

56

The number of Krishivigyan Kendras in Rajasthan are -

राजस्थान में कितने कृषि विज्ञान केन्द्र हैं ?

(A) 28

(B) 34

(C) 42

(D) 45

IP5 |



निम्न में से किल का

(A) दस वर्षीय जन

(B) चुनाव कार्य

(C) आपदा राहत क

(D) पल्प पोलियो अ

7

## Krishi Vigyan Kendras

Posted On: 22 JUL 2022 4:31PM by PIB Delhi

There are 731 Krishi Vigyan Kendras (KVKs) in the country. State/UT wise number KVKs is given in Table below.

There are 38 KVKs under the control of State Governments, 66 under ICAR Institut 103 under NGOs, 506 under Agricultural Universities, 3 under Central Universities under Public Sector Undertakings, 7 under Deemed to be Universities and 5 under Otl Educational Institutions.

The technologies developed out of research conducted by ICAR are taken to farme fields for its assessment by KVKs to ascertain their location specificity under varic farming systems. KVKs also conduct large number of technology demonstrations farmers' fields for their adoption by the farmers. The KVKs conducted 1.84 la assessment trials of technologies in farmers' fields and 12.12 lakh demonstrations different technologies related to crops, livestock, fisheries, farm machineries and otl enterprises during the last five years.

### State/UT wise number of KVKs

Name of State/ UT	Total
Andaman & Nicobar Islands	3
Andhra Pradesh	24
Arunachal Pradesh	17
Assam	26
Bihar	44
Chhattisgarh	28



<b>Name of State/ UT</b>	<b>Total</b>
Puducherry	3
Punjab	22
Rajasthan	47
Sikkim	4
Tamil Nadu	32
Telangana	16
Tripura	8
Uttar Pradesh	89
Uttarakhand	13
West Bengal	23
<b>Total</b>	<b>731</b>

This information was given by the Union Minister of Agriculture and Farmers Welfare, Shri Narendra Singh Tomar in a written reply in Rajya Sabha today.

\*\*\*\*\*

2


**APS/PPG/PK**

भारतीय कृषि अनुसंधान परिषद

# Indian Council of Agricultural Research

(Ministry of Agriculture and Farmers Welfare)

Main menu

 search this site

## Krishi Vigyan Kendras (KVKs)

KVK Telephone Directory 2020

Krishi Vigyan Kendras	No.of KVKs
<b>ATARI, Zone I, Ludhiana – 72 KVKs</b>	
Himachal Pradesh	13
Jammu and Kashmir	20
Ladakh (UT)	04
Punjab	22
Uttarakhand	13
<b>ATARI, Zone II, Jodhpur– 66 KVKs</b>	
Delhi	01
Haryana	18
Rajasthan	47
<b>ATARI, Zone III, Kanpur– 89 KVKs</b>	
Uttar Pradesh	89
<b>ATARI, Zone IV, Patna– 68 KVKs</b>	
Bihar	44



- (D) Udaipur  
न के किस जिले में स्थित है?  
(B) सिरोंही  
(D) उदयपुर

be awarded Paramveer Chakra

- (B) Peeru Singh  
(D) Hawa Singh  
होने वाले प्रथम राजस्थानी थे?  
(B) पीरू सिंह  
(D) हवा सिंह

- (C) कुम्भलगढ़ (D) अलवर  
31 The highest temperature recorded at \_\_\_\_\_ in  
20<sup>th</sup> century of the following.

- (A) Churu (B) Dhaulpur  
(C) Alwar (D) Phalodi

निम्नांकित में से 20वीं शताब्दी में सर्वाधिक तापमान \_\_\_\_\_  
में अंकित किया गया।

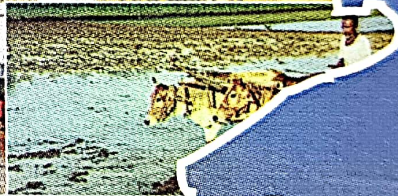
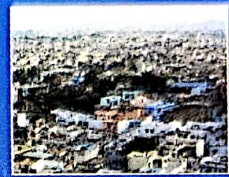
- (A) चूरु (B) धौलपुर  
(C) अलवर (D) फलोदी


- 32 Identify the incorrect pair of the district and the  
desert located by Forest Department of Rajasthan

- (A) Marwar  
(C) Jaipur  
कृष्णा कुमारी किस  
(A) मारवाड़  
(C) जयपुर

- 37 'Desert Festival'  
circuit?  
(A) Vagad  
(B) Merwara  
(C) Desert  
(D) Godwar  
'मरु महोत्सव' कि

# राजस्थान का भूगोल



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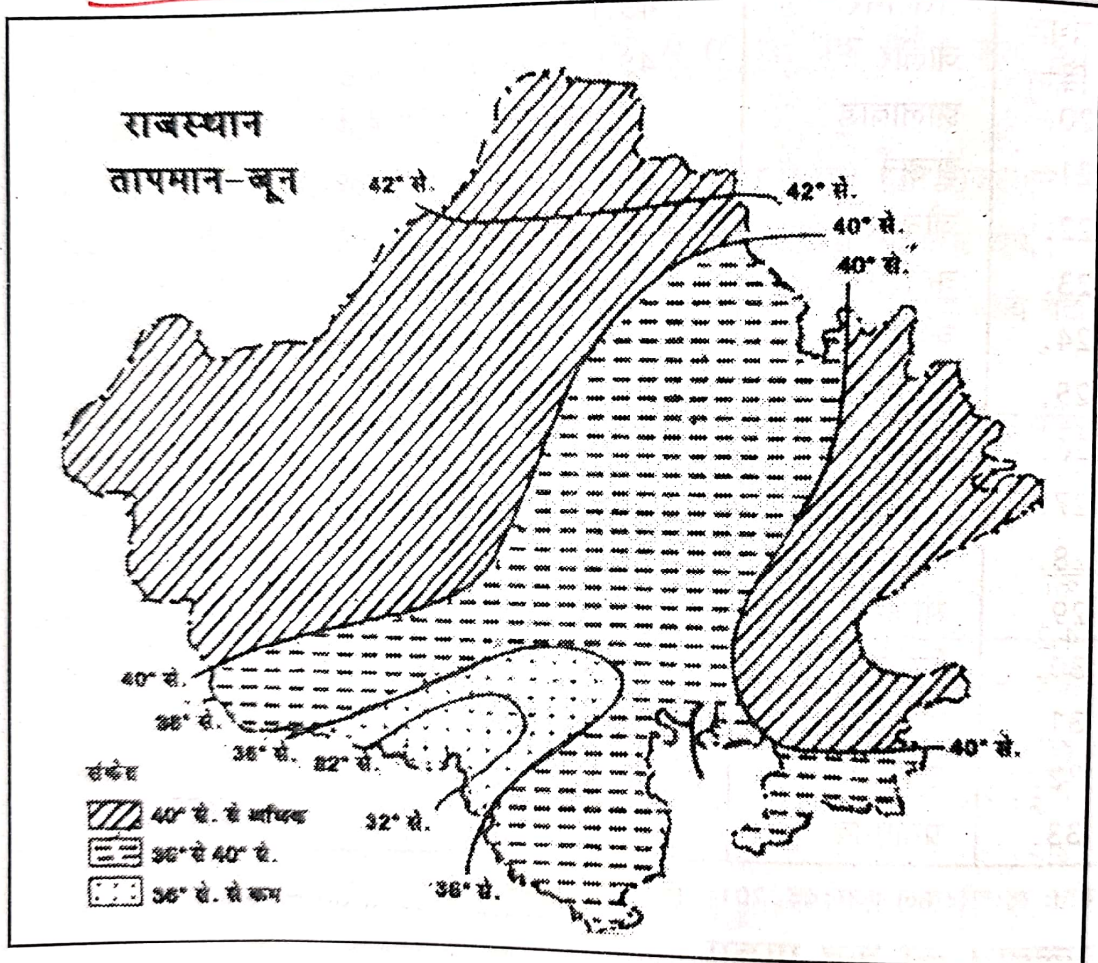
सक्सेना

शिक्षा मंत्रालय  
भारत सरकार

 राजस्थान हिन्दी ग्रन्थ अकादमी  
राजस्थान सरकार

## (1) ग्रीष्म ऋतु ( मार्च से मध्य जून ) :

ग्रीष्म ऋतु का प्रारम्भ मार्च से हो जाता है और सूर्य के उत्तरायण में होने के कारण क्रमिक रूप से तापमान में वृद्धि होने लगती है और सम्पूर्ण राजस्थान में उच्च तापमान हो जाता है। इस समय चलने वाली पश्चिमोत्तर हवाएं तापमान को और अधिक शुष्क कर देती हैं, क्योंकि ये शुष्क मरुस्थलीय प्रदेश से आती हैं। मई एवं जून के मध्य सम्पूर्ण राजस्थान में विशेषकर पश्चिमी राजस्थान के जैसलमेर, बाड़मेर, बीकानेर, जोधपुर, चूरू आदि में तापमान  $40^{\circ}$  से  $45^{\circ}$  से. तक हो जाता है। यहाँ तक कि चूरू, गंगानगर में  $50^{\circ}$  से. और जोधपुर, बीकानेर, बाड़मेर में  $49^{\circ}$  से. तक पहुँच जाता है। पूर्वी राजस्थान भी इस समय तप्त रहता है। जयपुर, सीकर, अलवर में तापमान  $42^{\circ}$  से. होता है, जबकि हाड़ौती का क्षेत्र पथरीला होने से कोटा, झालावाड़, बारां में यह  $45^{\circ}$  से. तक हो जाता है।



मानचित्र 4.1

मई-जून माह की राजस्थान की समताप रेखाओं से स्पष्ट होता है कि (मानचित्र-4.1) सम्पूर्ण पश्चिमी राजस्थान तथा पूर्वी राजस्थान में  $40^{\circ}$  से. से अधिक तापमान होता है, जबकि मध्य, उत्तरी-पूर्वी एवं दक्षिणी-पूर्वी राजस्थान अर्थात् अजमेर, नागौर, सीकर, जयपुर, चूरू, झुन्झुनूँ, टोंक, कोटा, बूँदी, झालावाड़ में  $30^{\circ}$  से. से  $40^{\circ}$  से. के मध्य और शेष भाग अर्थात् भीलवाड़ा, राजसमन्द, उदयपुर, चित्तौड़गढ़, डूँगरपुर, बाँसवाड़ा, पाली, जालौर, सिरोही में  $32^{\circ}$  से. से  $38^{\circ}$  से. होता है। इस समय दैनिक तापान्तर मरुस्थलीय

क्र.सं.	जिला	अधिकतम तापमान (°C)	न्यूनतम तापमान (°C)	औसत वर्षा
11.	चूरू	49.0	-1.1	35.47
12.	दौसा	45.0	4.0	56.10
13.	धौलपुर	48.3	0.8	74.45
14.	डूंगरपुर	45.0	5.0	72.89
15.	गंगानगर	47.8	1.0	22.64
16.	हनुमानगढ़	47.0	3.0	27.35
17.	जयपुर	46.0	1.8	56.38
18.	जैसलमेर	45.1	5.5	18.55
19.	जालौर	45.0	6.6	37.00
20.	झालावाड़	47.0	5.4	84.43
21.	झुन्झुनूँ	46.1	0.4	40.51
22.	जोधपुर	44.6	6.0	31.37
23.	करौली	45.5	2.0	67.07
24.	कोटा	46.9	7.1	73.24
25.	नागौर	47.0	2.0	31.17
26.	पाली	46.8	4.0	42.44
27.	राजसमंद	44.0	3.0	56.78
28.	सवाई माधोपुर	46.5	3.0	87.34
29.	सीकर	45.0	3.0	44.03
30.	सिरोही	35.4	-3.0	59.12
31.	टोंक	43.4	4.0	66.83
32.	उदयपुर	46.0	3.1	64.50
33.	प्रतापगढ़	-	-	84.49

स्रोत: स्टैटिस्टिकल एब्सट्रेक्ट, 2011 एवं 2012, पृ. 64

### जलवायु का ऋतु प्रारूप

सम्पूर्ण भारतीय जलवायु के समान राजस्थान की जलवायु का अध्ययन भी ऋतुओं के आधार पर किया जाता है। वर्षपर्यन्त जलवायु प्रारूप निम्नांकित तीन ऋतुओं के आधार पर स्पष्ट होता है —

(1) ग्रीष्म ऋतु (मार्च से मध्य जून)

(2) वर्षा ऋतु (मध्य जून से सितम्बर)

(3) शीत ऋतु (अक्टूबर से फरवरी)



न पहुँचता है, उनका जीवनकारण समाप्त हो जाता है। यदि ये तीव्र एवं सघन होती हैं तो पूर्वी राजस्थान एवं राज्य के अन्य भागों में वर्षा कर जाती हैं। शीत ऋतु में पछुआ हवाओं के साथ जो चक्रवात पाकिस्तान के मार्ग से यहाँ पहुँचते हैं, वे यदा-कदा दिसम्बर-जनवरी में सीमित मात्रा में 'मावठ' की वर्षा कर देते हैं।

उपर्युक्त सभी कारणों के साथ-साथ प्राकृतिक वनस्पति के कम अथवा नहीं होने के कारण भी राज्य के तापमान एवं आर्द्रता पर प्रभाव पड़ता है। वनों के निरन्तर हो रहे विनाश का प्रभाव स्थानीय जलवायु पर स्पष्ट देखा जा सकता है।

सामान्यतः राजस्थान की जलवायु की निम्नांकित विशेषताएँ हैं —

- (i) शुष्क एवं अर्द्ध-शुष्क जलवायु की प्रधानता। ग्रीष्म ऋतु में सम्पूर्ण प्रदेश उच्च तापमान से युक्त तथा शीत ऋतु में सामान्य तापमान/ग्रीष्मकाल में पारा 50 से. तथा शीतकाल में 2° से 0° से. तक पहुँच जाता है।
- (ii) अपर्याप्त एवं अनिश्चित वर्षा।
- (iii) वर्षा का असमान वितरण — विशेषकर पश्चिमी एवं पूर्वी राजस्थान में।
- (iv) अधिकांश वर्षा जून से सितम्बर तक। शीतकाल में न्यूनतम वर्षा।

उपर्युक्त जलवायु सम्बन्धी विशेषताओं एवं परिवर्तनशीलता के कारण राज्य यदा-कदा अकाल की चपेट में आता रहता है।

राजस्थान की जिलेवार जलवायु तापमान, आर्द्रता एवं वर्षा का विवरण निम्नांकित तालिका 4.1 से स्पष्ट है —

**तालिका 4.1**

राजस्थान में जिलेवार तापमान एवं वर्षा

क्र.सं.	जिला	अधिकतम तापमान (°C)	न्यूनतम तापमान (°C)	औसत वर्षा
1.	अजमेर	44.5	5.7	60.18
2.	अलवर	45.0	4.0	65.73
3.	बाँसवाड़ा	44.4	8.2	95.03
4.	बारां	47.0	4.0	87.38
5.	बाड़मेर	45.7	7.2	26.57
6.	भरतपुर	46.9	2.2	66.39
7.	भीलवाड़ा	47.0	3.5	68.32
8.	बीकानेर	45.9	0.7	24.30
9.	बूँदी	46.0	6.0	77.34
10.	चित्तौड़गढ़	43.6	2.5	84.15

Q. (56) कृषि विज्ञान केन्द्र

Answer Key - 45

Source :- भारतीय कृषि अनुसंधान परिषद् ICAR

Site पर राजस्थान में कृषि विज्ञान केन्द्रों की संख्या राजस्थान में 47 अंकित है तथा कृषि मंत्री द्वारा लोकसभा में प्रस्तुत किए गए उनमें भी राजस्थान में KVK की संख्या 47 बतायी है, जो कि पेपर के विकल्प में नहीं था, अतः उत्तर प्रश्न को Delete करने का फल करें

Q. (31) 20वीं सदी में सर्वाधिक तापमान — उत्तर कुंजी - अलवर

Source - HM सकेलेंना - पेज नं: 40, 41, 42

L मान्यवर जाहिर है कि राजस्थान का उत्तर-पश्चिम क्षेत्र सर्वाधिक उष्ण रहता है, जहाँ का अधिकतम तापमान  $48 - 50^{\circ}\text{C}$  तक रहता है, जो की प्रमाण में संलग्न है, जबकि अलवर जिला अरावली के उत्तरी भाग में अवस्थित है, यहाँ की जलवायु उपआर्द्र है, अतः बल प्रकाश से Answer Key अनुसार यह उत्तर तर्क संगत नहीं है; कृपया पुनः बल प्रश्न का आंतर पर विचार करने का फल करें।

धन्यवाद ।।

GK With Rakesh Jangid

101 Choose the correct active voice of the given sentence from the options that follow :

The man wasn't given money by her.

- (A) She hadn't given money to the man.
- (B) Money wasn't given to man by her.
- (C) She isn't giving money to man.
- (D) She didn't give money to the man.

102 Choose the correct phrasal verb for the underlined word from the options that follow :

The Chief guest distributed the prizes.

- (A) gave in
- (B) gave out
- (C) gave over
- (D) gave away

(D)

103 Identify the correct form of tense in the underlined part of the given sentence :

When I arrived, Tom was talking on the phone.

- (A) Past continuous
- (B) Past perfect
- (C) Present continuous
- (D) Present perfect continuous

104 Choose the correct tense of the verb in bracket from the options that follow :

You (pass) the exam, if you had studied hard.

- (A) will have passed
- (B) had passed
- (C) shall have passed
- (D) would have passed

105 Choose the correct answer from the given options to identify the underlined part of the sentence :

I'll do it when I please.

- (A) Adjective Clause
- (B) Adverb Clause
- (C) Noun Clause
- (D) Prepositional Phrase

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**get through** (intr) = get into telephone communication:  
*I am trying to call London but I can't get through; I think all the lines are engaged.*

**get up** (tr) = organize, arrange (usually an amateur entertainment or a charitable enterprise):  
*They got up a concert in aid of cancer research. (They got it up.)*

**get up** (intr) = rise from bed, rise to one's feet, mount:  
*I get up at seven o'clock every morning.*

(For **get** used to mean enter/leave vehicles, see 93 D.)

**give**

**give something away** = give it to someone (who need not be mentioned):

*I'll give **this old coat** away. (give away **this old coat** away/give it away)*

**give someone away** (object before away) = betray him:

*He said that he was not an American but his accent gave him away. (told us that he was an American)*

**give back** (tr) = restore (a thing) to its owner:

*I must call at the library to give back **this book**. (to give **this book** back/to give it back)*

**give in** (intr) = yield, cease to resist:

*At first he wouldn't let her drive the car but she was so persuasive that eventually he gave in.*

**give out** (tr)

(a) = announce verbally:

*They gave out **the names of the winners**. (gave **the names** out/gave **them** out)*

(b) = distribute, issue:

*The teacher gave out **the books**. (gave **one/some** to each pupil)*

**give out** (intr) = become exhausted (of supplies etc.):

*The champagne gave out long before the end of the reception.  
 His patience gave out and he slapped the child hard.*

**give up** (tr or intr) = abandon an attempt, cease trying to do something:

*I tried to climb the wall but after I had failed three times I gave up. (gave up **the attempt**/gave **the attempt** up/gave it up)*

*A really determined person never gives up/never gives up trying.*

**give up** (tr) = abandon or discontinue a habit, sport, study, occupation:

*Have you given up drinking whisky before breakfast?*

*He gave up cigarettes. (gave **them** up)*

*He tried to learn Greek but soon got tired of it and gave it up.*

**give oneself up** (object before up) = surrender:

*He gave himself up to despair.*

*He was cold and hungry after a week on the run so he gave himself up to the police.*



108 Fill in the blank with the correct option.  
Not one of the lectures \_\_\_\_\_ interesting.  
(A) is (B) are  
(C) were (D) have been

109 Choose the correct option to fill in the blank :  
An amendment has been made \_\_\_\_\_ the bill.  
(A) for (B) on  
(C) in (D) to

110 Fill in the blank with the correct option :  
Stop \_\_\_\_\_. Tell me what really happened.  
(A) beating in the bush  
(B) beating round the bush  
(C) beating about the bush  
(D) beating around the bush

111 Fill in the blank with the correct form of the verb  
given in bracket.  
Choose from the options that follow :  
It's time you \_\_\_\_\_ (go) to bed.  
(A) have gone (B) had gone  
(C) went (D) are going

112 Choose the correct tense of the verb in bracket from  
the options that follow :  
If I were you, I (buy) a car.  
(A) will buy (B) should buy  
(C) bought (D) shall buy

113 Choose the correct compound form of the given  
sentence from the options that follow :  
Seeing a bear coming, he lay on the ground.  
(A) Seeing a bear coming and so he lay on the  
ground.  
(B) He was lying on the ground as he saw the bear.  
(C) He saw a bear and lay on the ground.  
(D) The bear having come, he lay on the ground.

114 Choose the correct modal auxiliary.  
You \_\_\_\_\_ pay a little more attention to your  
appearance. (To express a degree of dissatisfaction  
and reproach)  
(A) would (B) can

116 Choose the correct option  
What is the time \_\_\_\_\_  
(A) in  
(C) on

117 Choose the correct option  
transcription from the  
/ si: /  
(A) she  
(B) only see  
(C) both see and sea  
(D) only sea

118 Choose the correct option  
part of the sentence from  
Glass is hard but easily  
(A) delicate  
(C) transparent

119 Choose the correct antonym  
from the options that follow  
Criticise  
(A) commend  
(C) condemn

120 Choose the correct direct  
speech from the options that follow  
The teacher said that o  
(A) The teacher said,  
(B) The teacher says,  
(C) The teacher said,  
(D) The teacher says,

121 Choose the correct part  
of the following  
word of the following  
given below :  
They arrived soon after  
(A) Preposition  
(C) Adverb

122 Choose the correct answer  
and identify the underlined  
part  
Where he lives is not  
(A) adjective clause  
(B) noun clause  
(C) adverb clause  
(D) independent clause

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2



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# Idioms

## beat about the bush

*(British English)*

*(North American English **beat around the bush**)*

★ to talk about something for a long time without coming to the main point

- *Stop beating about the bush and tell me what you want.*

# Directorate of Translation & Publications

## Maulana Azad National Urdu University

1

### 2.10.2 Merits of Bilingual Method

1. Learners' L1 scaffolds L2 learning;
2. Learners become functional bilinguals;
3. Avoids meaningless and tedious parroting of the learning input;
4. Learner comprehends grammar and vocabulary easily with L1. Time is saved; and
5. Importance is given to L1 and its culture.

### 2.10.3 Demerits of Bilingual Method

1. If the teacher fails to understand this method, there is a danger of making this method into translation method;
2. There is every chance to get confused while differentiating the features of the L1 and foreign language;
3. The teacher must be fluent in L1 and L2 also; and
4. Learners may rely more on their L1.

5



TEACHING  
TECHNIQUES  
IN ENGLISH  
AS A SECOND  
LANGUAGE

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SECOND EDITION

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UNIVERSITY PRESS



7 The teacher uses single-slot and multiple-slot substitution drills.	Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
8 The teacher says, 'Very good,' when the students answer correctly.	Positive reinforcement helps the students to develop correct habits.
9 The teacher uses spoken cues and picture cues.	Students should learn to respond to both verbal and nonverbal stimuli.
10 The teacher conducts transformation and question-and-answer drills.	Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.
11 When the students can handle it, the teacher poses the questions to them rapidly.	Students should 'overlearn,' i.e. learn to answer automatically without stopping to think.
12 The teacher provides the students with cues; she calls on individuals; she smiles encouragement; she holds up pictures one after another.	The teacher should be like an orchestra leader—conducting, guiding, and controlling the students' behavior in the target language.
13 New vocabulary is introduced through lines of the dialogue; vocabulary is limited.	The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.
14 Students are given no grammar rules; grammatical points are taught through examples and drills.	The learning of another language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.
15 The teacher does a contrastive analysis of the target language and the students' native language in order to locate the places where she anticipates her students will have trouble.	The major challenge of language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in which areas her students will probably experience