Instructions for the Candidates

1. Write your roll number in the space provided on the top of this page.

2. Answer to short answer/essay type questions are to be given in the space provided below each question or after the questions in the Test Booklet itself. No Additional Sheets are to be used.

3. At the commencement of examination, the question booklet will be given to you. In the first 5 minutes, you are requested to open the booklet and compulsorily examine it as below:
   
   (i) To have access to the Question Booklet, tear off the paper seal on the edge of this cover page. Do not accept a booklet without sticker-seal and do not accept an open booklet.

   (ii) Tally the number of pages and number of questions in the booklet with the information printed on the cover page. Faulty booklets due to pages/questions missing or duplicate or not in serial order or any other discrepancy should be got replaced immediately by a correct booklet from the invigilator within the period of 5 minutes. Afterwards, neither the Question Booklet will be replaced nor any extra time will be given.

4. Read instructions given inside carefully.

5. One page is attached for Rough Work at the end of the booklet before the Evaluation Sheet.

6. If you write your Name, Roll Number, Phone Number or put any mark on any part of the Answer Sheet, except for the space allotted for the relevant entries, which may disclose your identity, or use abusive language or employ any other unfair means, you will render yourself liable to disqualification.

7. You have to return the test booklet to the invigilators at the end of the examination compulsorily and must not carry it with you outside the Examination Hall.

8. Use only Blue/Black Ball point pen.

9. Use of any calculator or log table etc., is prohibited.

[Maximum Marks: 200]

Number of Questions in this Booklet: 19

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Note: This paper is of two hundred (200) marks containing four (4) sections. Candidates are required to attempt the questions contained in these sections according to the detailed instructions given therein.

नोट: यह प्रश्नपत्र दो सौ (200) अंकों का है एवं इसमें चार (4) खंड हैं। अभ्यर्थियों को इनमें समाहित प्रश्नों के उत्तर अलग से दिये गये विस्तृत निर्देशों के अनुसार देना है।
SECTION – I
खंड – I

Note: This section consists of two essay type questions of twenty (20) marks each, to be answered in about five hundred (500) words each. (2 × 20 = 40 marks)

नोट: इस खंड में बीस-बीस अंकों के दो निबन्धात्मक प्रश्न हैं। प्रत्येक का उत्तर लगभग पाँच सौ (500) शब्दों में अपेक्षित है। (2 × 20 = 40 अंक)

1. Environmental degradation in India is not because of development but due to lack of development. Discuss merits and limitations of the statement.

“भारत में पर्यावरणीय विकृति, विकास होने के कारण नहीं, बल्कि विकास नहीं होने के कारण है।” इस वक्तव्य की सत्यता तथा सीमाओं की चर्चा कीजिए।

OR / अथवा

India is an emerging economy. Is this statement true in the context of vulnerable sections of our society? Discuss.

भारत एक उभरती हुई अर्थ-व्यवस्था है। क्या यह कथन हमारे समाज के प्रहार्य खण्डों के प्रसंग में सही है?
2. Women are key drivers of any development process. Argue “for” and “against” this statement.

Why is female age of marriage still low in India? Explain with illustrations.

OR / अथवा

Why is female age of marriage still low in India? Explain with illustrations.
SECTION – II
खंड – II

Note : This section contains three (3) questions from each of the electives/specializations. The candidate has to choose only one elective/specialization and answer all the three questions contained therein. Each question carries fifteen (15) marks and is to be answered in about three hundred (300) words. (3 × 15 = 45 Marks)

नोट : इस खंड में प्रत्येक ऐच्छिक इकाई / विशेषज्ञता से तीन (3) प्रश्न हैं। अभ्यर्थी को केवल एक ऐच्छिक इकाई / विशेषज्ञता को चुनकर उसी के तीनों प्रश्नों का उत्तर देना है। प्रत्येक प्रश्न पद्धति (15) अंकों का है और उसका उत्तर लगभग तीन सौ (300) शब्दों में अर्पित किया है। (3 × 15 = 45 अंक)

Elective – I
विकल्प – I

3. Given a set of age specific death rates, how you get $l_x$ column of life table. Also discuss how we use this column in analysis.
आयु पर आधारित मृत्यु दर के एक दिये गए सेट के लिए आप लाइफ टेबल का $l_x$ स्तर कैसे निकालेंगे? यह भी बताएं कि हम इस स्तर का प्रयोग विश्लेषण में कैसे करेंगे?

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4. “Standardization” is an important tool for comparison in time and space. Describe how this technique helps in improving inference on comparison of two crude rates.

5. What is the difference between Total Fertility Rate (TFR), Gross Reproduction Rate (GRR) and Net Reproduction Rate (NRR)? How do we compute NRR? How will you explain these indicators to a non-demographer?

OR / अथवा

Elective – II
बिकल्प – II

3. What are the merits and demerits of Central Place Theory of Christaller in measuring the hierarchy of human settlements?

4. Where are the settlements fragmented and scattered in India? Give reasons for the same.

5. Enumerate the impact of physical and economic factors that influence the spatial pattern of distribution of population.

OR / अथवा

Elective – III
बिकल्प – III

3. Identify the factors and processes that affect ecological balance in the context of socio-economic development in India.

4. What are the centrifugal and centripetal forces that influence spatial organisation of the economy in India? Give examples.
5. Bring out the inherent conflicts between short-term and long-term goal of population and sustainable development.

जनसंख्या तथा धारणाग्रहण (sustainable) विकास के अनुपकालिक तथा दीर्घकालिक क्षेत्र के बीच अन्तर्निहित परस्पर-विरोध का उल्लेख कीजिए।

OR / अथवा

Elective – IV
विकल्प – IV

3. What are the programme interventions offered under Reproductive and Child Health Programme to promote the health status of children and women?

बच्चों तथा महिलाओं के स्वास्थ्य की स्थिति को बेहतर बनाने के लिए प्रजनन एवं शिशु स्वास्थ्य कार्यक्रम में किस प्रकार की सेवायें दी जाती हैं?

4. Comment why the “unmet need” for family planning is still high in India.

भारत में परिवार नियोजन के लिए ‘अपूर्ति आवश्यकता’ (unmet need) अभी भी अधिक है – क्यों? टिप्पणी कीजिए।

5. What is the difference between contraceptive prevalence rate and couple protection rate? Give methods of their computation and indicate sources of data.

गर्भनिरोधकों का प्रयोग दर (contraceptive prevalence rate) तथा दर्पण सूचक दर (couple protection rate) के बीच क्या अंतर है? इनके परिकल्पन की विधियों तथा डेटा के स्रोतों का उल्लेख कीजिए।
SECTION – III
खंड – III

Note: This section contains nine (9) questions of ten (10) marks, each to be answered in about fifty (50) words.  
(9 × 10 = 90 marks)

नोट: इस खंड में दस-दस (10-10) अंकों के नौ (9) प्रश्न हैं। प्रत्येक प्रश्न का उत्तर लगभग पचास (50) शब्दों में अपेक्षित है।  
(9 × 10 = 90 अंक)

6. Explain the difference in cohort and period measures of fertility.  
जननता के कोहोर्ट (दस्ता) तथा पीरियड (समय) मापन सूचांक के बीच अंतर स्पष्ट कीजिए।
7. Explain the importance of postnatal care in reduction of maternal mortality.
मातृ-पूर्वजुद्ध में कमी लाने के लिए प्रसव-पश्चात देखभाल के महत्व को समझाइये।

8. What is difference between the terms “monitoring” and “evaluation”? What is the scope of assessment at each of these levels?
मानिटर करने तथा मूल्यांकन करने में अंतर स्पष्ट कीजिए। इन दोनों स्तरों पर आकलन (एस्सेसमेंट) का विस्तार (scope) क्या है?
9. **Why is measure of infant mortality called infant mortality rate and measure of maternal mortality, maternal mortality ratio?**

शिशु मृत्यु के माप को शिशु मृत्यु दर तथा मातृ-मृत्यु के माप को मातृ-मृत्यु अनुपात क्यों कहा जाता है?
10. How do you interpret the following?

\[ \frac{l_5}{l_0} \] in life table

\[ \frac{T_x}{l_x} \] in life table

आप निर्माणित की व्याख्या किस प्रकार करेंगे?

जीवन सारण में \[ \frac{l_5}{l_0} \]

जीवन सारण में \[ \frac{T_x}{l_x} \]
11. How standardization improves comparability of crude indicators (CBR & CDR)?
मानकीकरण, अर्थात् सांख्यिकीय संसूचना (सी.बी.आर. तथा सी.डी.आर.) की तुलनात्मकता को किस प्रकार बढ़ाता है?

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12. Define sustainable development.
धारणाएँ (sustainable) विकास को परिभाषित कीजिए।

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13. What do you understand by tempo of urbanization?
नगरीकरण की गति (टेंपो) से आप क्या समझते हैं?
14. Discuss content and coverage errors in demographic data.

SECTION – IV
खंड – IV

This section contains five (5) questions of five (5) marks each based on the following passage. Each question should be answered in about thirty (30) words. (5 × 5 = 25 marks)

While the total fertility rate has declined from about 6 to 2.7 births per woman, the magnitude of this decline has not been uniform throughout the country. The magnitude of fertility decline and fertility behaviour of individuals is influenced by their own characteristics and where they live in urban or in rural areas, and in a particular State or in a
district. Demographers have spent a considerable time in understanding this phenomenon. What have we learnt from this research?

At the micro-level, it is believed that parents have children because they want or they need children. Couples have large families because that is what they think are in their best interest. They want large families in order to enhance their own welfare, i.e., for reasons such as old age security, to provide extra help in domestic and field work, and to support other siblings. A shift in parents’ thinking from an improvement in their own welfare to an improvement in the welfare of their children and a more equitable sharing of the cost and benefits of having or not having children between men and women creates conditions conducive to fertility decline.

At the macro-level, fertility has declined and can decline under various conditions, i.e., there is no unique set of prerequisite conditions necessary for fertility to decline. While economic development would ultimately lead to fertility decline as it did in North America and Western Europe and while a good family planning programme has been shown to decrease fertility even in poor conditions as it did in Bangladesh, the best results are obtained by a good family planning programme implemented under good social settings. Conditions conducive to fertility decline include:

- a family planning programme that offers information and services of good quality,
- low infant and child mortality, and
- high female literacy and education, at least up to the primary school level.

What have we learnt from this research?
15. State utilities of children to parents.
माता-पिता के लिए बच्चों की उपयोगिताओं को बतलाइये।

16. Explain the necessity of family planning programme to reduce the fertility in developing countries.
विकासशील देशों में प्रजनन में कमी लाने के लिए परिवार नियोजन कार्यक्रम की आवश्यकता को स्पष्ट करिए।
17. What type of shift in thinking of parents would facilitate fertility decline?

माता-पिता की सोच में किस प्रकार का बदलाव हो जिससे प्रजनन में कमी आ जाए?

18. How fertility decline takes place at national level?

राष्ट्रीय स्तर पर प्रजनन में कमी कैसे आती है?
19. What are the factors conducive for fertility decline?

प्रजनन में कमी लाने वाले घटक कौन से हैं?

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Signature & Name of the Coordinator ....................................
(Evaluation) Date .........................