

Series HFG1E/5



SET-2

प्रश्न-पत्र कोड  
Q.P. Code 58/5/2

रोल नं.  
Roll No.

परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।  
Candidates must write the Q.P. Code on the title page of the answer-book.

अर्थशास्त्र (सैद्धान्तिक)  
ECONOMICS (Theory)

निर्धारित समय : 3 घण्टे

Time allowed : 3 hours

अधिकतम अंक : 80

Maximum Marks : 80

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 23 हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को परीक्षार्थी उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 34 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक परीक्षार्थी केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 23 printed pages.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 34 questions.
- Please write down the serial number of the question in the answer-book before attempting it.
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period.



58/5/2

246 B

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P.T.O.

# Grade Economics Paper June 24

**Nic Spaul, Jonathan D. Jansen**



## Grade Economics Paper June 24:

**Economics of Forestry**, 1955      **Paper** American Society of Mechanical Engineers, 1915      Agricultural Economic Report, 1966      **Social Stratification** David B. Grusky, 2018-05-04 The book covers the research on economic inequality including the social construction of racial categories the uneven and stalled gender revolution and the role of new educational forms and institutions in generating both equality and inequality      **Corporate DNA** Arnold Kransdorff, 2017-05-15 For more than half a century the developed world has been chasing productivity It s financed our wealth but that part of output on which our continued prosperity depends productivity growth is petering out The traditional scapegoat has been the dearth of worker skills But the worker skills base has never been higher The other explanation is that it is managers who are not giving full value to their employers The way they re making decisions is conferring virtually no upside potential which means they re leaving us wide open for experience poor competitors to step into our experience rich shoes Exactly as Japan did in the 1960s and the so called BRICK countries Brazil Russia India China especially China and Korea are threatening now If creeping uncompetitiveness is not to overtake us from where are the next round of productivity gains to come from Identifying some gaping holes in the way managers are taught to manage this book outlines both the size of the problem and a solution Businesses and other organizations the author says have to substantially raise the quality of their decision making For this to happen they need to be much better experiential learners And for experiential learning to take place companies and other institutions have to better manage their corporate DNA the institution specific experiences otherwise known as Organizational Memory OM which characterizes any organization s ability to perform is the single biggest influence on decision making excellence It is a factor of production that has already been paid for at great expense yet is readily discarded in the backwash of the biggest change in workplace practice for more than a century the actively encouraged flexible labour market Corporate DNA explains why this key component of intellectual capital should be better managed can be better managed and particularly how it can be used to help organizations reduce the pandemic of repeated mistakes rei      *Proceedings of the American Society of Civil Engineers* American Society of Civil Engineers, 1919 Vols for Jan 1896 Sept 1930 contain a separately page section of Papers and discussions which are published later in revised form in the society s Transactions Beginning Oct 1930 the Proceedings are limited to technical papers and discussions while Civil engineering contains items relating to society activities etc      **Export Grain Quality Standards** United States. Congress. Joint Economic Committee. Subcommittee on Agriculture and Transportation, 1987      **Monthly Catalogue, United States Public Documents** United States. Superintendent of Documents, 1923      **South African Schooling: The Enigma of Inequality** Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa s leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an

inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90 10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

**Globalization at Risk** Gary Clyde Hufbauer, Kati Suominen, 2010-10-19 History has declared globalization the winner of the 20th century Globalization connected the world and created wealth unimaginable in the wake of the Second World War But the financial crisis of 2008 09 has now placed at risk the liberal economic policies behind globalization Engulfing the entire world the crisis gave new fuel to the skeptics of the benefits of economic integration Policy responses seem to favor anti globalizers New regulations could balkanize the global financial system while widespread protectionist impulses might undo the Doha Round Issues from climate change to national security may be used as convenient excuses to keep imports out keep jobs at home and to clamp down on global capital Will globalization triumph or perish in the 21st century What reforms make sense in the post crisis world International economists Gary Clyde Hufbauer and Kati Suominen argue that globalization has been a force of great good one that needs to be actively advanced and honed Drawing on the latest economic analyses they reveal the drivers and effects of global finance and trade lay out the key risks to globalization and offer a practical policy roadmap for managing the challenges while increasing the gains Vital reading for anyone in business finance foreign affairs or economics Globalization at Risk is sure to advance public debate on this defining issue of the 21st century Research in Education ,1969

Monthly Economic Letter First National City Bank (New York, N.Y.),1920      **Resources in Education** ,1998

**Department Publications** University of Minnesota. Department of Applied Economics,2004      **Monthly Catalogue, United States Public Documents** ,1975      *The Journal of Economic Education* ,1978      **Who's who in America** John W. Leonard,Albert Nelson Marquis,1928 Vols 28 30 accompanied by separately published parts with title Indices and necrology

**Quick Bibliography Series** ,1976      **Inequality in the 21st Century** David Grusky,Jasmine Hill,2018-05-15 This book provides selections from the seminal works of Karl Marx Max Weber W E B Du Bois and Charlotte Perkins Gilman that reveal some of the reasons why class race and gender inequalities have proven very adaptive and can flourish even today in the 21st century      **Miscellaneous Publication** ,1965

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