

JK Lakshmipat University Jaipur
INSTITUTE OF DESIGN,
INSTITUTE OF ENGINEERING AND TECHNOLOGY, AND
INSTITUTE OF MANAGEMENT

End Term Examination, May 2025
B.Des, B. Tech., and BBA, Semester II, 2024-25

Roll No.....

CC1102: Critical Thinking and Storytelling

Time: 2 hours

Max. Marks: 30

Instructions to students:

1. Do not write anything other than your full roll number on question paper.
2. **Attempt any three out of the following questions.**
3. Write full sentences and do not resort to bullet points while answering any questions.
4. Mention all the assumptions for your answers clearly.

Q. 1 Read the passage and answer the question.

10.0
(LO1,2)

Last month, Delhi, the second wealthiest city in the country — with a total wealth of \$450 billion according to the World Wealth Report — was shocked by the starvation deaths of three little girls aged 2, 6, and 8 years...

Many find it unthinkable that anyone can starve to death in the capital. Such deaths may be rare, but facts tell a deeply disturbing story of poverty in the city of 17 million people. Almost 1.7 million live below the poverty line, or survive on less than RS 1,134 per month, according to the latest Delhi Statistical Handbook, which is based on 2011 census data. Most of the city's poor are migrants — they constitute about 33% of the population of Delhi — who come to the city attracted by the promise of a secure livelihood and better life...

Mohammad Abbas, a bespectacled rickshaw puller who talks like a philosopher, says the biggest disadvantages poverty causes is that it 'deprives people of opportunities'. "Many young poor people come to the capital thinking they can work hard and strive for success, but end up just struggling for survival. And Delhi can be shockingly indifferent to them."

Abbas leaves his window-less, hovel-like room in a dingy street in Patparganj village at 7 am, has a breakfast of tea and biscuits, his lunch and dinner at a roadside dhabha... and returns home at 10pm. "At 60, it is becoming difficult to haul a rickshaw. Sometimes, my body just gives up and I don't feel like stepping out of my room. But there is no retirement for poor people," he says. "In fact, there is no childhood, no youth, no old age for us. You remain a labourer from the beginning to end."

Abbas says that while he continues to work as hard as ever, the advent of the battery-operated rickshaws in Delhi has led to a steep fall in his earnings. "Earlier I used to make about ₹300 to ₹340; now barely ₹150 to ₹200 a day, of which ₹40 goes towards rickshaw rent," he says. The rich don't understand what you become in life is not always about ability; it is about opportunity and exposure. With a little luck on my side, I could have certainly done better."

In his spare time, Abbas likes to listen to music. He also sings. "I mostly sing Mohammed Rafi songs. I don't have many regrets in life, but I wish I had spent more time with my wife and children. I am 60 and I have spent the entire life living without her. I think I have been unfair to her, or perhaps life has been unfair to me."

Sharma, M. (2018, August 20). How the other half lives in Delhi: 4 stories of poverty, crushed dreams. *Hindustan Times*

1.1 Using the Question Formulation Technique, formulate questions that interrogate economic and social perspectives in the passage. Make sure to demonstrate the process while using QFT.

Note: A minimum of 10 to 12 questions should be raised in the initial process.

- Q. 2 Provide brief definitions and pertinent examples of the following cognitive biases, illustrating how they have manifested in your own experiences. **(Attempt all)** 5 x 2.0 (LO,5)

- 2.1** Confirmation Bias
- 2.2** Framing Bias
- 2.3** Anchoring Bias
- 2.4** Availability Heuristic
- 2.5** Fundamental Attribution error

- Q. 3 Read the passage and answer the questions. **(Attempt all)** 4 x 2.5 (LO2, 3,5)

"Skills First": Education Policy Debate in Rajasthan

The Rajasthan government recently introduced the "Skills First" policy, making vocational training (e.g., carpentry, coding, hospitality) mandatory for Grades 11–12, which resulted in replacing 40% of academic subjects. Those who advocate the policy argue that it will combat youth unemployment, while critics warn it undermines holistic education.

During a heated town hall debate, MLA Rajesh Sharma (policy supporter) claimed: "Opponents want students to memorize textbooks forever. They'd rather see our youth beg for jobs than learn skills!" An educator, Dr. Meena Kapoor, countered that the policy lacked peer-reviewed evidence, to which Sharma snapped: "Dr. Kapoor is a privileged elitist who's never stepped into a rural school. Why listen to her?"

A viral video featured Bollywood actor Arjun Verma endorsing the policy: "Nobel laureate Dr. K. Mishra says vocational training is the future. Who are we to question him?" Meanwhile, pro-policy ads on social media declared: "Either we adopt Skills First, or Rajasthan's economy will collapse!" and showed tearful parents saying, "My son deserves a job... don't let politicians ruin his future!"

Opponents, like activist Ravi Kumar, argued: "This policy will destroy critical thinking. Next, they'll replace all colleges with factories!" A government spokesperson responded: "The policy works because our experts designed it, and our experts are never wrong." Pro-policy hashtags trended with claims like "20 states are doing this!" while critics cited a single Rajasthan school where vocational courses failed due to poor infrastructure.

3.1 Identify and explain how MLA Rajesh Sharma commits one Strawman Fallacy and one Ad Hominem Fallacy in his arguments.

3.2

- (a) Why is Arjun Verma's reference to Dr. Mishra an Appeal to Authority?
- (b) How does the "Either we adopt Skills First, or Rajasthan's economy will collapse!" statement presents a False Dichotomy?

3.3.

- (a) Analyze Ravi Kumar's argument about factories replacing colleges, and explain the Circular Reasoning in the government spokesperson's defense.

3.4.

- (a) What makes the "20 states are doing this!" claim a Bandwagon Fallacy?
- (b) Why is citing one school's failure a Hasty Generalisation?

Q. 4 Questions (Attempt any one)

1 x 10.0

How do empathy and reasoning contribute to critical thinking, and in what ways do they influence the effectiveness of social justice? Support your response with an example related to a social issue. (LO2,3)

Or

Using *Dangers of a Single Story* (Chimamanda Ngozi Adiche, 2009), reflect on various stereotypes and biases which can marginalise certain identities in the classroom. Such identities can be attributed to class, caste, gender, food habits, and language. (LO2,4)

All the best!

