

Governor R N Ravi’s recent comments reignited this old debate. In his speech, he said:

“In my own state, Tamil Nadu, people of different languages — Telugu, Tamil, Kannada, Gujarati, Marathi, Hindi — they all live together. But the moment it became a linguistic state, one-third of the population became second-class citizens... A similar thing happened in other parts of India.”

Ravi’s argument echoes early apprehensions of some leaders in the 1950s who had feared that linguistic divisions could foster regionalism.

However, the SRC had responded to such fears in its report, stating that *“while the linguistic principle cannot be ignored, it must be balanced with the overall interest of the nation.”*

After the 1956 Reorganisation

The reorganisation of 1956 addressed many of the administrative and political challenges left by the colonial system. It created more coherent and governable units. The fears of national disintegration proved largely unfounded.

Linguistic states, in fact, became instruments for strengthening the federal structure by allowing people to communicate with their government in their own language, thereby fostering inclusion and participation.

Scholars such as Granville Austin and Ramachandra Guha have argued that linguistic reorganisation helped to integrate India rather than divide it. Guha has written that linguistic states “have been among the most successful experiments in postcolonial nation-building.”

However, the process also generated new demands for autonomy, leading to further reorganisations — for example, the creation of Gujarat and Maharashtra (1960), Punjab and Haryana (1966), Chhattisgarh, Uttarakhand, and Jharkhand (2000), and Telangana (2014).

Language and unity

In his 2007 book *India After Gandhi*, historian Ramachandra Guha observed that linguistic reorganisation “strengthened India’s unity and deepened democracy.” He wrote that far from threatening national integrity, the creation of linguistic states helped contain regional aspirations within the constitutional framework.

The passage of the 1956 Act, thus, is widely seen as having provided stability to Indian federalism. It transformed a colonial administrative inheritance into a democratic arrangement responsive to linguistic and cultural diversity.

(The Indian Express, August 1, 2025 | Author: Shyamlal Yadav)

1. In the passage, the term “alienation” (as used in “preventing alienation”) most nearly means:

- A. Feeling isolated or estranged.
- B. Gaining excessive pride.
- C. Spreading political influence.
- D. Intensifying cultural conflict.

2. What stance did scholar Ramachandra Guha (and others) take on the 1956 linguistic reorganisation, according to the article?

- A. It caused long-lasting divisions in India.
- B. It had no significant impact on national unity.
- C. It helped unify India rather than divide it.
- D. It undermined the democratic process.

3. Which concern of Governor R. N. Ravi’s criticism is highlighted in the passage?

- A. That linguistic states improved national governance.
- B. That the division left some people feeling like second-class citizens.
- C. That linguistic reorganisation increased economic prosperity.
- D. That the reorganisation eliminated local cultural differences.

4. How would you describe the tone of the article’s conclusion regarding the 1956 reorganisation of states?

- A. Wholly critical of the reorganisation.
- B. Unreservedly celebratory of its outcomes.
- C. Indifferent and purely factual.
- D. Nuanced, acknowledging both successes and remaining issues.

5. Which issue is identified as an ongoing challenge related to linguistic state reorganisation?

- A. Persistent demands for new states (e.g., Gorkhaland, Vidarbha).
- B. Complete abolition of all state languages.
- C. Reversion to pre-1956 provincial boundaries.
- D. Imposition of a single national language.

6. After the 1956 States Reorganisation, how many categories of states (like the earlier Part A, B, C, D) remained?

- A. Four categories, as before.
- B. Three categories (A, B, C).
- C. A single unified category.
- D. No states remained (all were Union Territories).

7. Which example does the article give to illustrate that dividing a state on linguistic lines did *not* necessarily cause instability?

- A. The creation of Telangana as a separate state.
- B. The continued political and economic stability of Maharashtra and Gujarat after their split.
- C. The integration of princely states without protest.
- D. The elimination of linguistic differences in border areas.

8. The passage mentions that the division of which pair of states involved factors beyond language?

- A. Andhra Pradesh and Tamil Nadu.
- B. Bombay and Punjab.
- C. Madhya Pradesh and Rajasthan.
- D. Punjab and Haryana.

9. According to the article’s conclusion, what positive outcome is attributed to the 1956 reorganisation?

- A. A reduction in secessionist tendencies and better regional representation.
- B. The immediate end of all political disputes.
- C. The return to colonial-era administrative divisions.
- D. The unification of all Indian languages into one.

10. If a new proposal were made today to reorganise Indian states strictly on linguistic lines, what does the article imply might happen?

- A. All existing challenges would be resolved overnight.
- B. It would exactly duplicate the 1956 reorganisation.
- C. It might improve representation but also risk creating new exclusions.
- D. It would be immediately endorsed by all state governments.

LEGAL REASONING

PASSAGE - I

Article 72 of the Indian Constitution empowers the President of India to grant pardons, reprieves, respites or remissions of punishment or to suspend, remit or commute the sentence of any person convicted of any offence. This power is a discretionary power and can be exercised by the President only in his individual judgment. It is a part of the executive power of the President and is aimed at providing justice in certain cases where the judiciary has already pronounced its verdict.

The exercise of the power under Article 72 is not absolute and is subject to certain restrictions. The power cannot be exercised by the President in cases where the punishment or sentence has been awarded by a court-martial. The President also cannot exercise the power in cases where the conviction was under the Impeachment provisions of the Constitution or where the case is pending in a court of law. The power under Article 72 can only be exercised in cases where the person has already been convicted and sentenced.

The power under Article 72 can be exercised in various forms such as pardon, commutation, reprieve, respite, and remission. A pardon is an act of mercy by the President where the sentence of the person convicted is completely remitted. A commutation is the substitution of a lesser punishment for the one originally awarded. A reprieve is the postponement of the execution of a sentence to a later date. A respite is the temporary suspension of the execution of a sentence already awarded. A remission is the reduction of the period of sentence without changing its character.

The power of the President under Article 72 is not absolute and is subject to judicial review. The exercise of the power by the President can be challenged in a court of law on the grounds of mala fide, arbitrary, irrational or unconstitutional exercise of power. In a landmark case of *Kehar Singh v. Union of India*, the Supreme Court held that the power of pardon under Article 72 is not absolute and that it is subject to judicial review.

In conclusion, Article 72 of the Indian Constitution provides the President with the discretionary power to grant pardons, reprieves, respites or remissions of punishment or to suspend, remit or commute the sentence of any person convicted of any offence. This power is aimed at providing justice in certain cases where the judiciary has already pronounced its verdict. The exercise of the power under Article 72 is not absolute and is subject to certain restrictions and judicial review. The power can only be exercised in cases where the person has already been convicted and sentenced, and not where the conviction is under the Impeachment provisions of the Constitution or where the case is pending in a court of law.

11. A person has been convicted and sentenced to death for a crime that they did not commit. After several years of incarceration, evidence has come to light that conclusively proves their innocence. However, the victim's family is threatening to take the law into their own hands if the convicted person is released, leading to concerns about public safety. The convicted person's health has also deteriorated significantly during their time in prison. In this complex and emotionally charged situation, what should the President do?

- A) Pardon the person and release them immediately, prioritizing their right to freedom and justice.
- B) Commute the sentence to life imprisonment, ensuring that the convicted person remains behind bars while addressing concerns about public safety.
- C) Respite the execution of the sentence for a limited period of time, allowing for further investigation and consideration of the implications of the evidence.
- D) Remit the sentence and reduce the period of imprisonment, balancing the need for justice and public safety with mercy and compassion.

12. A person has been convicted and sentenced to life imprisonment for a crime they committed when they were a minor. They have now served 25 years in prison and have shown exceptional conduct while incarcerated, earning degrees and participating in rehabilitation programs. The convicted person's family and several human rights organizations have petitioned the President to grant them clemency. However, there is significant opposition to the idea, with some arguing that the convicted person should serve out their full sentence to send a message about the seriousness of their crime. In this complex and nuanced situation, what should the President do?

- A) Pardon the person and release them immediately, recognizing the transformative power of rehabilitation and the need for second chances.
- B) Commute the sentence to a lesser punishment, balancing the need for justice with mercy and compassion.
- C) Respite the execution of the sentence for a limited period of time, allowing for further investigation and consideration of the implications of the conviction and the potential for rehabilitation.
- D) Remit the sentence and reduce the period of imprisonment, acknowledging the unique circumstances of the case and the convicted person's positive behavior while incarcerated.

13. Discrimination against their community. The court did not consider the discrimination they faced during the trial, and the convicted person's legal team has argued that their rights to a fair trial were violated. However, some members of the public and the media have criticized the idea of granting clemency, arguing that it would set a dangerous precedent and undermine the justice system. In this complicated and politically charged situation, what should the President do?

- A) Pardon the person and release them immediately, acknowledging the injustice they faced and the need for systemic change.
- B) Commute the sentence to a lesser punishment, recognizing the importance of accountability while addressing concerns about fairness.
- C) Respite the execution of the sentence for a limited period of time, allowing for further investigation and consideration of the legal issues and implications of the conviction.
- D) Remit the sentence and reduce the period of imprisonment, taking into account the unique circumstances of the case and the convicted person's claims of discrimination.

14. A person has been convicted and sentenced to death for a heinous crime. They are suffering from a serious mental illness that was not considered during the trial, leading to concerns about the fairness and legality of the sentence. The convicted person's legal team has argued that they should not be executed due to their illness and the risk of wrongful execution. However, some members of the public and the media have criticized the idea of granting clemency, arguing that it would undermine the deterrent value of the death penalty. In this complex and ethically challenging situation, what should the President do?

- A) Pardon the person and release them immediately, recognizing the importance of mental health considerations in the justice system.
- B) Commute the sentence to life imprisonment, ensuring that the convicted person remains behind bars while addressing concerns about the fairness and legality of the sentence.
- C) Respite the execution of the sentence for a limited period of time, allowing for further investigation and consideration of the mental health issues and the implications of the conviction.
- D) Remit the sentence and reduce the period of imprisonment, taking into account the unique circumstances of the case and the convicted person's mental illness.

15. A person has been convicted and sentenced to life imprisonment for a violent crime that they committed while in a position of power and influence. The convicted person has since used their position to intimidate and threaten witnesses and to obstruct the legal process. The legal system has failed to hold them accountable for their actions, leading to concerns about the erosion of the rule of law. However, the convicted person has significant support from powerful individuals and groups, making it politically difficult to take action against them. In this complex and politically charged situation, what should the President do?

- A) Pardon the person and release them immediately, recognizing the importance of accountability and the rule of law.
- B) Commute the sentence to a lesser punishment, balancing the need for justice with concerns about the convicted person's power and influence.
- C) Respite the execution of the sentence for a limited period of time, allowing for further investigation and consideration of the legal issues and implications of the conviction.
- D) Remit the sentence and reduce the period of imprisonment, taking into account the unique circumstances of the case and the convicted person's power and influence.

Passage-II

Article 73 of the Indian Constitution lays down the extent of the executive power of the Union. The provision grants extensive powers to the central government in matters related to legislation, administration, and governance. The article states that the executive power of the Union shall extend to matters with respect to which Parliament has the power to make laws. This essentially means that the central government has the power to execute laws passed by Parliament, and also to make policies and take decisions in furtherance of the laws.

The article further provides that the executive power of the Union shall also extend to the giving of directions to the States in certain matters. This power is referred to as the power of 'direction' and is an important tool that the central government can use to ensure that the laws passed by Parliament are implemented uniformly across the country. The matters in respect of which the central government can give directions include matters relating to the exercise of legislative powers by the States, maintenance of law and order, and administration of justice.

It is important to note that the power of direction does not extend to matters that are exclusively within the domain of the States. The Constitution provides for a clear demarcation of powers between the central and state governments, and the power of direction is limited to matters that fall within the concurrent or residuary list. This ensures that the federal structure of the Indian Constitution is maintained, and that the States have the autonomy to manage their own affairs.

The provision also grants the central government the power to deploy armed forces in aid of civil power. This power is particularly relevant in times of national emergencies or when the security of the nation is under threat. The central government can take such measures as are necessary to restore normalcy and maintain law and order in the affected areas.

In conclusion, Article 73 of the Indian Constitution grants extensive executive powers to the central government. The provision enables the government to execute laws passed by Parliament, make policies, and take decisions in furtherance of the laws. The power of direction granted to the central government ensures that there is uniformity in the implementation of laws across the country. The power to deploy armed forces in aid of civil power is a critical tool that the central government can use to maintain law and order in times of national emergencies. However, it is important to note that these powers are not absolute and are subject to the checks and balances provided by the Constitution.

16. A state government has passed a law that is in direct conflict with the Constitution of India. What should the central government do?

- A) Use the power of direction to force the state government to repeal the law.
- B) Take the matter to the Supreme Court and seek a ruling on the constitutionality of the state law.
- C) Declare a state of emergency and take over the administration of the state.
- D) Deploy the armed forces in aid of civil power to enforce the Constitution.

17. The central government has passed a law on a matter that falls within the exclusive domain of the states. Some states have challenged the law in the Supreme Court, arguing that it violates the federal structure of the Constitution. What should the Supreme Court do?

- A) Uphold the central government's law, citing the need for uniformity in the implementation of laws across the country.
- B) Strike down the central government's law, citing the principle of federalism enshrined in the Constitution.
- C) Suggest that the central government modify the law to address the concerns of the states.
- D) Refer the matter to a Constitutional Bench for further deliberation.

18. A state government is facing a law and order situation that it is unable to handle on its own. The central government has deployed the armed forces in aid of civil power, but the situation is not improving. What should the central government do?

- A) Withdraw the armed forces and let the state government handle the situation on its own.
- B) Intensify the deployment of armed forces and take a more aggressive stance against the law and order situation.
- C) Negotiate with the state government to find a political solution to the law and order situation.
- D) Seek the help of neighboring countries to restore law and order in the state.

19. The central government has passed a law on a matter that falls within the concurrent list. The law is widely unpopular in some states, and there are protests and demonstrations against it. What should the central government do?

- A) Use the power of direction to force the states to comply with the law.
- B) Introduce amendments to the law to address the concerns of the states.
- C) Repeal the law and leave the matter to the states to regulate.
- D) Declare a state of emergency and take over the administration of the states that are protesting.

20. A state government has not implemented a law passed by the central government, citing resource constraints. The central government has given a directive to the state government to implement the law, but the state government has refused to comply. What should the central government do?

- A) Take over the implementation of the law in the state.
- B) Use financial incentives to persuade the state government to implement the law.
- C) Use the power of direction to force the state government to comply with the law.
- D) Wait for the state government to implement the law on its own.

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GENERAL KNOWLEDGE

Passage-I

The Great Green Wall Initiative (GGWI) is one of the world's most ambitious climate and land-restoration projects, launched in 2007 by the African Union (AU) under the United Nations Convention to Combat Desertification (UNCCD) framework. It aims to restore degraded lands, halt desertification, enhance food security, and promote sustainable livelihoods across the Sahel region of Africa—a semi-arid belt stretching across the continent from Senegal in the west to Djibouti in the east.

Initially envisioned as a 7,800-kilometre long and 15-kilometre wide mosaic of trees, the project sought to serve as a living barrier against the southward expansion of the Sahara Desert. Over time, the focus evolved from creating a linear tree wall to building a landscape-based, climate-resilient ecosystem through soil conservation, agroforestry, and community-driven farming systems.

The initiative involves 22 African countries, with leadership from the Pan African Agency of the Great Green Wall (PAGGW). Countries such as Ethiopia, Niger, Senegal, and Nigeria have made significant progress. For example, Ethiopia has restored over 15 million hectares of degraded land through reforestation and soil-moisture conservation techniques.

The Great Green Wall aligns closely with multiple global goals—such as the UN Sustainable Development Goals (SDGs 13 and 15), the Paris Agreement, and the UN Decade on Ecosystem Restoration (2021–2030). Its outcomes extend beyond environmental restoration: it aims to create 10 million green jobs, capture 250 million tonnes of carbon, and restore 100 million hectares of degraded land by 2030.

However, the project faces serious challenges. Climate change, inadequate funding, regional instability, and inconsistent policy coordination among member countries have slowed progress. As of 2024, only around 20 million hectares—one-fifth of the 2030 target—have been restored. The World Bank, European Union, and Green Climate Fund have pledged significant support through the Great Green Wall Accelerator, launched in 2021 to mobilise \$19 billion in investments.

India has expressed its support through its 2019 UNCCD Presidency, highlighting the initiative as a model for its own “Green Wall of India” concept—an afforestation corridor planned from Porbandar in Gujarat to Panipat in Haryana, aimed at combating desertification in India's arid zones.

The Great Green Wall, therefore, represents a critical intersection of environmental diplomacy, climate resilience, and human development. Its success depends not only on ecological restoration but also on international cooperation, community engagement, and long-term financing mechanisms to sustain Africa's “living fortress” against desertification.

21. The initiative primarily targets which geographical region?

- A. The Horn of Africa only
- B. The Sahel region across Africa
- C. Central African tropical forests
- D. The Congo Basin wetlands

22. Which organisation provides the primary institutional leadership for implementing the GGWI?

- A. African Development Bank
- B. Pan African Agency of the Great Green Wall (PAGGW)
- C. UN Environment Programme (UNEP)
- D. African Union Commission

23. Which of the following countries is *not* part of the Great Green Wall Initiative?

- A. Nigeria
- B. Kenya
- C. Ethiopia
- D. Egypt

24. Which international agreement is the GGWI aligned with?

- A. Montreal Protocol
- B. Paris Agreement
- C. Ramsar Convention
- D. Basel Convention

25. Which of the following best explains India's engagement with the GGWI?

- A. India joined the initiative as a funding partner through BRICS.
- B. India replicated its model under the "Green Wall of India" project.
- C. India signed a bilateral MoU with Nigeria to expand the wall.
- D. India contributed troops for its implementation.

26. The Sahel region primarily lies between which two major geographic features?

- A. The Sahara Desert and the Congo Basin
- B. The Atlas Mountains and the Indian Ocean
- C. The Kalahari Desert and the Red Sea
- D. The Ethiopian Highlands and the Mediterranean coast

27. Which UN agency hosts the Global Mechanism that supports GGWI financing?

- A. FAO
- B. UNCCD Secretariat
- C. UNDP
- D. UNEP

28. The Great Green Wall Accelerator was launched in:

- A. 2018
- B. 2020
- C. 2021
- D. 2022

29. Which of the following countries has restored the *largest area* under GGWI?

- A. Senegal
- B. Niger
- C. Ethiopia
- D. Mali

30. Which of the following statements about the "Green Wall of India" is correct?

- A. It aims to establish a forest corridor from Porbandar to Panipat.
- B. It covers India's north-eastern flood plains.
- C. It was launched under the Wildlife Protection Act 1972.
- D. It is funded by the Ministry of Finance.

Passage - II

The National Science and Technology Survey (NSTS) is India's flagship statistical exercise designed to map the country's science, technology, and innovation ecosystem. Conducted periodically by the National Science and Technology Management Information System (NSTMIS) division under the Department of Science and Technology (DST), the survey provides comprehensive data on R&D expenditure, manpower, institutional infrastructure, and innovation output across public and private sectors.

The NSTS originated in the early 1980s, following India's decision to align its science policy with national planning goals under the Science and Technology Policy of 1983. Over time, it evolved into a data-intensive platform enabling evidence-based policymaking, especially after the adoption of the Science, Technology and Innovation Policy (STIP) 2013. The most recent survey cycle (NSTS-2023) covered more than 5,500 R&D-performing organisations across academia, industry, and government laboratories.

The survey highlights a steady rise in Gross Expenditure on Research and Development (GERD), which reached 0.7% of GDP in 2023-24 — a figure lower than the global average but indicative of India's growing research capacity. The public sector, led by DST, DRDO, ISRO, DBT, and CSIR, continues to contribute nearly 55% of total R&D expenditure, while the private sector's share has expanded significantly in pharmaceuticals, IT, and renewable energy innovation.

A unique feature of NSTS is its gender-disaggregated R&D workforce data. Women constitute about 18% of total research personnel, showing gradual improvement since 2015. The survey also tracks scientific publications, patents filed, and technology transfers, providing a comprehensive understanding of innovation outcomes.

The NSTS data feed directly into national and international indices such as the UNESCO Science Report, the Global Innovation Index (GII), and the UN SDG Indicator 9.5.1 (on research expenditure). It plays a crucial role in designing India's National R&D Policy (under draft as of 2025), which aims to raise GERD to 1.2% of GDP by 2030 through enhanced public-private collaboration.

Furthermore, the NSTS emphasises the regional disparity in R&D concentration, with nearly 70% of expenditure concentrated in five states — Maharashtra, Karnataka, Tamil Nadu, Telangana, and Delhi-NCR. It recommends capacity-building initiatives for northeastern and hill states to ensure inclusive innovation ecosystems.

Overall, the National Science and Technology Survey stands as the statistical backbone of India's knowledge economy, reflecting both the progress and challenges in achieving scientific self-reliance, innovation-driven growth, and equitable research opportunities.

31. Which institution is primarily responsible for conducting the National Science and Technology Survey (NSTS)?

- A. NITI Aayog
- B. Department of Science and Technology (DST)
- C. Ministry of Education
- D. Indian Council of Social Science Research (ICSSR)

32. The NSTS is managed by which division under the DST?

- A. National Science Foundation Division
- B. National Science and Technology Management Information System (NSTMIS)
- C. Indian Scientific Research Council Division
- D. Technology Forecasting and Assessment Wing

33. Which of the following sectors contributes the largest share to India's total R&D expenditure according to NSTS-2023?

- A. Private corporations
- B. Higher education institutions
- C. Public sector organisations
- D. NGOs and Trusts

34. Which of the following organisations is *not* listed among the leading public sector R&D spenders in India?

- A. DRDO
- B. ISRO
- C. CSIR
- D. RBI

35. Which of the following states is *not* among the top five in India's R&D spending concentration?

- A. Maharashtra
- B. Karnataka
- C. Tamil Nadu
- D. Odisha

36. Which of the following best describes "GERD"?

- A. Total capital investment in education
- B. Total annual public expenditure on science and technology
- C. Gross Expenditure on Research and Development
- D. Governmental Education and Research Division

37. Which international body publishes the *Global Innovation Index (GII)* referenced in NSTS?

- A. World Bank
- B. World Economic Forum
- C. World Intellectual Property Organization (WIPO)
- D. UNDP

38. The National R&D Policy (draft 2025) aligns with which of the following long-term visions of the Government of India?

- A. Atmanirbhar Bharat and Viksit Bharat @2047
- B. Make in India only
- C. Smart Cities Mission
- D. Ayushman Bharat 2.0

39. Which among the following countries has the highest GERD-to-GDP ratio globally as of 2024?

- A. USA
- B. Japan
- C. Israel
- D. Germany

40. Which of the following best explains the role of NSTMIS?

- A. Regulatory body for industrial patents
- B. Data and policy research division for national R&D statistics
- C. National innovation accelerator for startups
- D. Funding body for educational institutions

Quantitative Technique

Passage-I

Given data is related to marks obtain by 3 student Ram, Zisa and Mohit in 3 subject Physics, Chemistry and Maths. Marks obtained by Ram in Physics is 150 which is 30% of total marks obtained by him in all the subject together. And marks obtained by Zisa in Chemistry is $\frac{3}{5}$ th of marks obtained by Ram in Physics. Ratio of total marks obtained by Ram and Zisa in all the three Subject together is 5 : 4. Marks obtained by Mohit in Maths is equal to marks obtained by Zisa in Chemistry. And total marks obtained by Mohit in Physics and Chemistry together is half of total marks obtained by Ram in all subject together. Ram got equal marks in chemistry and maths. Zisa got 180 marks in physics which is 20 more than the marks obtain by Mohit in the same subject. Total marks get by all the three Student in chemistry is 365.

41. Find out the ratio of marks obtained by Zisa in Physics and marks obtain by Mohit in Chemistry.

- (A) 5:9 (B) 9:5 (C) 2:3 (D) 5:6

42. Marks obtained by Mohit in Physics and Chemistry together is what percent of total marks obtained by Zisa in all the three Subject together?

- (A) 67% (B) 89% (C) 56% (D) 65%

43. If maximum marks in each subject is 200. Then find percent of marks obtained by Mohit in all the subject together?

- (A) 67.33% (B) 78.67% (C) 58.33% (D) 43.75%

44. Find out the total marks obtain by Ram in all the subject together.

- (A) 400 (B) 300 (C) 500 (D) NOT

45. Find out the average marks obtain by all the three Student in Maths. (approx)

- (A) 132 (B) 123 (C) 231 (D) 213

PASSAGE - II

Players in a stadium play only one or two or all the three games; Kabadi, Kho-kho & Volleyball. 1000 players play only volleyball, 2500 players play only kho-kho and 4500 players play only Kabadi. The players who play both kho-kho & kabadi is 70% of the players who play only volleyball. The players who play volleyball and kho-kho both is $\frac{3}{10}$ th of the players who play only kho-kho and other 600 players play kabadi & volleyball both. The players who played all the three matches is 3.75% of the players who played only kabadi, kho-kho and volleyball.

46. Total number of players in the stadium is how much more than the players who play only kho-kho?

- a) 7250 b) 7450 c) 7350 d) 6950

47. Find the ratio of the player who play both volleyball & kabadi only to the who play both volleyball & kho-kho only ?

- a) 5:6 b) 2:3 c) 6:5 d) 4:2

48. How many players play kabaddi ?

- a) 3000 b) 5500 c) 4600 d) 5000

49. How many players play all the 3 match together?

- a) 3000 b) 300 c) 460 d) 500

50. Numbers of players who play only volleyball is what % to the number of players who play only Kho - Kho .

- A) 32% B) 45% C) 25% D) 40%

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