ia, 2011, which of the following northeastern states has the highest population?

A. Arunachal Pradesh
B. Manipur
C. Mizoram
D. Assam

Answer: D

Sol: The correct answer is **(d) Assam**

Explanation:

As per the **Census of India 2011**, **Assam** has the highest population among the northeastern states.

- **Population of Assam (2011 Census):3,12,05,576** (31.2 million)
- Assam is the **most populous state** in the **Northeastern region**, contributing a significant portion of the total population of the **Seven Sister States**.

Information Booster:

Population of Other Northeastern States (as per 2011 Census):

1. **Arunachal Pradesh** – **1,383,727** (13.8 lakh)
2. **Manipur** – **2,855,794** (28.5 lakh)
3. **Mizoram** – **1,097,206** (10.9 lakh)
4. **Nagaland** – **1,978,502** (19.8 lakh)
5. **Meghalaya** – **2,966,889** (29.6 lakh)
6. **Tripura** – **3,673,917** (36.7 lakh)

Important Data from Census 2011 (India)

Category	Data
Total Population	1,210.85 million (121.08 crore)
Male Population	623.7 million (62.37 crore)
Female Population	586.46 million (58.64 crore)
Population Growth Rate (2001-2011)	17.7%
Most Populous State	Uttar Pradesh (199.8 million)
Least Populous State	Sikkim (610,577)
Most Densely Populated State	Bihar (1,106 per sq. km)
Least Densely Populated State	Arunachal Pradesh (17 per sq. km)

	74.04%
Male Literacy Rate	82.14%
Female Literacy Rate	65.46%
Highest Literacy State	Kerala (94%)
Lowest Literacy State	Bihar (61.8%)
Sex Ratio (Females per 1000 Males)	940
Highest Sex Ratio (State)	Kerala (1084)
Lowest Sex Ratio (State)	Haryana (879)
Child Sex Ratio (0-6 years)	919
Urban Population	31.16%
Rural Population	68.84%
Largest District (Population)	Thane, Maharashtra
Smallest District (Population)	Dibang Valley, Arunachal Pradesh
Highest Urban Population State	Maharashtra
Highest Rural Population State	Uttar Pradesh

Q.2 **The Startup India initiative includes which of the following components to financially support early-stage start-ups?**

A. Fund of Funds for Startups (FFS)
B. Atal Tinkering Labs
C. Pradhan Mantri Kaushal Vikas Yojana
D. National Apprenticeship Promotion Scheme

Answer: A

nd of Funds for Startups (FFS)

Explanation

- The Fund of Funds for Startups (FFS) was established in 2016 under the Startup India initiative to provide capital to early-stage startups.
- It does not invest directly in startups; instead, it provides capital to SEBI-registered Alternative Investment Funds (AIFs), known as daughter funds, who then invest in high-growth startups.
- The fund is managed by the Small Industries Development Bank of India (SIDBI).

Information Booster

- The Startup India Action Plan also includes the **Startup India Seed Fund Scheme (SISFS)**, which provides financial assistance for proof of concept, prototype development, and product trials. Together, these schemes aim to solve the "funding gap" that entrepreneurs face in the initial phases of their business. As of 2024, the FFS has catalyzed investments many times its original corpus, significantly boosting the Indian startup ecosystem.

Additional Knowledge

- **(b) Atal Tinkering Labs:** These are part of the Atal Innovation Mission (AIM) designed to foster curiosity and innovation at the school level (Grades 6-12), rather than providing direct financial support to businesses.
- **(c) Pradhan Mantri Kaushal Vikas Yojana:** This is a flagship skill certification scheme aimed at enabling Indian youth to take up industry-relevant skill training; it is focused on employment rather than startup funding.
- **(d) National Apprenticeship Promotion Scheme:** This scheme provides financial incentives to organizations to engage apprentices, focusing on on-the-job training for students and diploma holders.

Q.3 **During which Five Year Plan did India shift its focus towards the liberalisation and globalisation of its economy, marking a significant policy change?**

A. Seventh Five Year Plan
B. Tenth Five Year Plan
C. Sixth Five Year Plan
D. Eighth Five Year Plan

Answer: D

Sol: The correct answer is (d) Eighth Five Year Plan
Explanation:
• The Eighth Five Year Plan (1992–1997) was the first plan after the economic reforms launched in 1991.
• It marked a major shift in India's economic policy towards liberalisation, privatisation, and globalisation (LPG).
• These reforms were initiated under Prime Minister P.V. Narasimha Rao and Finance Minister Dr. Manmohan Singh.
• The plan aimed to stabilize the macroeconomy, improve industrial growth, and integrate India into the global economy.
Information Booster:
• The reforms ended the License Raj, reduced trade barriers, and encouraged foreign direct investment (FDI).
• The plan emphasized human resource development, poverty alleviation, and infrastructure improvement in a liberalized framework.
Additional Knowledge:
(a) Seventh Five Year Plan (1985–1990)
• Focused on food, employment, and productivity, but pre-dates liberalisation.
(b) Tenth Five Year Plan (2002–2007)
• Aimed at achieving 8% GDP growth and reducing poverty, but came much after the reforms began.
(c) Sixth Five Year Plan (1980–1985)
• Focused on poverty alleviation and technological self-reliance, not liberalisation.

Q.4 **The protection of interests of minorities under the Constitution of India lies under _____.**

A. Article 20
B. Article 16
C. Article 15
D. Article 29

Answer: D

Sol: The correct answer is: **D. Article 29**

Explanation:

ian Constitution protects the **cultural and educational rights of minorities**.

- It ensures that any section of citizens having a distinct language, script, or culture has the right to conserve
- It also prohibits denial of admission into educational institutions maintained by the State on the grounds of religion, race, caste, or language.

Information Booster:

- Article 29 belongs to **Part III (Fundamental Rights)**.
- Related Article: **Article 30** gives minorities the right to establish and administer educational institutions.
- Minority rights are essential for **cultural diversity** and **secularism**.
- Article 29 applies to both **religious and linguistic minorities**.
- The Supreme Court has upheld these rights in several landmark judgments.

Additional Knowledge:

- **Article 20**: Protection in respect of conviction for offences (no ex post facto law, double jeopardy, self-incrimination).
- **Article 16**: Equality of opportunity in matters of public employment.
- **Article 15**: Prohibition of discrimination on grounds of religion, race, caste, sex, or place of birth.

Q.5 **Which Article deals with the President's ordinance-making power?**

A. Article 110
B. Article 123
C. Article 356
D. Article 368

Answer: B

Sol: The correct answer is **(B) Article 123**

Explanation:
• **Article 123** of the Indian Constitution grants the President the power to promulgate ordinances during the recess of Parliament.
• An ordinance has the same force and effect as an Act of Parliament but is a **temporary law**.
• It can only be issued when both Houses (or one of them) are not in session and the President is satisfied that circumstances exist which render it necessary for him to take immediate action.
• The ordinance must be approved by Parliament within **six weeks** of its reassembly; otherwise, it ceases to operate.

Information Booster:
• **Governor's Power:** Article 213 grants similar ordinance-making powers to the Governor of a state.
• **Maximum Life:** The maximum life of an ordinance can be six months and six weeks (as the maximum gap between two sessions of Parliament is six months).
• **Judicial Review:** The President's satisfaction is not immune from judicial review if it is proved to be mala fide.

Additional Knowledge:
• **Article 110 (Option A):** Defines 'Money Bills' in the Parliament.
• **Article 356 (Option C):** Deals with the imposition of 'President's Rule' in a state due to the failure of constitutional machinery.
• **Article 368 (Option D):** Deals with the power of Parliament to amend the Constitution and the procedure therefor.

Q.6 **Which area of the main stem and roots contains the spongy, soft parenchyma cells that carry and store nutrients for the plant?**

A. Metaxylem
B. Stele
C. Cortex
D. Pith

Answer: D

Sol:
The correct answer is (d) Pith
Explanation:
• Pith consists mainly of parenchyma cells.
• Parenchyma cells store food and nutrients.
• Pith is located at the central part of the stem.
• It provides storage and internal support.
• Therefore, pith is the correct answer.
Information Booster:
• Parenchyma cells are living cells.

• Important for storage and transport.
Additional Knowledge (Incorrect Options):
• Metaxylem – Conducts water.
• Stele – Central vascular region.
• Cortex – Lies between epidermis and stele.

Q.7 **Which landforms are typical of arid plateau regions?**
1. Inselbergs
2. Yardangs
3. Alluvial fans

A. 1 and 2 only
B. 2 and 3 only
C. 1 and 3 only
D. 1, 2 and 3

Answer: D

Sol: The correct answer is **(D) 1, 2 and 3**

Explanation:
• **Inselbergs:** These are isolated, steep-sided rock hills or small mountains that rise abruptly from a virtually level surrounding plain (typical of arid and semi-arid landscapes).
• **Yardangs:** These are wind-eroded ridges found in deserts. They are carved by the abrasive action of wind-blown sand (Aeolian process) into long, streamlined shapes.
• **Alluvial fans:** While often associated with water, they are very typical of arid plateaus where ephemeral streams (wadi) emerge from mountains onto a flat plain, depositing sediment in a fan-like shape.

Information Booster:
• **Mushroom Rocks:** Another common arid landform where the base of a rock is eroded more quickly by wind-driven sand than the top.
• **Playas:** Flat, dry lake beds found in the center of basins in arid regions, often covered with salts.
• **Pediments:** Gently sloping erosional surfaces at the foot of mountains in arid regions, often covered with a thin layer of debris.

Additional Knowledge:
• **Aeolian Landforms:** Landforms created by wind (like yardangs and dunes).
• **Fluvial Landforms in Deserts:** Even in dry regions, occasional heavy rain is the primary sculptor of landforms like canyons, gullies, and alluvial fans.
• All three listed landforms are standard features mentioned in physical geography textbooks regarding desert and plateau geomorphology.

Q.8 **Which among the following words is NOT in the Preamble of the Constitution of India?**

A. Fraternity
B. Justice
C. Equality
D. Protection

Answer: D

Sol: The correct answer is **(d) Protection**
Explanation:
· The **Preamble** of the Constitution of India serves as an introductory statement that outlines the fundamental values, philosophy, and objectives of the Constitution.
· The specific words mentioned in the Preamble are: **Justice** (Social, Economic, and Political), **Liberty** (of thought, expression, belief, faith, and worship), **Equality** (of status and of opportunity), and **Fraternity** (assuring the dignity of the individual and the unity and integrity of the Nation).
· The word "Protection" does not appear in the text of the Preamble.
Information Booster:
· The Preamble is based on the **"Objectives Resolution"** drafted and moved by Jawaharlal Nehru and adopted by the Constituent Assembly on January 22, 1947.
· It has been amended only once, in 1976, by the **42nd Constitutional Amendment Act**, which added three new words: **Socialist, Secular, and Integrity**.
Additional Knowledge:
· **Fraternity:** Refers to the sense of brotherhood and common brotherhood among all Indians.
· **Justice:** Aims to ensure a fair and equitable society by addressing social, economic, and political inequalities.
· **Equality:** Ensures that all citizens are treated equally before the law and have equal opportunities for development.

Q.9 **The Women's Kabaddi World Cup scheduled for June 2025 was announced to be hosted in which location in India?**

A. Kolkata
B. Ahmedabad
C. Rajgir
D. Chennai

Answer: C

Sol:

The correct answer is (c) Rajgir
Explanation:
· The Women's Kabaddi World Cup 2025, scheduled for June 2025, was officially announced to be hosted at Rajgir, Bihar.
· Rajgir, located in the Nalanda district, has been developed as an international-standard sports city, especially for indigenous sports.
· The selection reflects India's policy focus on promoting traditional sports like kabaddi and expanding world-class sporting infrastructure beyond metro cities.
· The event highlights India's growing emphasis on women's sports and global sporting engagement.
Information Booster:
· Kabaddi is promoted under initiatives like Khelo India and international federations.
· Rajgir has hosted several national and international sporting events, increasing Bihar's sports profile.
· Hosting the Women's World Cup strengthens women empowerment through sports.
Additional Knowledge (Incorrect Options):
Kolkata (Option a)
· Known for football and cricket hosting but not selected for this event.
Ahmedabad (Option b)
· Major cricket hub; not announced as the venue for the Women's Kabaddi World Cup 2025.
Chennai (Option d)
· Prominent sports city, but not linked with this tournament.

Q.10 **According to the India Justice Report 2025, which two states have the highest share of women judges at the High Court level at 33%?**

A. Sikkim and Telangana
B. Uttar Pradesh and Odisha
C. Chhattisgarh and Madhya Pradesh
D. Kerala and Andhra Pradesh

Answer: A

Sol:

The correct answer is (A) Sikkim and Telangana
Explanation:
• The India Justice Report 2025 analysed gender representation in judiciary.
• It highlighted women judges at High Court level.
• Sikkim and Telangana recorded the highest share at 33%.
• This figure was the highest among Indian states.
• Hence, Sikkim and Telangana are correct.
Information Booster:
• India Justice Report assesses police, judiciary, prisons, and legal aid.
• Women representation in higher judiciary remains overall low.
• Gender diversity improves judicial inclusivity.
Additional Knowledge (Incorrect Options):
(B) Uttar Pradesh and Odisha
• Lower proportion of women judges.
• Not the highest as per report.
(C) Chhattisgarh and Madhya Pradesh
• Moderate representation.
• Below 33%.
(D) Kerala and Andhra Pradesh
• Progressive states in education.
• Not leaders in HC women representation.

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s he question mark (?) in the given series?

115 208 291 364 427 ?

A. 474
B. 468
C. 491
D. 480

Answer: D

Sol: **Given:**
115, 208, 291, 364, 427, ?
Logic:
Each number increases by a decreasing difference:
+93, +83, +73, +63, +53
(Difference decreases by 10 each time)
115 + 93 = 208
208 + 83 = 291
291 + 73 = 364
364 + 63 = 427
427 + 53 = **480**
Thus, correct option is (d).

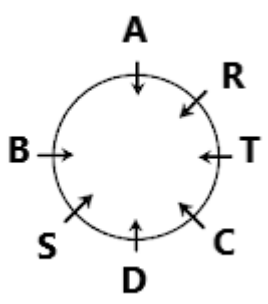
Q.2 **A, B, C, D, R, S and T are sitting around a circular table facing the centre of the table.**
Only one person sits between D and T when counted from the left of T. S sits third to the right of R. C sits third to the left of A. S sits to the immediate right of C. B is not an immediate neighbour of C. How many people sit between B and T when counted from the right of B?

A. Two
B. Four
C. Three
D. One

Answer: C

Sol: **Given:**
A, B, C, D, R, S and T are sitting around a circular table facing the centre of the table.

Only one person sits between D and T when counted from the left of T.
S sits third to the right of R. C sits third to the left of A.
S sits to the immediate right of C.
B is not an immediate neighbour of C.
From the given information seating arrangement will be:



So, **Three** people sit between B and T when counted from the right of B
Thus, the correct option is: (c)

Q.3 **Rani is taller than Neena but not as tall as Beena. Lata is shorter than Rani but taller than Geeta. Who among them is the tallest?**

A. Gita
B. Rani
C. Neena
D. Beena

Sol: Given:
Rani is taller than Neena but not as tall as Beena.
Lata is shorter than Rani but taller than Geeta.
Explanation:
Rani > Neena
Beena > Rani
So, Beena > Rani > Neena
Lata < Rani and Lata > Geeta
So, Rani > Lata > Geeta
Combining all:
Beena > Rani > Lata > Neena > Geeta
Thus, the tallest is Beena.
Correct option is (D).

Q.4 **Select the pair that follows the same pattern as the one followed by the two pairs given below. Both pairs follow the same pattern.**
ZGR : DLV
NCX : RHB

A. JOA : OSG
B. HME : LSJ
C. KYC : PEH
D. LFT : PKX

Answer: D

Sol: **Given:**
ZGR : DLV
NCX : RHB
Logic: +4, +5, +4

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
26	25	24	23	22	21	20	19	18	17	16	15	14

ZGR → DLV
Z +4 = D, G +5 = L, R +4 = V
NCX → RHB
N +4 = R, C +5 = H, X +4 = B
Now check options:
Option (d) L +4→ P, F +5 → K, T + 4→ X(**matches**)
Thus, correct option is (d).

Q.5 **If PLANE is coded as RNCPG, how is TRAIN coded?**

A. VTDKP
B. VTCJP
C. VTCKP
D. UTCJP

Answer: C

NCPG.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
26	25	24	23	22	21	20	19	18	17	16	15	14

Logic: Letters are increasing + 2 place.
For, PLANE - RNCPG
P + 2 = R, L + 2 = N, A + 2 = C, N + 2 = P, E + 2 = G
Similarly,
TRAIN - ?
T + 2 = V, R + 2 = T, A + 2 = C, I + 2 = K, N + 2 = P
So, TRAIN - **VTCKP**
Thus, correct option is (c).

Q.6 **What should come in place of the question mark (?) in the given series based on the English alphabetical order?**
DJP GMS JPV MSY ?

A. PVB
B. PBV
C. BPV
D. BVP

Answer: A

Sol: **Given:**
DJP, GMS, JPV, MSY, ?

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
26	25	24	23	22	21	20	19	18	17	16	15	14

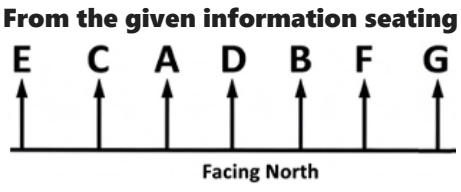
Logic: Each letter moves 3 positions forward in the English alphabet with wrapping.
D +3 = G, G +3 = J, J +3 = M, M +3 = P
J +3 = M, M +3 = P, P +3 = S, S +3 = V
P +3 = S, S +3 = V, V +3 = Y, Y +3 = B
Applying the same +3 shift to MSY gives **PVB**.
Thus, correct option is (a).

Q.7 **Seven people, A, B, C, D, E, F and G, are sitting in a row, facing north. Only two people sit to the left of A. Only three people sit between A and G. Only one person sits between G and B. E sits to the immediate left of C. D is not an immediate neighbour of G. How many people sit to the left of D?**

A. 3
B. 2
C. 1
D. 4

Answer: A

Sol: **Given:**
Seven people, A, B, C, D, E, F and G, are sitting in a row, facing north.
Only two people sit to the left of A.
Only three people sit between A and G.
Only one person sits between G and B.
E sits to the immediate left of C.
D is not an immediate neighbour of G.
From the given information seating arrangement will be;



3 people sit to the left of D.

Thus, correct option is (a).

Q.8 **Identify the missing number: 3, 7, 15, 31, ?**

A. 47
B. 59
C. 63
D. 61

Answer: C

Sol: **Given**: 3, 7, 15, 31, ?
Logic: Numbers are multiply by 2 and + 1.
3 × 2 + 1 = 7
7 × 2 + 1 = 15
15 × 2 + 1 = 31
31 × 2 + 1 = 63
So, the missing term is **63**.
Thus, correct option is (c).

Q.9 **In a certain code language,**
'A + B' means 'A is the son of B',
'A – B' means 'A is the brother of B',
'A × B' means 'A is the wife of B' and
'A ÷ B' means 'A is the father of B'.
How is S related to H if 'S + D – F × G ÷ H'?

A. Father's sister's son
B. Father's brother's son
C. Mother's sister's son
D. Mother's brother's son

Answer: D

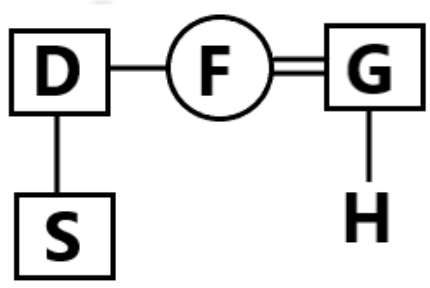
Sol: **Given:**
'A + B' means 'A is the son of B',

Sign + - × ÷

RelationsSonBrotherWifeFather

Symbol in Diagram	Meaning
- / O	Female
+ / □	Male
═	Married Couple
—	Siblings
|	Difference Of Generation

'S + D – F × G ÷ H'?
From the given information relationship diagram will be:



So, S is **mother's brother's son** of H.
Thus, the correct option is: (d)

Q.10 **Manav is the brothers son of Akash. Akash is the only sibling of Samarth. Pawan is Akashs father. How is Manav related to Pawan?**

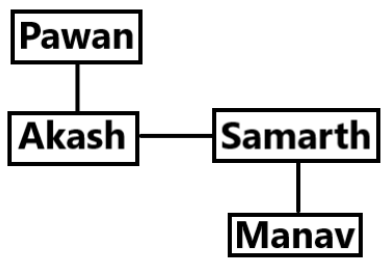
B. Fathers father
C. Son
D. Father

Answer: A

Sol: **Given**:
Manav is the brothers son of Akash.
Akash is the only sibling of Samarth.
Pawan is Akashs father.

Symbol in Diagram	Meaning
- / O	Female
+ / □	Male
═	Married Couple
—	Siblings
|	Difference Of Generation

From the given information blood relation diagram will be.



So, Manav is **sons son** of Pawan.
Thus, correct option is (a).

a e of rice, a housewife also increases her expenditure by 5%. By what percentage has her consumption decreased?

A. 25 percent
B. 20 percent
C. 12.5 percent
D. 16 percent

Answer: D

Sol: **Given:**

Increase in Price $= 25\%$
Increase in Expenditure $= 5\%$

Concept Used:

Expenditure $=$ Price $\times$ Consumption

Solution:

Let initial Price $= 100$ and initial Consumption $= 100$.
Initial Expenditure $= 100 \times 100 = 10000$

New Price $= 125$
New Expenditure $= 10000 \times 1.05 = 10500$

Let new Consumption be C.
$125 \times C = 10500$
$C = \frac{10500}{125}$
$C = 84$

New Consumption is 84 units (from 100).
Percentage Decrease $= 100 - 84 = 16\%$

Final Answer

16%

Q.2 If a shopkeeper offers a discount of 30% on the marked price of his goods and thus ends up selling at cost price, what was the mark up?

A. 65
B. 75
C. 60
D. 42.86

Answer: D

Sol: **Given:**
Discount $= 30\%$
Selling price $=$ Cost price

Concept Used:
Marked price, discount and mark up

Formula Used:
Discount $= \frac{MP - SP}{MP} \times 100$
Mark up $= \frac{MP - CP}{CP} \times 100$

Solution:
Let cost price $= 100$
Selling price $= 100$
After 30% discount, $SP = 70\%$ of MP

$MP = \frac{}{7}$

$\text{Mark up} = \frac{\frac{1000}{7} - 100}{100} \times 100$

$= \frac{300}{7}$

$= 42.86\%$

Q.3 Find the compound interest on Rs. 25000 at 8% per annum for 2 years, where the interest is compounded annually.

A. 4160 rupees
B. 4000 rupees
C. 4200 rupees
D. 4260 rupees

Answer: A

Sol: **Given :**

$\text{Principal } = 25000$

$\text{Rate of interest } = 8\% \text{ per annum}$

$\text{Time } = 2 \text{ years}$

Compounded annually

Formula Used :

$A = P\left(1 + \frac{r}{100}\right)^n$

$\text{Compound Interest} = A - P$

Solution :

$A = 25000\left(1 + \frac{8}{100}\right)^2$

$= 25000(1.08)^2$

$= 25000 \times 1.1664$

$= 29160$

$\text{Compound Interest} = 29160 - 25000$

$= 4160$

Final Answer :

₹4160

Q.4 Find a single equivalent discount of 40%, 30% and 25%.

A. 68.5%
B. 48.5%
C. 58.5%
D. 78.5%

Answer: A

Sol: **Given :**

$\text{Successive discounts} = 40\%, 30\%, 25\%$

Formula Used :

$$1-(1-d_1)(1-d_2)(1-d_3)$$

Solution :

$d_1 = 0.40, d_2 = 0.30, d_3 = 0.25$

$= 1-(1-0.40)(1-0.30)(1-0.25)$

$= 1-(0.60 \times 0.70 \times 0.75)$

$= 1-0.315$

$= 0.685$

$= 68.5\%$

Final Answer :

68.5%

Q.5 What is the length of the longest rod that can be placed in a room 10 m long, 8 m broad and 6 m high?

A. 4√2 m
B. 10√2 m
C. 5√2 m
D. 15√2 m

Answer: B

Sol: **Given:**

$L = 10, B = 8, H = 6$

Formula Used:

$\text{Diagonal} = \sqrt{L^2 + B^2 + H^2}$

Solution:

$D = \sqrt{10^2 + 8^2 + 6^2}$

$D = \sqrt{100 + 64 + 36}$

$D = \sqrt{200}$

$D = 10\sqrt{2}\ \text{m}$

Final Answer

$10\sqrt{2}\ \text{m}$

Q.6 Pipe J can fill a tank in 48 hours and Pipe K can fill the same tank in 72 hours. If both the pipes are opened on alternate hours one at a time and pipe K is opened for first hour, then in how much time will the tank be completely full?

A. $57\frac{1}{3}$ hours
B. $57\frac{2}{3}$ hours
C. $59\frac{2}{9}$ hours
D. 58 hours

Answer: B

Sol: **Given:**

J alone: 48 hours

Alternate opening, K first

Formula Used:

Total Capacity = Rate × time

Solution:

Total work = LCM(48, 72) = 144 units

Efficiencies:

J = $\frac{144}{48}$ = 3

K = $\frac{144}{72}$ = 2

One 2-hour cycle (K then J) fills 2 + 3 = 5 units

144 ÷ 5 = 28 full cycles (56 hours) fill 140 units

Remaining 4 units – K starts next hour:

fills 2 unit , now remaining 2 unit filled by J in time

= $\frac{2}{3}$ hours

Total time = 56 + 1 + $\frac{2}{3}$ = 57$\frac{2}{3}$ hours

Q.7 Simplify: $\frac{(2.7)^3 + (1.3)^3}{(2.7)^2 - 2.7 \times 1.3 + (1.3)^2}$

A. 3
B. 2
C. 5
D. 4

Answer: D

Expression in form: $\frac{a^3 + b^3}{a^2 - ab + b^2}$
Where $a = 2.7, b = 1.3$

Formula Used:

$a^3 + b^3 = (a + b)(a^2 - ab + b^2)$

Solution:

The expression simplifies to:
$\frac{(a + b)(a^2 - ab + b^2)}{a^2 - ab + b^2} = a + b$

Substituting values:
$= 2.7 + 1.3$
$= 4.0$

Final Answer

4

Q.8 R sold an article to B at a profit 50 percent, B sold the same article to C at a profit of 30 percent and C finally solid it to D a profit of 15 percent. If R purchased this article for Rs. 100, then at what price D purchased this article from C ?

A. Rs. 224.25
B. Rs. 226.75
C. Rs. 318.25
D. Rs. 336.5

Answer: A

Sol: **Given:**

Cost Price for R $= Rs.100$

Profit R to B $= 50\%$

Profit B to C $= 30\%$

Profit C to D $= 15\%$

Solution:

Price B paid $= 100 \times (1 + \frac{50}{100}) = 100 \times 1.5 = 150$

Price C paid $= 150 \times (1 + \frac{30}{100}) = 150 \times 1.3 = 195$

Price D paid $= 195 \times (1 + \frac{15}{100}) = 195 \times 1.15$

Calculation:

$195 \times 1.15 = 195 \times (1 + 0.1 + 0.05)$

$= 195 + 19.5 + 9.75$

$= 224.25$

Final Answer

$Rs.224.25$

Q.9 Find compound interest on Rs. 24000 at 10 per annum for 2 years, compo ually.

B. Rs.5040
C. Rs.4040
D. Rs.6040

Answer: B

Sol: **Given:**

$P = 24000, \quad R = 10\%, \quad T = 2$

Concept Used:

Compound Interest

Formula Used:

$A = P\left(1 + \frac{R}{100}\right)^T$
Compound Interest $= A - P$

Solution:

$A = 24000\left(1 + \frac{10}{100}\right)^2$
$A = 24000(1.1)^2$
$A = 24000 \times 1.21$
$A = 29040$
Compound Interest $= 29040 - 24000$
Compound Interest $= 5040$

Final Answer:

5040

Q.10 A can complete a piece of work in 10 days, and B can complete the same work in 15 days. If they work together, in how many days will the work be completed?

A. 6
B. 4
C. 9
D. 3

Answer: A

Sol: **Given:**

Time taken by A $= 10$ days
Time taken by B $= 15$ days

Formula Used:

$\frac{1}{T} = \frac{1}{A} + \frac{1}{B}$

Solution:

One day work of A $= \frac{1}{10}$

One day work of B $= \frac{1}{15}$
Combined one day work $= \frac{1}{10} + \frac{1}{15}$

$= \frac{3+2}{30} = \frac{5}{30} = \frac{1}{6}$

Total time taken $= 6$ days

Final Answer

6

कसे मिला?

निम्नलिखित गद्यांश को पढ़कर पूछे गये प्रश्नों के उत्तर दीजिए। सबसे ऊँचे चबूतरे पर बड़ा बौद्ध स्तूप है। मगर यह मुअनजो-दड़ो की सभ्यता के बिखरने के बाद एक जीर्ण-शीर्ण टीले पर बना। कोई पच्चीस फुट ऊँचे चबूतरे पर छब्बीस सदी पहले बनी ईंटों के दम पर स्तूप को आकार दिया गया। चबूतरे पर भिक्षुओं के कमरे भी हैं। 1922 में जब राखालदास बनर्जी यहाँ आए, तब वे इसी स्तूप की खोजबीन करना चाहते थे। इसके गिर्द खुदाई शुरू करने के बाद उन्हें इलहाम हुआ कि यहाँ ईसा पूर्व के निशान हैं। भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक जॉन मार्शल के निर्देश पर खुदाई का व्यापक अभियान शुरू हुआ। धीमे-धीमे यह खोज विशेषज्ञों को सिंधु घाटी सभ्यता की देहरी पर ले आई। इस खोज ने भारत को मिस्र और मेसोपोटामिया (इराक) की प्राचीन सभ्यताओं के समकक्ष ला खड़ा किया। दुनिया की प्राचीन सभ्यता होने के भारत के दावे को पुरातत्त्व का वैज्ञानिक आधार मिल गया।

A. अमेरिका
B. इराक
C. भारत
D. जापान

Answer: C

Sol:

सही उत्तर: विकल्प (C)
व्याख्या:
गद्यांश में 'मुअनजोदड़ो' का उल्लेख है, जो सिन्धु घाटी सभ्यता का हिस्सा है। यह भारत की प्राचीनतम सभ्यताओं में से एक मानी जाती है।

Q.2 भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक कौन थे?

निम्नलिखित गद्यांश को पढ़कर पूछे गये प्रश्नों के उत्तर दीजिए। सबसे ऊँचे चबूतरे पर बड़ा बौद्ध स्तूप है। मगर यह मुअनजो-दड़ो की सभ्यता के बिखरने के बाद एक जीर्ण-शीर्ण टीले पर बना। कोई पच्चीस फुट ऊँचे चबूतरे पर छब्बीस सदी पहले बनी ईंटों के दम पर स्तूप को आकार दिया गया। चबूतरे पर भिक्षुओं के कमरे भी हैं। 1922 में जब राखालदास बनर्जी यहाँ आए, तब वे इसी स्तूप की खोजबीन करना चाहते थे। इसके गिर्द खुदाई शुरू करने के बाद उन्हें इलहाम हुआ कि यहाँ ईसा पूर्व के निशान हैं। भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक जॉन मार्शल के निर्देश पर खुदाई का व्यापक अभियान शुरू हुआ। धीमे-धीमे यह खोज विशेषज्ञों को सिंधु घाटी सभ्यता की देहरी पर ले आई। इस खोज ने भारत को मिस्र और मेसोपोटामिया (इराक) की प्राचीन सभ्यताओं के समकक्ष ला खड़ा किया। दुनिया की प्राचीन सभ्यता होने के भारत के दावे को पुरातत्त्व का वैज्ञानिक आधार मिल गया।

A. जॉन मार्शल
B. दलाई लामा
C. गौतम बुद्ध
D. राखालदास बनर्जी

Answer: A

Sol:

सही उत्तर: विकल्प (A)
व्याख्या:
गद्यांश की अंतिम पंक्ति के अनुसार: "भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक जॉन मार्शल के निर्देश पर खुदाई का व्यापक अभियान शुरू हुआ..."

Q.3 1922 में बौद्ध स्तूप पर कौन शोध करना चाहते थे?

निम्नलिखित गद्यांश को पढ़कर पूछे गये प्रश्नों के उत्तर दीजिए। सबसे ऊँचे चबूतरे पर बड़ा बौद्ध स्तूप है। मगर यह मुअनजो-दड़ो की सभ्यता के बिखरने के बाद एक जीर्ण-शीर्ण टीले पर बना। कोई पच्चीस फुट ऊँचे चबूतरे पर छब्बीस सदी पहले बनी ईंटों के दम पर स्तूप को आकार दिया गया। चबूतरे पर भिक्षुओं के कमरे भी हैं। 1922 में जब राखालदास बनर्जी यहाँ आए, तब वे इसी स्तूप की खोजबीन करना चाहते थे। इसके गिर्द खुदाई शुरू करने के बाद उन्हें इलहाम हुआ कि यहाँ ईसा पूर्व के निशान हैं। भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक जॉन मार्शल के निर्देश पर खुदाई का व्यापक अभियान शुरू हुआ। धीमे-धीमे यह खोज विशेषज्ञों को सिंधु घाटी सभ्यता की देहरी पर ले आई। इस खोज ने भारत को मिस्र और मेसोपोटामिया (इराक) की प्राचीन सभ्यताओं के समकक्ष ला खड़ा किया। दुनिया की प्राचीन सभ्यता होने के भारत के दावे को पुरातत्त्व का वैज्ञानिक आधार मिल गया।

A. जॉन मार्शल
B. पुरातत्व विभाग
C. बौद्ध भिक्षुक
D. राखालदास बनर्जी

Answer: D

Sol:

सही उत्तर: विकल्प (D)
व्याख्या:
गद्यांश स्पष्ट करता है: "1922 में जब राखालदास बनर्जी यहाँ आए, तब वे इसी स्तूप की खोजबीन करना चाहते थे।"

Q.4 स्तूप को कितनी ऊँचाई पर बने चबूतरे पर आकार दिया गया?
निम्नलिखित गद्यांश को पढ़कर पूछे गये प्रश्नों के उत्तर दीजिए। सबसे ऊँचे चबूतरे पर बड़ा बौद्ध स्तूप है। मगर यह मुअनजो-दड़ो की सभ्यता के बिखरने के बाद एक जीर्ण-शीर्ण टीले पर बना। कोई पच्चीस फुट ऊँचे चबूतरे पर छब्बीस सदी पहले बनी ईंटों के दम पर स्तूप को आकार दिया गया। चबूतरे पर भिक्षुओं के कमरे भी हैं। 1922 में जब राखालदास बनर्जी यहाँ आए, तब वे इसी स्तूप की खोजबीन करना चाहते थे। इसके गिर्द खुदाई शुरू करने के बाद उन्हें इलहाम हुआ कि यहाँ ईसा पूर्व के निशान हैं। भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक जॉन मार्शल के निर्देश पर खुदाई का व्यापक अभियान शुरू हुआ। धीमे-धीमे यह खोज विशेषज्ञों को सिंधु घाटी सभ्यता की देहरी पर ले आई। इस खोज ने भारत को मिस्र और मेसोपोटामिया (इराक) की प्राचीन सभ्यताओं के समकक्ष ला खड़ा किया। दुनिया की प्राचीन सभ्यता होने के भारत के दावे को पुरातत्त्व का वैज्ञानिक आधार मिल गया।

A. 25 फुट
B. 27 फुट
C. 26 फुट
D. 24 फुट

Answer: A

Sol:
सही उत्तर: विकल्प (A)
व्याख्या:
गद्यांश के अनुसार: "कोई पच्चीस फुट ऊँचे चबूतरे पर छब्बीस सदी पहले बनी ईंटों के दम पर स्तूप को आकार दिया गया।"

Q.5 बड़ा बौद्ध स्तूप कहाँ स्थित है?
निम्नलिखित गद्यांश को पढ़कर पूछे गये प्रश्नों के उत्तर दीजिए। सबसे ऊँचे चबूतरे पर बड़ा बौद्ध स्तूप है। मगर यह मुअनजो-दड़ो की सभ्यता के बिखरने के बाद एक जीर्ण-शीर्ण टीले पर बना। कोई पच्चीस फुट ऊँचे चबूतरे पर छब्बीस सदी पहले बनी ईंटों के दम पर स्तूप को आकार दिया गया। चबूतरे पर भिक्षुओं के कमरे भी हैं। 1922 में जब राखालदास बनर्जी यहाँ आए, तब वे इसी स्तूप की खोजबीन करना चाहते थे। इसके गिर्द खुदाई शुरू करने के बाद उन्हें इलहाम हुआ कि यहाँ ईसा पूर्व के निशान हैं। भारतीय पुरातत्त्व सर्वेक्षण के महानिदेशक जॉन मार्शल के निर्देश पर खुदाई का व्यापक अभियान शुरू हुआ। धीमे-धीमे यह खोज विशेषज्ञों को सिंधु घाटी सभ्यता की देहरी पर ले आई। इस खोज ने भारत को मिस्र और मेसोपोटामिया (इराक) की प्राचीन सभ्यताओं के समकक्ष ला खड़ा किया। दुनिया की प्राचीन सभ्यता होने के भारत के दावे को पुरातत्त्व का वैज्ञानिक आधार मिल गया।

A. नीचे चबूतरे पर
B. ऊँचे चबूतरे पर
C. ईंटों के बने चट्टों पर
D. पहाड़ पर

Answer: B

Sol:
सही उत्तर: विकल्प (B)
व्याख्या:
गद्यांश की पहली पंक्ति ही साक्ष्य प्रदान करती है: "सबसे ऊँचे चबूतरे पर बड़ा बौद्ध स्तूप है।"

Q.6 'अमृत' शब्द का पर्यायवाची है:

A. प्रमोद
B. सुरेन्द्र
C. सुधा
D. सलिल

Answer: C

Sol:
सही उत्तर: विकल्प (C) व्याख्या: 'सुधा' अमृत का सबसे प्रसिद्ध पर्यायवाची है। अन्य शब्दों के अर्थ भिन्न हैं।
सभी विकल्पों का विस्तृत विश्लेषण:

विकल्प	शब्द	अर्थ
(A)	प्रमोद	हर्ष / खुशी।
(B)	सुरेन्द्र	इन्द्र (देवताओं का राजा)।
(C)	सुधा	सटीक उत्तर: अमृत।
(D)	सलिल	पानी / जल।

Q.7 'आकाश' का पर्यायवाची नहीं है।

A. गगन
B. नभ
C. व्योम
D. जलज

Answer: D

Sol: **सही उत्तर**: **D - जलज**

व्याख्या:
'आकाश' के पर्यायवाची शब्दों में *गगन, नभ,* और *व्योम* आते हैं, क्योंकि ये सभी आकाश या आसमान के अर्थ में उपयोग होते हैं।

- **गगन**: आकाश का पर्यायवाची है।
- **नभ**: आकाश का पर्यायवाची है।
- **व्योम**: आकाश का पर्यायवाची है।

जलज का अर्थ है "जो जल में उत्पन्न होता है" या "जल में जन्म लेने वाला" (जैसे जल के भीतर उत्पन्न होने वाला पौधा या जीव), जो आकाश से संबंधित नहीं है।

इसलिए, **'जलज'** 'आकाश' का पर्यायवाची नहीं है।

Q.8 'अंगूठा दिखाना' मुहावरे का उचित अर्थ क्या होता है?

A. चाल चलाना
B. संकट मोल लेना
C. छिप जाना
D. समय पर धोखा देना

Answer: D

Sol: **सही उत्तर: विकल्प (D) समय पर धोखा देना**
व्याख्या:
'अंगूठा दिखाना' मुहावरे का अर्थ होता है **'किसी को धोखा देना'** या **'चुपके से किसी को पराजित करना'**, खासकर जब किसी व्यक्ति को किसी विशेष स्थिति में धोखा दिया जाता है। यह मुहावरा यह भी संकेत करता है कि जब कोई व्यक्ति अचानक से किसी को धोखा दे देता है, तो यह एक प्रकार का **'धोखा देना'** या **'चालाकी से किसी को पराजित करना'** होता है।
सभी विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A) चाल चलाना	यह गलत है, क्योंकि 'अंगूठा दिखाना' का अर्थ **'चाल चलाना'** नहीं होता है।
(B) संकट मोल लेना	यह गलत है, क्योंकि 'अंगूठा दिखाना' का अर्थ **'संकट मोल लेना'** नहीं होता है।
(C) छिप जाना	यह गलत है, क्योंकि 'अंगूठा दिखाना' का अर्थ **'छिप जाना'** नहीं होता है।
(D) समय पर धोखा देना	यह सही है, क्योंकि 'अंगूठा दिखाना' का अर्थ है **'समय पर धोखा देना'**, खासकर किसी को धोखा देना या किसी को चालाकी से हराना।

Q.9 नौ दो ग्यारह होना मुहावरे का सही अर्थ है-

A. नौ और दो मिलकर ग्यारह होना
B. घबरा जाना
C. भाग जाना
D. प्रसन्न होना

Answer: C

Sol: "नौ दो ग्यारह होना" मुहावरे का अर्थ है "भाग जाना"। इस मुहावरे का प्रयोग तब किया जाता है जब कोई व्यक्ति अचानक किसी स्थान से निकल जाए या किसी स्थिति से बाहर हो जाए।
सही उत्तर: (c) भाग जाना
अन्य विकल्पों का विश्लेषण:
· (a) नौ और दो मिलकर ग्यारह होना - यह मुहावरे का सही अर्थ नहीं है, बल्कि संख्याओं का साधारण जोड़ है।
· (b) घबरा जाना - यह भी मुहावरे का सही अर्थ नहीं है, क्योंकि "नौ दो ग्यारह होना" का अर्थ है स्थिति से दूर या भाग जाना।
· (d) प्रसन्न होना - इसका भी "नौ दो ग्यारह होना" से कोई संबंध नहीं है।
इस प्रकार: सही उत्तर (c) भाग जाना है।

Q.10 क्रिया के अलावा संज्ञा के लिंग के अनुसार किन शब्दों के रूप परिवर्तित होते हैं?

A. विशेषण
B. विशेष्य
C. कारक
D. विकृत अव्यय

Answer: A

Sol: **सही उत्तर**: (a) विशेषण
विस्तृत उत्तर:

हिंदी व्याकरण में, संज्ञा के लिंग (पुल्लिंग या स्त्रीलिंग) के अनुसार विशेषणों के रूप में परिवर्तन होता है। विशेषण वे शब्द हैं जो संज्ञा या सर्वनाम की विशेषता बताते हैं, जैसे रंग, आकार, संख्या आदि। जब संज्ञा का लिंग बदलता है, तो उसके साथ जुड़े विशेषण का रूप भी उसी के अनुसार बदलता है।

उदाहरण:

- **पुल्लिंग**: अच्छा लड़का
- **स्त्रीलिंग**: अच्छी लड़की

यहाँ 'अच्छा' विशेषण पुल्लिंग संज्ञा 'लड़का' के साथ है, जबकि 'अच्छी' विशेषण स्त्रीलिंग संज्ञा 'लड़की' के साथ। इस प्रकार, विशेषण संज्ञा के लिंग के अनुसार अपना रूप बदलते हैं।

अन्य विकल्पों का विश्लेषण:

- **विशेष्य**: यह संज्ञा या सर्वनाम होता है, जिसके बारे में विशेषण जानकारी देता है। विशेष्य स्वयं संज्ञा है, इसलिए यह प्रश्न के संदर्भ में उपयुक्त नहीं है।
- **कारक**: यह संज्ञा या सर्वनाम के वाक्य में संबंध को दर्शाता है, लेकिन इसका रूप संज्ञा के लिंग के अनुसार नहीं बदलता।
- **विकृत अव्यय**: अव्यय वे शब्द हैं जो अपरिवर्तनीय होते हैं; वे लिंग, वचन या कारक के अनुसार नहीं बदलते।

अतः, क्रिया के अलावा, संज्ञा के लिंग के अनुसार विशेषणों के रूप परिवर्तित होते हैं।

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ch for the highlighted word in each sentence:
The painting displayed vibrant colors and intricate details.

A. Verb
B. Noun
C. Adjective
D. Adverb

Answer: C

Sol: The correct option is (c).
The highlighted word **vibrant** describes the noun **colors**. A describing word that tells the quality of a noun is an **adjective** (विशेषण).

How to identify:

- Ask: **What kind of colors?** The answer is **vibrant**.
- Therefore, it modifies a noun and functions as an adjective.

Meaning: vibrant means bright, lively, and full of energy (चमकीला / जीवंत).

Example: The room looked cheerful with **vibrant** curtains.

Why other options are incorrect:

- **(a) Verb**: A verb is an action/state; "vibrant" is not an action.
- **(b) Noun**: A noun names something; here "vibrant" is describing "colors".
- **(d) Adverb**: An adverb modifies a verb/adjective/adverb; "vibrantly" would be an adverb, not "vibrant".

"So the correct answer is (c)"

Q.2 **Select the most appropriate synonym of the given word.**
Enormous

A. Massive
B. Expensive
C. Ordinary
D. Limited

Answer: A

Sol: The correct synonym of the given word is (a) **Massive**.
Enormous: Very large in size, quantity, or extent. (विशाल)
Example: The elephant is an **enormous** animal.
Massive: Exceptionally large, heavy, or solid. (बहुत बड़ा, विशाल)
Example: A **massive** stone fell from the cliff.
Synonyms: Huge, Massive, Gigantic, Immense.
Antonyms: Small, Tiny, Little, Miniature.
Meanings of all the other options:
· (a) **Massive**: Very large and heavy.
· (b) **Expensive**: Costing a lot of money. (महंगा)
· (c) **Ordinary**: Common, not special. (साधारण)
· (d) **Limited**: Restricted or small in number or amount. (सीमित)

Q.3 **The following sentence has been divided into parts. One of them contains an error. Select the part that contains the error from the given options.**
The interviewer asked me/ if I knew that/ Kalidas was the greater/ than any other poet.

A. than any other poet.
B. The interviewer asked me
C. Kalidas was the greater

Answer: C

Sol:

Correct Answer Explanation (English):
Error is in: "**Kalidas was the greater**". With "than any other", we need the **superlative degree**: **the greatest**, not "the greater" (comparative).
Correct sentence: "Kalidas was the greatest than any other poet." (Better: "Kalidas was greater than any other poet" OR "Kalidas was the greatest poet.")
Correct Answer Explanation (Hindi):
त्रुटि "Kalidas was the greater" में है। "than any other" के साथ या तो **comparative** "greater than any other" आता है, या फिर superlative "the greatest poet"। "the greater" गलत है।
Grammar Rule (English + Hindi):
• **Comparative:** greater than any other + singular noun
• **Superlative:** the greatest + noun (सबसे श्रेष्ठ/सबसे बड़ा)
Meanings/Explanation of other parts (English + Hindi):
• (a) "than any other poet" = तुलना का सही भाग (किसी भी अन्य कवि से)
• (b) "The interviewer asked me" = सही (साक्षात्कारकर्ता ने मुझसे पूछा)
• (d) "if I knew that" = सही (क्या मुझे पता था कि)

Q.4 **Select the most appropriate ANTONYM of the highlighted word.**
The patient found the doctor to be obtuse and distracted by constant calls on his phone.

A. astute
B. obese
C. banal
D. obsolete

Answer: A

Sol: The correct antonym of the given word is "**Astute**".
Obtuse means slow to understand or insensitive.
Hindi Meaning: (जड़बुद्धि , मूर्ख)
Example: He was too obtuse to understand the joke.
Astute means having or showing an ability to accurately assess situations or people and turn this to one's advantage.
Hindi Meaning: (चतुर , कुशाग्र बुद्धि)
Example: She made an astute observation about the company's financial health.
Synonyms: Blunt, dull, insensitive, unintelligent, imperceptive.
Antonyms: Sharp, acute, perceptive, intelligent, clever.
Meanings of other options:
 Obese relates to being overweight.
 Banal means lacking originality.
 Obsolete refers to something out of date or no longer in use.

Q.5 **Select the most appropriate meaning of the given idiom.**
On cloud nine

A. Very confused
B. Tired and exhausted
C. Extremely happy
D. Deep in thought

Answer: C

Sol: The correct option is (c).
The idiom "**on cloud nine**" means to feel **extremely happy, delighted, or overjoyed**, as if one is floating high above the ground due to happiness. It is commonly used to express a very joyful emotional state (Hindi meaning: बहुत खुश / आनंदित).

Example: When she heard she had cleared the exam, she was **on cloud nine**.

Why other options are incorrect:

- **(A) Very confused**: Confusion relates to lack of understanding, not happiness.
- **(B) Tired and exhausted**: This describes fatigue, opposite of joyful excitement.
- **(D) Deep in thought**: This refers to thinking seriously, not feeling delighted.

Other related idioms and their meanings:

emely happy.

- **In seventh heaven**: in a state of great joy.
- **Walking on air**: feeling very excited and happy.

So the correct answer is (c)

Q.6 **Select the statement that is correct according to the passage.**
Read the given passage and answer the questions that follow.
An important skill we all need to learn, in my opinion, is not to have preconceived notions about anything. Having said that I also know how difficult a thing it can be!
To drop the burden of preconceived notions, we need to unlearn a few things, which again is a tough thing to do. Very early on, we start cramming our brains with ideas and opinions. These notions might have entered our mind from our family, parents, society or some of the books we might have read. We need to understand the fact that everything in life keeps changing and we just cannot stick to something only because that thought might have entered our brains years back!
I always thought ice-creams or chilled items were bad for a child having a cold or a running nose. I was terribly surprised when a GP in London told my four-year-old grandson with a cold to go ahead and have a popsicle. Later I found out that there is no scientific evidence to prove that an ice-cream or a popsicle can aggravate a cold!

A. The author's grandson was advised to consume ice-creams to treat his cold.
B. Unlearning preconceived notions is a tough thing to do.
C. Scientific research has proven that ice-creams worsen cold symptoms.
D. Unlearning preconceived notions is an effortless process.

Answer: B

Sol: The correct statement according to the passage is “Unlearning preconceived notions is a tough thing to do.”
Explanation for correct answer:
The passage discusses how unlearning preconceived notions is challenging, as it involves letting go of deeply ingrained ideas.
Reference from passage: "To drop the burden of preconceived notions, we need to unlearn a few things, which again is a tough thing to do."

Q.7 **Select the most appropriate title for the given passage.**
Read the given passage and answer the questions that follow.
An important skill we all need to learn, in my opinion, is not to have preconceived notions about anything. Having said that I also know how difficult a thing it can be!
To drop the burden of preconceived notions, we need to unlearn a few things, which again is a tough thing to do. Very early on, we start cramming our brains with ideas and opinions. These notions might have entered our mind from our family, parents, society or some of the books we might have read. We need to understand the fact that everything in life keeps changing and we just cannot stick to something only because that thought might have entered our brains years back!
I always thought ice-creams or chilled items were bad for a child having a cold or a running nose. I was terribly surprised when a GP in London told my four-year-old grandson with a cold to go ahead and have a popsicle. Later I found out that there is no scientific evidence to prove that an ice-cream or a popsicle can aggravate a cold!

A. Challenging the Thought Process
B. Unlearning Preconceived Notions
C. Evaluating Our Superstitions
D. The Power of Our Mind

Answer: B

Sol: The most appropriate title for the given passage is “Unlearning Preconceived Notions.”
Explanation for correct answer:
The passage primarily discusses the difficulty and importance of unlearning preconceived notions, making this the most suitable title.
Reference from passage: The focus on unlearning ideas and questioning long-held beliefs.

Q.8 **Select the most appropriate theme of the passage.**
Read the given passage and answer the questions that follow.
An important skill we all need to learn, in my opinion, is not to have preconceived notions about anything. Having said that I also know how difficult a thing it can be!
To drop the burden of preconceived notions, we need to unlearn a few things, which again is a tough thing to do. Very early on, we start cramming our brains with ideas and opinions. These notions might have entered our mind from our family, parents, society or some of the books we might have read. We need to understand the fact that everything in life keeps changing and we just cannot stick to something only because that thought might have entered our brains years back!
I always thought ice-creams or chilled items were bad for a child having a c nning nose. I was terribly surprised when a GP in London told

ith a cold to go ahead and have a popsicle. Later I found out that there is no scienti
cream or a popsicle can aggravate a cold!

A. The need for evidence-based decision making
B. The significance of seeking professional advice
C. The influence of personal experiences on our beliefs
D. The role of scientific evidence in debunking misconceptions

Answer: C

Sol: The most appropriate theme of the passage is "The influence of personal experiences on our beliefs."
Explanation:
The passage reflects on how personal experiences, like the author's interaction with a doctor about ice cream and colds, can challenge and change preconceived notions or beliefs.
This highlights how personal experiences can strongly influence our beliefs, even leading us to reconsider long-held ideas.
Reference from Passage:
The author discusses how personal beliefs about cold and ice cream were challenged by a new experience, showing the impact of personal experiences on one's belief system.

Q.9 **Select the most appropriate ANTONYM of the given word used in the passage.**
Aggravate
Read the given passage and answer the questions that follow.
An important skill we all need to learn, in my opinion, is not to have preconceived notions about anything. Having said that I also know how difficult a thing it can be!
To drop the burden of preconceived notions, we need to unlearn a few things, which again is a tough thing to do. Very early on, we start cramming our brains with ideas and opinions. These notions might have entered our mind from our family, parents, society or some of the books we might have read. We need to understand the fact that everything in life keeps changing and we just cannot stick to something only because that thought might have entered our brains years back!
I always thought ice-creams or chilled items were bad for a child having a cold or a running nose. I was terribly surprised when a GP in London told my four-year-old grandson with a cold to go ahead and have a popsicle. Later I found out that there is no scientific evidence to prove that an ice-cream or a popsicle can aggravate a cold!

A. Destroy
B. Pester
C. Annihilate
D. Alleviate

Answer: D

Sol: The most appropriate antonym of the word “aggravate” used in the passage is “alleviate.”
Explanation for correct answer:
"Aggravate" means to worsen a situation, while "alleviate" means to make it better or less severe.
Reference from passage: The discussion about ice-cream not worsening a cold highlights the opposite concept of "aggravate."

Q.10 **What is the tone of the passage?**
Read the given passage and answer the questions that follow.
An important skill we all need to learn, in my opinion, is not to have preconceived notions about anything. Having said that I also know how difficult a thing it can be!
To drop the burden of preconceived notions, we need to unlearn a few things, which again is a tough thing to do. Very early on, we start cramming our brains with ideas and opinions. These notions might have entered our mind from our family, parents, society or some of the books we might have read. We need to understand the fact that everything in life keeps changing and we just cannot stick to something only because that thought might have entered our brains years back!
I always thought ice-creams or chilled items were bad for a child having a cold or a running nose. I was terribly surprised when a GP in London told my four-year-old grandson with a cold to go ahead and have a popsicle. Later I found out that there is no scientific evidence to prove that an ice-cream or a popsicle can aggravate a cold!

A. Sarcastic
B. Humorous
C. Reflective
D. Humanistic

Answer: C

Sol: The tone of the passage is “Reflective.”
Explanation for correct answer:
The author reflects on personal experiences and the process of challenging preconceived notions, making the tone reflective.
Reference from passage: The passage's introspective discussion on unlearning and re-evaluating beliefs.

the aim of the public-school education system?

A. To become the most attractive option for parents from all walks of life
B. To cater only to the economically weaker sections
C. To focus solely on vocational training
D. To compete with private schools in terms of fee structure

Answer: A

Sol:

The correct answer is **(a) To become the most attractive option for parents from all walks of life.**

Explanation:

NEP 2020 envisions transforming public schools into high-quality, inclusive, and equitable institutions that offer excellent education accessible to everyone, not just the underprivileged. The goal is to restore parents' trust and make public education the preferred choice for all.

Information Booster:

· **Vision:** Strengthen public education as a model of quality and inclusivity.
· **Objective:** Provide equitable and excellent education for every child.
· **Strategy:** Improve teacher quality, infrastructure, and learning outcomes.
· **Inclusivity:** Welcomes students from diverse social and economic backgrounds.
· **Importance:** Builds social cohesion and equality in education.
· **Example:** Enhanced facilities, trained teachers, and digital classrooms in government schools.
· **Outcome:** Reduces dependence on private schools for quality education.
· **Educational Implication:** Ensures equity, trust, and high standards in public education.

Q.2 **Which of the following are significant barriers to effective communication within a diverse classroom?**
I. Noise and physical distractions
II. Prejudices and stereotypes
III. Use of simple and clear language

A. I and II
B. II and III
C. I and III
D. I, II and III

Answer: A

Sol:

The correct answer is **(a) I and II.**

Explanation:

Noise and physical distractions (I) create technical barriers that impede the reception of the message. Prejudices and stereotypes (II) create psychological and socio-cultural barriers that distort the interpretation of the message and the relationship between the sender and receiver. Clear language (III) is a facilitator of communication, not a barrier.

Information Booster:

· **Physical Barriers (I):** Environmental obstacles that interfere with the message transmission (e.g., poor acoustics, external noise, uncomfortable seating).
· **Psychological Barriers (II):** Mental blocks caused by emotional states, preconceived notions, or prejudices that prevent unbiased reception of the message.
· **Socio-Cultural Barriers:** Stereotypes and cultural biases that lead to misinterpretation of non-verbal cues or content (e.g., assuming a student's answer is based on their group identity).
· **Semantic Barriers:** Difficulties arising from complex language, ambiguity, or poor articulation.
· **Facilitator (III):** Simple and clear language is an enabler of effective communication, ensuring easy encoding and decoding of the message.

Additional Points:

· **Statement III (Use of simple and clear language):** This is a key requirement for effective communication, minimizing semantic barriers.

Q.3 **During an EVS class, the teacher wants students to understand the transformation of a caterpillar into a butterfly. Which teaching aid will provide the most effective, real-life visualization of this concept?**

A. Blackboard
B. Flashcards
C. Chart/Model
D. Lecture notes

Sol:

The correct answer is **(c) Chart/Model.**

Explanation:

For concepts involving processes or sequences, visual aids such as charts, 3D models, or videos are most effective. They allow learners to see and comprehend life cycles dynamically, reinforcing conceptual understanding.

Information Booster:

· **Purpose of Teaching Aids:** Bridge gap between theory and real experience.
· **Visual Aids:** Charts, diagrams, and models improve retention.
· **Science Education:** Helps visualize invisible or gradual processes.
· **Cognitive Support:** Strengthens conceptual and spatial understanding.
· **Active Learning:** Encourages curiosity and discussion.
· **Result:** Enhances comprehension through multisensory experience.

Additional Points:

· Blackboard is textual and static, unsuitable for showing transformation.
· Flashcards show individual steps, not full process clarity.
· Lecture notes lack visual engagement, making them ineffective for process-based learning.

Q.4 Which of the following reflect the principles of constructivist teaching?

I. Learners actively construct knowledge.
II. Learning is influenced by prior experiences.
III. Teacher transmits fixed knowledge directly.

A. I and II only
B. II and III only
C. I and III only
D. I, II and III

Answer: A

Sol:

The correct answer is **(a) I and II only.**

Explanation:

Constructivist teaching emphasizes the active role of the learner in constructing their own knowledge and understanding. It acknowledges that learning is influenced by the learner's prior experiences and that knowledge is built upon these experiences. However, the teacher's role is not to transmit fixed knowledge directly (III), but rather to facilitate and guide students in their learning process.

Information Booster:

Learners Actively Construct Knowledge:

· In constructivism, learners are not passive recipients of information; they actively engage with the material, build, and apply their own understanding.
· This active involvement allows students to make connections with real-world experiences, making learning more meaningful.
· The teacher's role is to provide guidance, ask probing questions, and create opportunities for students to explore and discover.

Learning is Influenced by Prior Experiences:

· Constructivist teaching recognizes that learners bring their own experiences and backgrounds to the classroom, which shape how they interpret new information.
· Building on prior knowledge helps make new learning relevant and accessible.
· This principle emphasizes the importance of understanding individual students' knowledge bases and adapting teaching methods accordingly.

Q.5 Which of the following are examples of communicative ICT tools?

I. E-mail
II. Video conferencing
III. Drill-and-practice software

A. I and II only
B. II and III only
C. I and III only
D. I, II and III

Answer: A

Sol:

The correct answer is **(a) I and II only.**

Explanation:

Communicative ICT tools refer to technologies that enable real-time or asynchronous communication. E-mail (I) and video conferencing (II) are both communicative tools, as they facilitate interaction between people over long distances. Drill-and-practice software (III), on the other hand, is used for reinforcing skills through repetition and does not primarily serve as a comm tool.

Information Booster:

E-mail:

nous communication, where messages can be sent and received at different times.

· It is widely used for personal, professional, and educational communication.

· It allows attachments like documents, images, and links to be shared for effective communication.

Video Conferencing:

· Video conferencing enables real-time communication using audio and video, facilitating face-to-face interaction over distances.

· It is essential for remote learning, virtual meetings, and collaborative work, especially in the context of education.

· Popular platforms like Zoom, Google Meet, and Microsoft Teams use video conferencing to support interactive learning and discussions.

Additional Points:

· Drill-and-practice software is not a communicative tool; it's an educational tool used for practicing skills.

Q.6 **NCF 2005 was primarily based on the principle of "_____" to reduce student stress and move away from _____.**

A. Learning through play; physical education
B. Learning Without Burden; rote memorization
C. Learning by Doing; vocational training
D. Integrated Learning; school infrastructure

Answer: B

Sol: **The correct answer is (b) Learning Without Burden; rote memorization.**

Explanation:

The NCF 2005 was heavily influenced by the 1993 Yash Pal Committee report titled 'Learning Without Burden'. It sought to reduce the physical and mental load on children by shifting the educational focus from rote memorization of facts to a deeper, more conceptual understanding of subjects.

Information Booster:

● **Yash Pal Report:** The central philosophy of NCF 2005 stems from the idea that excessive homework and rigid syllabi cause a burden on children.

● **Curriculum Reform:** It aims to streamline content so that students focus on core concepts rather than trying to memorize massive amounts of data.

● **Mental Well-being:** By reducing the emphasis on rote learning, the framework seeks to make school a joyful and less stressful experience.

● **Critical Thinking:** Shifting away from rote methods encourages children to question, analyze, and synthesize information.

● **Joy of Learning:** The framework promotes the idea that children are naturally curious and that education should sustain this curiosity.

Additional Points:

● Option (a): Play vs. PE – While play is important, physical education is not something the framework tries to move 'away' from; it actually promotes it.

● Option (c): Doing vs. Vocational – Learning by doing is a method, but vocational training is a subject area, not the negative practice being avoided.

● Option (d): Integrated Learning – This is a positive goal, but school infrastructure is not the pedagogical ill that NCF 2005 aims to replace.

So the correct answer is (b)

Q.7 **A 12-year-old child who has never been to school seeks admission. According to the Right to Education Act 2009, the school must:**

A. Admit the child to Class I as they lack foundational literacy.
B. Admit the child to the class appropriate to their age (Class VII).
C. Deny admission as the child has crossed the primary entry age.
D. Ask the parents to provide a private tutor before granting admission.

Answer: B

Sol: **The correct answer is (b) Admit the child to the class appropriate to their age (Class VII).**

Explanation:

Section 4 of the RTE Act 2009 mandates age-appropriate admission for out-of-school children to ensure they are not socially isolated. Special training must be provided to help such children achieve the required academic level of their peers.

Information Booster:

● **Age-Appropriate Admission:** A child must be placed in a grade based on chronological age, not academic history.

● **Calculation:** For a 12-year-old, the appropriate grade is typically Class VII (6 years + Grade level).

● **Special Training:** Schools are required to provide bridge courses to fill learning gaps.

● **Mainstreaming:** The goal is to integrate the child into the regular schooling system quickly.

● **No Rejection:** No child can be denied admission due to lack of previous schooling or age.

Additional Points:

● **Option (a): Developmental Mismatch –** Placing a 12-year-old in Class I violates their social and psychological needs.

● **Option (c): Legal Violation** – The RTE Act guarantees free and compulsory education for children aged 6 to 14.

● **Option (d): Institutional Responsibility –** The onus of remedial teaching lies with the school, not the parents.

Q.8 **Personality is a combination of four factors, which of the following is not one of them?**

B. Gender
C. Culture
D. Environment

Answer: B

Sol: **The correct answer is (b) Gender**
Explanation:
While gender may influence social roles, it is not considered one of the primary foundational factors that determine the psychological structure of personality. Personality is generally seen as the product of the interaction between heredity, environment, culture, and situational factors.
Information Booster:
● **Heredity:** This includes genetic traits and biological factors inherited from parents that set the potential for personality.
● **Environment:** The physical and social surroundings, including family and peer groups, that shape behavior and traits.
● **Culture:** The shared values, beliefs, and norms of a society that influence how an individual thinks and acts.
● **Situational Factors:** Specific events or circumstances that can trigger different aspects of an individual's personality.
● **Interactionist View:** Modern psychology suggests personality is the result of $P = f(H imes E)$, where H is heredity and E is environment.
● **Dynamic Nature:** Personality is a dynamic organization within the individual that determines their unique adjustment to the environment.
Additional Points:
● **Option (a):** Heredity – This is a core factor providing the raw material for personality development, such as temperament.
● **Option (c):** Culture – Culture provides the framework and social expectations that mold individual personality traits.
● **Option (d):** Environment – The environment provides the stimuli and experiences necessary for personality to manifest and evolve.
So the correct answer is (b)

Q.9 **Guns for boys and dolls for girls represents what kind of stereotype?**

A. Grouping of individuals stereotype
B. Gender stereotype
C. Racial stereotype
D. Cultural stereotype

Answer: B

Sol:
The Correct answer is **b) Gender stereotype.**
Explanation:
A Gender Stereotype is a generalized view or preconception about attributes or characteristics that are or ought to be possessed by, or the roles that are or should be performed by, men and women. Assigning specific toys (guns = masculine, dolls = feminine) based on sex is a fundamental example of a gender stereotype.
Information Booster:
A gender stereotype is a fixed, oversimplified belief about the roles, traits, behaviors, and activities that men and women are “supposed” to have in society.
Examples of Gender Stereotypes:
· **For Boys/Men:**
· Should be strong, brave, and not cry.
· Must choose careers in engineering, politics, or business.
· Should like blue, cars, and outdoor sports.
· **For Girls/Women:**
· Should be caring, polite, and emotional.
· Must focus on home, family, or teaching/nursing careers.
· Should like pink, dolls, cooking, and dancing.
Additional Points:
The other options refer to stereotypes about different groups:
· **Racial stereotype:** Based on race or ethnicity.
· **Cultural stereotype:** Based on national or cultural origin.
· **Grouping of individuals stereotype:** This is a very vague term, but gender is a specific type of social group, making

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Q.10 **Vinod is teaching mathematics in a primary school. Choose the most important aspect of his lesson plan.**

A. Following the sequence of text-book.
B. Providing opportunities to children to allow construction of concepts through inductive method.
C. Giving children extra home-work.
D. Writing activities and extra-questions for further references.

Answer: B

Providing opportunities to children to allow construction of concepts throug

Explanation:

According to modern constructivist theories, children learn best when they build their own understanding. Using the inductive method—moving from specific examples to general rules—allows primary students to discover mathematical patterns.

Information Booster:

- **Constructivism:** The belief that learners active build knowledge rather than being passive recipients of information.
- **Inductive Method:** A bottom-up approach where students observe specific cases and then formulate a general conclusion.
- **Active Participation:** Students engage with manipulatives and real-world problems to 'construct' the meaning of operations.
- **Primary Pedagogy:** At the primary level, concrete experiences must precede abstract rules to ensure conceptual foundation.
- **Lesson Planning:** An effective plan focuses on 'student activities' that lead to discovery rather than just lectures.

Additional Points:

- **Option (a):** Traditional focus – Textbooks are resources, but strictly following them can ignore the diverse needs of learners.
- **Option (c):** Ineffective strategy – Extra homework often leads to burnout and does not equate to better conceptual understanding.
- **Option (d):** Administrative focus – While extra questions are helpful, they are secondary to the initial 'construction' of the concept.

So the correct answer is (b)