s keep our skin and eyes healthy?

A. Fats
B. Carbohydrates
C. Proteins
D. Vitamin A

Answer: D

Sol: The correct answer is (d) Vitamin A

Explanation:

- Vitamin A is essential for maintaining healthy skin and vision.
- It helps in the production of pigments in the retina and keeps mucous membranes healthy.

Information Booster:

- Deficiency of Vitamin A leads to Night Blindness (Nyctalopia) and Xerophthalmia.
- Rich sources include carrots, spinach, papaya, milk, and fish oil.

Additional Knowledge:

- Vitamin C – Important for healthy gums and healing wounds.
- Vitamin D – Essential for bone health and calcium absorption.

Q.2 **Which of the following is true regarding the tenure and independence of the Chief Election Commissioner (CEC) of India?**

A. Removal requires CJI assent only
B. Removed by two-thirds majority like SC judge
C. Other Election Commissioners can be removed only on CEC's recommendation
D. Fixed tenure of ten years

Answer: C

Sol: The correct answer is (c) Other Election Commissioners can be removed only on CEC's recommendation

Explanation:

. Article 324(5) provides this safeguard.
. Protects independence of Election Commission.
. Government cannot directly remove ECs.
. CEC has special authority.
. Strengthens neutrality of elections.

Information Booster:

. CEC removed like Supreme Court judge.
. Tenure is six years or up to 65 years.

Q.3 **During the Indus Valley Civilisation, the presence of jewellery made from precious metals and semi-precious stones in small-town settings supports the argument that _____.**

A. there was strong social stratification
B. the civilisation was ruled by autocratic priest-kings
C. only the elite had access to luxury items
D. there was an equal access to material goods

Answer: A

Sol:

The correct answer is (A) there was strong social stratification

Explanation:

• Jewellery made of precious materials indicates wealth differentiation.
• Such items found even in small towns suggest uneven distribution.
• Craft specialisation points to economic hierarchy.
• Archaeological evidence supports social stratification.
• Hence, strong social stratification existed.

Information Booster:

• Indus society had specialised artisans.
• Uniform urban planning contrasts with unequal material access.
• Burials show variation in grave goods.

orrect Options):

(B) Autocratic priest-kings
• No clear evidence of priest-king rule.
• This remains speculative.
(C) Only elite access
• Luxury items found beyond major cities.
• Indicates stratification, not exclusivity.
(D) Equal access
• Contradicted by unequal distribution of valuables.
• Not supported archaeologically.

Q.4 **Which Article of the Indian Constitution provides for the Council of Ministers at the Union level?**

A. Article 85
B. Article 75
C. Article 65
D. Article 74

Answer: D

Sol: The correct answer is (d) Article 74

Explanation:

. Article 74 provides for a Council of Ministers.
. The Prime Minister is the head of the Council.
. It aids and advises the President.
. Advice of the Council is binding on the President.
. It forms the basis of parliamentary democracy.

Information Booster:

. Article 75 deals with appointment and responsibility of ministers.
. Council of Ministers is collectively responsible to Lok Sabha.

Additional Knowledge:

Article 85 (Option a)
. Deals with sessions of Parliament.
Article 75 (Option b)
. Covers appointment and tenure of ministers.
Article 65 (Option c)
. Relates to Vice-President acting as President.

Q.5 **At the 87th Senior National Badminton Championships 2025 , held in Vijayawada, who won the men's and women's singles titles , respectively?**

A. Kiran George and Tanvi Sharma
B. Rithvik Sanjeevi and Surya Charishma Tamiri
C. Rithvik Sanjeevi and Tanvi Patri
D. Kiran George and Surya Charishma Tamiri

Answer: C

Sol: The correct answer is **(C) Rithvik Sanjeevi and Tanvi Patri**

Explanation:

• The 87th Senior National Badminton Championships concluded in early 2025 in Vijayawada, Andhra Pradesh.
• In the Men's Singles final, **Rithvik Sanjeevi** emerged victorious.
• In the Women's Singles final, the young sensation **Tanvi Patri** (who has also won the Asian U-15 title) claimed the championship.
• This edition saw several upsets as younger players dominated the field over established names.

Information Booster:

• **Tanvi Patri:** One of India's brightest young prospects, she won the Senior National title at a very young age, continuing her streak from junior international successes.
• **Rithvik Sanjeevi:** His win highlights the increasing depth in India's men's singles circuit beyond the top-ranked world tour players.
• **Host City:** Vijayawada has become a significant hub for Indian badminton, hosting multiple national-level events.

Additional Knowledge:

• **Kiran George (Options A/D):** A prominent Indian shuttler who has won international titles like the Odisha Open, but he was not the men's singles winner of the 87th Nationals.
• **Surya Charishma Tamiri (Options B/D):** A talented player from Andhra Pradesh who performed well but did not take the singles title in this specific edition.
• **Tanvi Sharma (Option A):** Another rising star who has competed in the ational events but lost out in this particular tournament.

Q.6 **As a tribute to 1857 hero Babu Kunwar Singh, the IAF Surya Kiran air show in April 2025 dazzled the skies of _____.**

A. Bhagalpur
B. Patna
C. Lucknow
D. Meerut

Answer: B

Sol:

The correct answer is: (b) Patna

Explanation:

· In **April 2025**, the Indian Air Force's (IAF) renowned **Surya Kiran Aerobatic Team (SKAT)** performed a spectacular air show in the skies of **Patna**, Bihar.

· The event was organized as a special tribute to **Babu Kunwar Singh**, the legendary hero of the **First War of Independence (1857)**, to mark his birth anniversary and **Vijayotsav** (Victory Day).

· The air show took place over the **Ganges River**, with the prime viewing area being the **JP Ganga Path** (often called Patna's Marine Drive).

· This was a historic event as it was the first time a full-scale aerobatic display by the Surya Kiran team was held in the state of Bihar.

Information Booster:

· **Babu Kunwar Singh:** He was the chieftain of **Jagdishpur** (currently in Bhojpur district, Bihar). He is celebrated for leading the rebellion against the British East India Company at the age of **80**, displaying immense valor and military skill.

· **Surya Kiran Team:** Known as the "Ambassadors of the IAF," this team flies **Hawk Mk-132** aircraft. During the Patna show, they performed breathtaking maneuvers, including loops, barrel rolls, and formation flying to enthrall the lakhs of spectators.

· **Aircraft:** The show featured **nine** Hawk aircraft flying in tight synchronization.

Additional Knowledge (Incorrect Options): Bhagalpur (Option a)

· Known as the "Silk City" of Bihar, Bhagalpur is historically significant but was not the venue for this specific IAF air show in 2025.

Lucknow (Option c)

· Lucknow was a major center of the 1857 revolt (led by Begum Hazrat Mahal), but this specific tribute event in April 2025 was centered in Bihar's capital.

Meerut (Option d)

· Meerut is famous as the place where the **Revolt of 1857 actually began** (on May 10, 1857) with the mutiny of sepoys, but the Surya Kiran show in question was a tribute to the Bihar-based hero Kunwar Singh.

Q.7 **Deficiency of which nutrient is most directly linked to reduced oxygen-carrying capacity of blood?**

A. Iodine
B. Vitamin A
C. Calcium
D. Iron

Answer: D

Sol: **The correct answer is (D) Iron**

Explanation:

- **Iron** is essential for making **haemoglobin**, the protein in red blood cells that carries oxygen.
- A deficiency of iron leads to **iron-deficiency anaemia**, which directly reduces the **oxygen-carrying capacity** of the blood.

Information Booster:

- Symptoms include fatigue, weakness, pale skin, and shortness of breath.
- Good dietary sources: **green leafy vegetables, jaggery, meat, lentils, nuts**.
- Vitamin C helps improve **iron absorption**.

Additional Knowledge:

- **Iodine (A)** – Needed for thyroid hormones; its deficiency causes goitre.
- **Vitamin A (B)** – Prevents night blindness.
- **Calcium (C)** – Needed for bones and teeth

Q.8 **Which Indian athlete set a new national record in the 200m sprint at the 2025 Asian Athletics Championships?**

A. Animesh Kujur
B. Gurinderveer Singh
C. Amlan Borgohain
D. Amiya Mallick

Answer: A

The correct answer is (A) Animesh Kujur

Explanation:

• The Asian Athletics Championships were held in 2025.

• A new Indian national record in 200m sprint was set at the event.

• The record-breaking performance was achieved by Animesh Kujur.

• The achievement marked a milestone in Indian sprinting.

• Therefore, Animesh Kujur set the new national record.

Information Booster:

• The 200m sprint tests speed endurance and curve running ability.

• National records are recognised by the Athletics Federation of India (AFI).

• The performance strengthens India's profile in track athletics.

Additional Knowledge (Incorrect Options):

(B) Gurinderveer Singh

• Known mainly for performances in 100m sprint.

• Did not set the 200m national record in 2025.

(C) Amlan Borgohain

• Former national record holder in 100m sprint.

• Did not break the 200m record at this event.

(D) Amiya Mallick

• Earlier national record holder in 100m sprint.

• Not associated with the 200m record in 2025.

Q.9 **Which of the following Articles of the Indian Constitution states about the appointment of the Comptroller and Auditor General of India?**

A. Article 145
B. Article 146
C. Article 147
D. Article 148

Answer: D

Sol: **Correct Answer: (D) Article 148**

Explanation:

● **Article 148** of the Indian Constitution provides for the **appointment of the Comptroller and Auditor General (CAG) of India**.

● It outlines the CAG's independence, salary, and terms of office to ensure unbiased auditing of government accounts.

Information Booster:

● The CAG is appointed by the **President of India**.

● He audits the accounts of the **Union, States, and public sector bodies**.

● Known as the **guardian of the public purse**.

Additional Knowledge:

● **(A) Article 145:** Deals with the **rules of the Supreme Court**.

● **(B) Article 146:** Deals with **officers and servants of the Supreme Court**.

● **(C) Article 147:** Provides **interpretation of constitutional provisions** regarding Supreme Court jurisdiction.

Q.10 **' The Ministry of Utmost Happiness was written by which author who is also a recipient of the Sahitya Akademi Award?**

A. Kiran Desai
B. Arundhati Roy
C. Jhumpa Lahiri
D. Anita Desai

Answer: B

Sol: The correct answer is **(B) Arundhati Roy**

Explanation:

• *The Ministry of Utmost Happiness* is the second novel by Arundhati Roy, published in 2017, twenty years after her debut novel *The God of Small Things*.

• Arundhati Roy won the **Man Booker Prize** for *The God of Small Things* in 1997.

• Regarding the **Sahitya Akademi Award**, she was awarded it in 2005 for her collection of essays, *The Algebra of Infinite Justice*, but she famously declined it in protest against the government's policies.

Information Booster:

• **Subject Matter:** The novel weaves together stories of various characters including Anjum (a trans woman) and Tilo (an architect), covering themes like the Kashmir conflict, the 2002 Gujarat riots, and social issues in Delhi.

• **Man Booker Prize:** Roy was the first Indian citizen to win the Booker Prize for fiction.

wn for her political activism regarding environmental issues and human rights.

Additional Knowledge:

• **Kiran Desai (Option A):** Author of *The Inheritance of Loss*, for which she won the Man Booker Prize in 2006.
• **Jhumpa Lahiri (Option C):** An American author of Indian origin, best known for *Interpreter of Maladies* (Pulitzer Prize) and *The Namesake*.
• **Anita Desai (Option D):** Mother of Kiran Desai and a multiple-time Booker Prize finalist, known for *Clear Light of Day* and *In Custody*.

of the given figure when the mirror is placed at MN as shown below.

A. V 2 O 9 G 5
B. ƨ Ɔ ɐ O Ƨ V
C. Ƨ Ɔ 6 O Ƨ Λ
D. Λ Ƨ O ɔ Ɔ ƨ

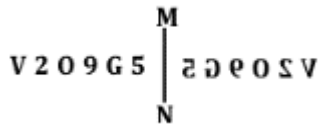
Answer: B

Sol: The correct mirror image is given below as -

Letters	Mirror Images	Letters	Mirror Images	Letters	Mirror Images	Letters	Mirror Images
a	ɒ	h	ɥ	o	o	v	ʌ
b	d	j	ɾ	p	q	w	ʍ
c	ɔ	j	ɾ	q	p	x	x
d	b	k	ʞ	r	ɹ	y	ʎ
e	ɘ	l	l	s	s	z	z
f	ɟ	m	ɯ	t	ʇ		
g	ƃ	n	u	u	n		

Letters	Mirror Images	Letters	Mirror Images	Letters	Mirror Images	Letters	Mirror Images
A	A	H	H	O	O	V	V
B	ᗺ	I	I	P	ꟼ	W	W
C	Ↄ	I	I	Q	Ọ	X	X
D	ᗡ	K	ꓘ	R	Я	Y	Y
E	Ǝ	L	⅃	S	Ƨ	Z	Z
F	ꟻ	M	M	T	T		
G	⅁	N	И	U	U		

Numbers	Mirror Images	Numbers	Mirror Images	Numbers	Mirror Images
1	ɪ	4	ᔭ	7	ㄣ
2	ᔑ	5	Ƨ	8	8
3	Ɛ	6	9	9	6



Correct answer is (b).

Q.2 **What should come in place of the question mark (?) in the given series?**
91, 102, 119, 142, 171, ?

A. 204
B. 214
C. 215
D. 206

Answer: D

Sol: **Given:**
91, 102, 119, 142, 171, ?
Logic: The series follows a pattern of adding numbers that increase by 6.
91 + 11 = 102
102 + 17 = 119
119 + 23 = 142
142 + 29 = 171
Next difference = 29 + 6 = **35**
171 + 35 = **206**
Thus, correct option is (d).

Q.3 **Pointing to a boy, Meena said, "He is the son of my mother's brother." How is the boy related to Meena?**

A. Brother
B. Cousin
C. Nephew

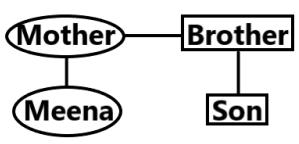
Answer: B

Sol: **Given**:

Pointing to a boy, Meena said, "He is the son of my mother's brother."

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

From the given information blood relation diagram will be.



So, the boy is **cousin** of Meena.

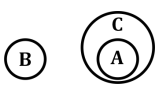
Thus, correct option is (b).

Q.4 **Which of the following correctly represents the relationship between the following classes?**

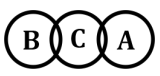
A. Bell

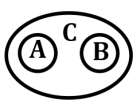
B. Water

C. Brass

A. 

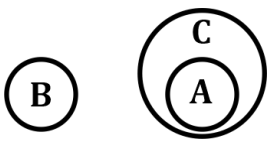
B.

C. 

D. 

Answer: A

Sol: **Given**: A. Bell B. Water C. Brass



Bell is made up of **brass**. **Water** is separate.

Thus, correct option is (a).

Q.5 **Select the option that will replace the question mark (?) in the series:**
EJQ, HMT, KPW, NSZ, ?

A. QVC
B. QUA
C. QSZ
D. QTW

Answer: A

Sol: **Given**: EJQ, HMT, KPW, NSZ, ?

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 + 3 place.

E + 3 = H, H + 3 = K, K + 3 = N, N + 3 = Q

J + 3 = M, M + 3 = P, P + 3 = S, S + 3 = V

Q + 3 = T, T + 3 = W, W + 3 = Z, Z + 3 = C

So, the missing term is **QVC**.

Q.6 **Based on the English alphabetical order, three of the following four letter-cluster pairs are alike in a certain way and thus form a group. Which letter-cluster pair DOES NOT belong to that group?**
(Note: The odd one out is not based on the number of consonants/vowels or their position in the letter-cluster.)

A. MP-KO
B. PS-NR
C. UX-SW
D. RU-PS

Answer: D

Sol:

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

Check the alphabetical shift from the first pair to the second pair.
A) MP → KO
M → K = −2
P → O = −1
B) PS → NR
P → N = −2
S → R = −1
C) UX → SW
U → S = −2
X → W = −1
D) RU → PS
R → P = −2
U → S = −2
In options A, B, and C, the letter shifts are −2 and −1.
In option D, both letters shift by −2, so the pattern is different.
Thus, the odd one out is D) RU–PS.

Q.7 **If NATURE is written as QDWXUH, how is FUTURE coded?**

A. IXWXUH
B. IXWXUHU
C. IXWTUH
D. IXWVUH

Answer: A

Sol: **Given**: If NATURE is written as QDWXUH.

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 + 3 place.
For, NATURE - QDWXUH
N + 3 = Q, A + 3 = D, T + 3 = W, U + 3 = X, R + 3 = U, E + 3 = H
Similarly,
FUTURE - ?
F + 3 = I, U + 3 = X, T + 3 = W, U + 3 = X, R + 3 = U, E + 3 = H
So, FUTURE is coded as **IXWXUH**.
Thus, correct option is (a).

Q.8 **Arrange the following words as per in a dictionary by choosing the correct alternative.**
1. Grind
2. Growth
3. Great
4. Grease
5. Greet

B. 2, 1, 4, 5, 3
C. 5, 3, 2, 4, 1
D. 5, 4, 1, 2, 3

Answer: A

Sol: **Words**:
Grind
Growth
Great
Grease
Greet
Step 1: All start with Gr...
Check the third letter:
Grease (4) → e
Great (3) → e
Greet (5) → e
Grind (1) → i
Growth (2) → o

Correct Answer:
(A) 4, 3, 5, 1, 2

Q.9 **Arrange in a logical sequence:**
1. College
2. Admission
3. Application
4. Degree
5. Result

A. 3-2-1-5-4
B. 3-1-2-4-5
C. 2-3-1-4-5
D. 3-2-1-4-5

Answer: A

Sol: **Given**:
1. College 2. Admission 3. Application 4. Degree 5. Result
Explanation:
Application (3) → Apply for admission.
Admission (2) → Admission is granted.
College (1) → Join the college.
Result (5) → Appear for exams and get results.
Degree (4) → Receive the degree after completing the course.
So, the order is: **3-2-1-5-4**
Thus, correct option is (a).

Q.10 **In a certain language, DUPLEX is written as CWOKGW. How is KNOWLEDGE written in that code?**

A. JMQVKFCGF
B. JMQVKGCFG
C. JMQVKGCGF
D. JMQVKGCFC

Answer: B

Sol: **Given:**
DUPLEX → CWOKGW

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:
Consonants are replaced by the previous letter (−1).
Vowels are replaced by the letter 2 positions forward (+2).

D −1 → C
U +2 → W
P −1 → O
L −1 → K
E +2 → G
X −1 → W
Now apply the same logic to KNOWLEDGE:
K −1 → J
N −1 → M
O +2 → Q
W −1 → V
L −1 → K
E +2 → G
D −1 → C
G −1 → F
E +2 → G
So, KNOWLEDGE → **JMQVKGCFG**
Thus, correct option is (B).

₹600 and incurs a loss. Had he sold it for ₹1,230, he would have gained 2.5 times the amount of that loss. What is the cost price (in ₹) of the mobile phone?

A. 810
B. 760
C. 780
D. 800

Answer: C

Sol: **Given:**

Case 1: SP = 600 (Loss)

Case 2: SP = 1230 (Gain)

Condition:$\text{Gain} = 2.5 \times \text{Loss}$

Solution:

Let Cost Price be CP.

$\text{Loss} = CP - 600$

$\text{Gain} = 1230 - CP$

According to the question:

1230 - CP = 2.5 (CP - 600)

1230 - CP = 2.5 CP - 1500

2730 = 3.5 CP

$\text{CP} = \frac{2730}{3.5} = \frac{27300}{35}$

$\text{CP} = \frac{5460}{7}$

CP = 780

So the correct answer is (c)

Q.2 The perimeter of one face of a cube is 20 cm., then its volume will be -

A. 250 cm^3
B. 1000 cm^3
C. 400 cm^3
D. 125 cm^3

Answer: D

Sol: **Given:**

Perimeter of one face of cube = 20 cm

Formula used:

Perimeter of square face = 4a

Volume of cube = a^3

Solution:

$4a = 20 \quad => \quad a = \frac{20}{4} = 5\,\text{cm}$

$\text{Volume} = a^3 = 5^3 = 125\,\text{cm}^3$

Correct answer is (D) $125\,\text{cm}^3$

Q.3 Firstly the number 350 is increased by 20% and afterwards decreased by 20%. Ultimately the percentage increase or decrease is -

A. 14% decrease
B. 4% decrease
C. 25% increase
D. 20% increase

Answer: B

Sol: **Given:**

First increase = 20%
Then decrease = 20%
Concept used: Successive percentage changes:
If a number is increased by *x%* and then decreased by *x%*, the net change is not 0%.
Net percentage change = x^2 / 100 decrease
Formula used:
Net % change = (x^2 / 100) % decrease
Solution:
x = 20
Net change = (20^2 / 100)% = 400 / 100 = 4% decrease
Correct answer is (b) 4% decrease.

Q.4 **What is the value of 1.66 × 1.66 + 0.66 × 0.66 – 1.32 × 1.66 ?**

A. 1
B. 0
C. 0.92
D. 1.08

Answer: A

Sol: **Given:**

Expression $= 1.66 \times 1.66 + 0.66 \times 0.66 – 1.32 \times 1.66$

Formula Used:

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

Solution:

Let $a = 1.66$ and $b = 0.66$

We can observe that $1.32 = 2 \times 0.66 = 2b$

So, the expression can be written as:

$a \times a + b \times b - 2b \times a$

$= a^2 + b^2 - 2ab$

$= (a - b)^2$

Substitute the values of a and b :

$= (1.66 - 0.66)^2$

$= (1.00)^2$

$= 1$

Final Answer

1

Q.5 **A boat can row 80 km upstream in 12 hours and the same distance downstream in 8 hours. What is the speed of the boat in still water?**

A. 25/3 km/hr
B. 25/4 km/hr
C. 20/3 km/hr
D. 25/2 km/hr

Answer: A

Sol: **Given:**

Time Upstream $= 12$ hrs, Time Downstream $= 8$ hrs

Solution:

Speed Upstream (U) $= \dfrac{80}{12} = \dfrac{20}{3}$ km/hr

Speed Downstream (V) $= \dfrac{80}{8} = 10$ km/hr

Speed of Boat (B) $= \dfrac{U + V}{2}$

$B = \dfrac{\frac{20}{3} + 10}{2} = \dfrac{\frac{50}{3}}{2} = \dfrac{25}{3}$ km/hr

Final Answer

$25/3$ km/hr

Q.6 Which of the following numbers is divisible by 11?

A. 84228
B. 88224
C. 28248
D. 42828

Answer: C

Sol:

Given:

Numbers: $84228, 88224, 28248, 42828$

Concept Used:

Divisibility rule of 11

Formula Used:

A number is divisible by 11 if the difference between
the sum of digits in odd places and even places is 0 or a multiple of 11

Solution:

Option A: 84228
$(8 + 2 + 8) - (4 + 2) = 18 - 6 = 12 = \not{0}, 11$

Option B: 88224
$(8 + 2 + 4) - (8 + 2) = 14 - 10 = 4 = \not{0}, 11$

Option C: 28248
$(2 + 2 + 8) - (8 + 4) = 12 - 12 = 0$
$=>$ Divisible by 11

Option D: 42828
$(4 + 8 + 8) - (2 + 2) = 20 - 4 = 16 = \not{0}, 11$

Final Answer:

$\boxed{28248}$(Option C)

Q.7 The number $\dfrac{\sqrt{2} + \sqrt{7}}{\sqrt{2} - \sqrt{7}}$ is:

A. an irrational number
B. a rational number
C. an integer
D. a natural number

Sol: **Given:**

$$\frac{\sqrt{2}+\sqrt{7}}{\sqrt{2-\sqrt{7}}}$$

Concept Used:

An irrational number is a real number that cannot be expressed as a ratio of integers;

for example, $\sqrt{2}$ is an irrational number.

We cannot express any irrational number in the form of a ratio, such as $\frac{p}{q}$, where p and q are integers, q≠0.

Solution:

$$\frac{\sqrt{2}+\sqrt{7}}{\sqrt{2-\sqrt{7}}}$$

$$=\frac{\sqrt{2}+\sqrt{7}}{\sqrt{2-\sqrt{7}}}\times\frac{\sqrt{2-\sqrt{7}}}{\sqrt{2-\sqrt{7}}}$$

$$=\frac{\sqrt{2}+\sqrt{7}\times\sqrt{2-\sqrt{7}}}{2-\sqrt{7}}\times\frac{2+\sqrt{7}}{2+\sqrt{7}}$$

$$=\frac{(\sqrt{2}+\sqrt{7})\times\sqrt{2-\sqrt{7}}\times(2+\sqrt{7})}{4-7}$$

$$=\frac{(\sqrt{2}+\sqrt{7})\times\sqrt{2-\sqrt{7}}\times(2+\sqrt{7})}{-3}$$

We can say that , above expression is an irrational number.

Q.8 **The sum of the principal and simple interest on it for 5 years at a certain rate of interest per annum is Rs. 28,000. If interest is 2/5 of the principal, then the rate of interest per annum is:**

A. 8%
B. 6%
C. 4%
D. 10%

Answer: A

Sol: **Given :**

Sum of Principal and SI $= 28000$, Time $= 5$years

SI $= \frac{2}{5}$ of Principal

Formula Used :

$$\text{SI} = \frac{P \times R \times T}{100}$$

Solution :

$$P + \frac{2}{5}P = \frac{7}{5}P = 28000$$

$$P = \frac{28000 \times 5}{7} = 20000$$

$$\text{SI} = \frac{2}{5} \times 20000 = 8000$$

$8000 = 1000R$

$R = 8$

Final Answer :

8%

Q.9 **Find compound interest on Rs. 18000 at 13% per annum for 2 years, compounded annually.**

A. Rs.4848.2
B. Rs.4884
C. Rs.4948.2
D. Rs.4984.2

Answer: D

Sol: **Given:**
$P = 18000$
$R = 13\%$
$n = 2$
Compounding annually

Concept Used:
Compound Interest

Formula Used:
$A = P\left(1 + \frac{R}{100}\right)^n$
C.I. $= A - P$

Solution:
$A = 18000\left(1 + \frac{13}{100}\right)^2$
$= 18000(1.13)^2$
$= 18000 \times 1.2769$
$= 22984.20$
C.I. $= 22984.20 - 18000$
$= 4984.20$

Final Answer:
4984.20

Q.10 **Two men start running at the same time in the same direction at a speed of 12 km/hr and 15 km/hr respectively. In what time they will be 10 km apart?**

A. 200 minutes
B. 220 minutes
C. 210 minutes
D. 180 minutes

Answer: A

Sol: **Given :**

Speed of first man $= 12$ km/hr

Speed of second man $= 15$ km/hr

Distance between them $= 10$ km

Formula Used :

Relative speed $=$ Difference of speeds

-

Solution :

Relative speed $= 15 - 12 = 3$ km/hr

Time $= \frac{10}{3}$ hours

Final Answer :

$\frac{10}{3}$ hours $= 200$min

[उस विकल्प का चयन करें जो विलोम शब्द का सबसे अच्छा विकल्प है।
विधि

A. निषेध
B. व्यवस्था
C. निर्देश
D. तरीका

Answer: A

Sol:

सही उत्तर: विकल्प (A)
व्याख्या: 'विधि' का अर्थ है नियम या कानून। इसका विलोम 'निषेध' होता है, जिसका अर्थ है रोक या मनाही।
सभी विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A)	सही उत्तर: विधि का विपरीतार्थक शब्द निषेध है।
(B)	'व्यवस्था' विधि का समानार्थी भाव रख सकती है।
(C)	'निर्देश' आज्ञा देने की क्रिया है।
(D)	'तरीका' विधि का पर्यायवाची है।

Q.2 'रात' शब्द का पर्यायवाची शब्द नहीं है:

A. रजनी
B. कामिनी
C. यामिनी
D. विभावरी

Answer: B

Sol:

सही उत्तर: विकल्प (B)
व्याख्या: 'कामिनी' शब्द सुंदर स्त्री का पर्यायवाची है। रात के अन्य पर्यायवाची निशा, रैन, रजनी, यामिनी, विभावरी, शर्वरी आदि हैं।
सभी विकल्पों का विश्लेषण:

विकल्प	अर्थ/विश्लेषण
(A, C, D)	ये तीनों शब्द 'रात' के प्रचलित पर्यायवाची हैं।
(B)	कामिनी का अर्थ 'स्त्री' होता है, अतः यह भिन्न है।

Q.3 "धावक तेज गति से दौड़ते हैं।" वाक्य में 'तेज गति' क्रियाविशेषण का कौन-सा भेद है?

A. स्थानवाचक
B. परिमाणवाचक
C. कालवाचक
D. रीतिवाचक

Answer: B

सही उत्तर: विकल्प (B)
व्याख्या: जो शब्द क्रिया की मात्रा, वजन या तीव्रता का बोध कराते हैं, वे परिमाणवाचक क्रियाविशेषण कहलाते हैं। यहाँ 'तेज गति' दौड़ने की तीव्रता (मात्रा) को दर्शा रही है।
सभी विकल्पों का विश्लेषण:

विकल्प	क्रियाविशेषण भेद	प्रश्नवाचक शब्द
(A)	स्थानवाचक	कहाँ? (ऊपर, नीचे)।
(B)	परिमाणवाचक	सही उत्तर। कितना? (तेज गति, बहुत, थोड़ा)।
(C)	कालवाचक	कब? (आज, कल, अभी)।
(D)	रीतिवाचक	कैसे? (ध्यानपूर्वक, अचानक)।

Q.4 निम्नलिखित शब्द की शुद्ध वर्तनी चुनिए -

A. उज्जवल
B. उज्वल
C. उज्ज्वल
D. ऊज्ज्वल

Answer: C

Sol:

सही उत्तर: विकल्प (C)
व्याख्या:
'उज्ज्वल' में दो आधे 'ज' का प्रयोग होता है (उत् + ज्वल = उज्ज्वल)।

विकल्प	विश्लेषण
(A)	एक 'ज' पूरा है, जो अशुद्ध है।
(B)	एक 'ज' लुप्त है।
(C)	सही उत्तर। मानक शुद्ध वर्तनी।
(D)	'ऊ' का प्रयोग गलत है।

Q.5 निम्नांकित मुहावरे के रिक्त स्थान के लिए सर्वाधिक उपयुक्त शब्द कौन-सा है?
अपनी खिचड़ी अलग _____ ।

A. पीना
B. खाना
C. बनाना
D. पकाना

Answer: D

Sol: **सही उत्तर: (D) अपनी खिचड़ी अलग पकाना**
व्याख्या:

- "अपनी खिचड़ी अलग पकाना" एक प्रसिद्ध मुहावरा है जिसका अर्थ होता है अपनी अलग सोच या अपनी अलग योजना बनाना।
- यह मुहावरा तब इस्तेमाल होता है जब कोई व्यक्ति अन्य लोगों से भिन्न तरीके से सोचता या काम करता है।
- इस मुहावरे में "पकाना" शब्द का प्रयोग यह दर्शाने के लिए किया जाता है कि व्यक्ति किसी काम को अपनी तरह से करता है।
- **वाक्य प्रयोग:**
- राजू हमेशा अपनी खिचड़ी अलग पकाता है, जब सभी लोग एक ही योजना पर का तो उसने अपनी अलग योजना बनाई और उसमें सफलता प्राप्त की।

विकल्प	विश्लेषण	सही / गलत
A) पीना	'पीना' शब्द इस मुहावरे में उपयुक्त नहीं है, क्योंकि इसका इस संदर्भ में कोई अर्थ नहीं निकलता।	गलत
B) खाना	'खाना' का भी इस मुहावरे में उपयुक्त प्रयोग नहीं है, क्योंकि यह अर्थ की सही दिशा में नहीं है।	गलत
C) बनाना	'बनाना' शब्द का प्रयोग भी सही नहीं है, क्योंकि यह मुहावरे के संदर्भ से मेल नहीं खाता।	गलत
D) पकाना	'पकाना' इस मुहावरे में उपयुक्त है क्योंकि यह दर्शाता है कि व्यक्ति अपनी अलग योजना या रास्ता अपनाता है।	सही

निष्कर्ष:

- "अपनी खिचड़ी अलग पकाना" मुहावरा सही रूप से व्यक्त करता है कि कोई व्यक्ति अपनी अलग राय या योजना बनाता है,
- **इसलिए सही उत्तर: (D) अपनी खिचड़ी अलग पकाना**

Q.6 कबीर के अकाट्य तर्क को काटने की क्षमता किसी में क्यों नहीं थी?
निर्देश: नीचे दिए गए गद्यांश को ध्यान से पढ़ें और प्रश्नों के उत्तर दें।
कबीर ने समाज में रहकर समाज का समीप से निरिक्षण किया। समाज में फैले बाह्याडंबर, भेदभाव, साम्प्रदायिकता आदि का उन्होंने पुष्ट प्रमाण लेकर ऐसा दृढ विरोध किया कि किसी की हिम्मत नहीं हुई जो उनके अकाट्य तर्को को काट सके। कबीर का व्यक्तित्व इतना ऊँचा था कि उनके सामने टिक सकने की हिम्मत किसी में नहीं थी। इस प्रकार उन्होंने समाज तथा धर्म की बुराइयों को निकाल-निकालकर सबके सामने रखा, ऊँचा नाम रखकर संसार को ठगनेवालों के नकली चेहरों को सबको दिखाया और दीन-दलितों को ऊपर उठने का उपदेश देकर, अपने व्यक्तित्व को सुधारकर सबके सामने एक महान आदर्श प्रस्तुत कर सिद्धांतो का निरूपण किया। कर्म, सेवा, अहिंसा तथा निर्गुण मार्ग का प्रसार किया कर्मकाण्ड व मूर्तिपूजा का विरोध किया। अपनी साखियों, रमैनियों तथा शब्दों को बोलचाल की भाषा में रखकर सबके सामने एक विशाल ज्ञानमार्ग खोला। इस प्रकार कबीर ने समन्वयवादी दृष्टिकोण अपनाया और कथनी-करनी एकता पर बल दिया। वे महान युगद्रष्टा, समाज सुधारक तथा महान कवि थे। उन्होंने हिन्दू-मुस्लिम के बीच समन्वय की धारा प्रवाहित कर दोनों को ही शीतलता प्रदान की।

A. उन्होंने सामाजिक गतिविधियों का गहराई से निरीक्षण किया था
B. कबीर अपने समय के महान विद्वान थे
C. उन्होंने शास्त्रों का गंभीर अध्ययन किया था
D. वे वाद-विवाद में बड़े कुशल थे

Answer: A

Sol:

सही उत्तर: विकल्प (A)
व्याख्या:
गद्यांश की पहली और दूसरी पंक्ति के अनुसार, कबीर ने समाज का बहुत करीब से निरीक्षण किया था और वे जो भी विरोध करते थे, उसके पीछे उनके पास 'पुष्ट प्रमाण' होते थे। इन्हीं प्रमाणों और सूक्ष्म निरीक्षण के कारण उनके तर्कों को काटना संभव नहीं था।
विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A)	सही उत्तर। गद्यांश में स्पष्ट है कि उनके तर्कों का आधार उनका सामाजिक निरीक्षण और पुष्ट प्रमाण थे।
(B)	अशुद्ध। गद्यांश उनकी विद्वत्ता से अधिक उनके निरीक्षण और तर्कों की शक्ति पर बल देता है।
(C)	अशुद्ध। कबीर को 'मसि कागद छूयो नहीं' माना जाता है, गद्यांश भी उनके निरीक्षण की बात करता है, शास्त्रों की नहीं।
(D)	अशुद्ध। वे कुशल जरूर थे, पर उनके तर्कों की शक्ति का मूल कारण उनका 'निरीक्षण' बताया गया है।

Q.7 समाज सुधारक के रूप में कबीर का क्या योगदान था?
निर्देश: नीचे दिए गए गद्यांश को ध्यान से पढ़ें और प्रश्नों के उत्तर दें।
कबीर ने समाज में रहकर समाज का समीप से निरिक्षण किया। समाज में फैले बाह्याडंबर, भेदभाव, साम्प्रदायिकता आदि का उन्होंने पुष्ट प्रमाण लेकर ऐसा दृढ विरोध किया कि किसी की हिम्मत नहीं हुई जो उनके अकाट्य तर्को को काट सके। कबीर का व्यक्तित्व इतना ऊँचा था कि उनके सामने टिक सकने की हिम्मत किसी में नहीं थी। इस प्रकार उन्होंने समाज तथा धर्म की बुराइयों को निकाल-निकालकर सबके सामने रखा, ऊँचा नाम रखकर संसार को ठगनेवालों के नकली चेहरों को सबको दिखाया और दीन-दलितों को ऊपर उठने का उपदेश देकर, अपने व्यक्तित्व को सुधारकर सबके सामने एक महान आदर्श प्रस्तुत कर सिद्धांतो का निरूपण किया। कर्म, सेवा, अहिंसा तथा निर्गुण मार्ग का प्रसार किया कर्मकाण्ड व मूर्तिपूजा का विरोध किया। अपनी साखियों, रमैनियों तथा शब्दों को बोलचाल की भाषा में रख ामने एक विशाल ज्ञानमार्ग खोला। इस प्रकार कबीर ने समन्वयवादी दृष्टिकोण

पर बल दिया। वे महान युगद्रष्टा, समाज सुधारक तथा महान कवि थे। उन्होंने हिन्दू-मुस्लिम के बीच सम
शीतलता प्रदान की।

A. उन्होंने दीन-दलितों की मदद की
B. उन्होंने सामाजिक भेदभाव व साम्प्रदायिकता का दृढ़ता से विरोध किया
C. उन्होंने धर्म के प्रति अनास्था कायम की
D. उन्होंने आचरण की शुद्धता पर बल दिया

Answer: B

Sol:

सही उत्तर: विकल्प (B)
व्याख्या:
गद्यांश के अनुसार, कबीर ने समाज में व्याप्त बाह्याडंबरों, भेदभाव और साम्प्रदायिकता का कड़ा विरोध किया और समाज की बुराइयों को सबके सामने रखा। यही एक समाज सुधारक के रूप में उनका सबसे बड़ा योगदान था।
विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A)	अशुद्ध। उन्होंने उन्हें ऊपर उठने का उपदेश दिया, पर मुख्य सुधारक कार्य बुराइयों का विरोध था।
(B)	सही उत्तर। सामाजिक भेदभाव और साम्प्रदायिकता का विरोध करना ही उनका प्रमुख सुधारवादी कार्य था।
(C)	अशुद्ध। उन्होंने धर्म की बुराइयों का विरोध किया, धर्म का नहीं।
(D)	अशुद्ध। कथनी-करनी की एकता पर बल दिया, पर 'समाज सुधार' के संदर्भ में विकल्प (B) अधिक व्यापक है।

Q.8 कबीर ने किस प्रकार निर्गुण मार्ग का प्रसार किया?
निर्देश: नीचे दिए गए गद्यांश को ध्यान से पढ़ें और प्रश्नों के उत्तर दें।
कबीर ने समाज में रहकर समाज का समीप से निरिक्षण किया। समाज में फैले बाह्याडंबर, भेदभाव, साम्प्रदायिकता आदि का उन्होंने पुष्ट प्रमाण लेकर ऐसा दृढ विरोध किया कि किसी की हिम्मत नहीं हुई जो उनके अकाट्य तर्को को काट सके। कबीर का व्यक्तित्व इतना ऊँचा था कि उनके सामने टिक सकने की हिम्मत किसी में नहीं थी। इस प्रकार उन्होंने समाज तथा धर्म की बुराइयों को निकाल-निकालकर सबके सामने रखा, ऊँचा नाम रखकर संसार को ठगनेवालों के नकली चेहरों को सबको दिखाया और दीन-दलितों को ऊपर उठने का उपदेश देकर, अपने व्यक्तित्व को सुधारकर सबके सामने एक महान आदर्श प्रस्तुत कर सिद्धांतो का निरूपण किया। कर्म, सेवा, अहिंसा तथा निर्गुण मार्ग का प्रसार किया कर्मकाण्ड व मूर्तिपूजा का विरोध किया। अपनी साखियों, रमैनियों तथा शब्दों को बोलचाल की भाषा में रखकर सबके सामने एक विशाल ज्ञानमार्ग खोला। इस प्रकार कबीर ने समन्वयवादी दृष्टिकोण अपनाया और कथनी-करनी एकता पर बल दिया। वे महान युगद्रष्टा, समाज सुधारक तथा महान कवि थे। उन्होंने हिन्दू-मुस्लिम के बीच समन्वय की धारा प्रवाहित कर दोनों को ही शीतलता प्रदान की।

A. प्राचीन सन्त-परम्परा का विरोध कर
B. व्यक्ति पूजा का खंडन करके
C. शास्त्रार्थ द्वारा
D. कर्मकांड और मूर्तिपूजा के विरोध द्वारा

Answer: D

Sol:

सही उत्तर: विकल्प (D)
व्याख्या:
गद्यांश के मध्य भाग में स्पष्ट उल्लेख है कि कबीर ने 'निर्गुण मार्ग का प्रसार किया' और इसके लिए उन्होंने 'कर्मकाण्ड व मूर्तिपूजा का विरोध' किया।
विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A)	अशुद्ध। वे स्वयं संत परंपरा का हिस्सा थे।
(B)	अशुद्ध। गद्यांश में मूर्तिपूजा के विरोध को निर्गुण मार्ग के प्रसार का आधार बताया गया है।
(C)	अशुद्ध। उन्होंने अपनी बात साखियों और लोकभाषा के माध्यम से कही, न कि औपचारिक शास्त्रार्थ से।
(D)	सही उत्तर। कर्मकांड और मूर्तिपूजा का विरोध ही निर्गुण भक्ति की मुख्य विशेषता है।

Q.9 इनमें से कौन-सा 'विरोध' का पर्यायवाची नहीं है?
निर्देश: नीचे दिए गए गद्यांश को ध्यान से पढ़ें और प्रश्नों के उत्तर दें।
कबीर ने समाज में रहकर समाज का समीप से निरिक्षण किया। समाज में फैले बाह्याडंबर, भेदभाव, साम्प्रदायिकता आदि का उन्होंने पुष्ट प्रमाण लेकर ऐसा दृढ विरोध किया कि किसी की हिम्मत नहीं हुई जो उनके अकाट्य तर्को को काट सके। कबीर का व्यक्तित्व इतना ऊँचा था कि उनके सामने टिक सकने की हिम्मत किसी में नहीं थी। इस प्रकार उन्होंने समाज तथा धर्म की बुराइयों को निकाल-निकालकर सबके सामने रखा, ऊँचा नाम रखकर संसार को ठगनेवालों के नकली चेहरों को सबको दिखाया और दीन-दलितों को ऊपर उठने का उपदेश देकर, अपने व्यक्तित्व को सुधारकर सबके सामने एक महान आदर्श प्रस्तुत कर सिद्धांतो का निरूपण किया। कर्म, सेवा, अहिंसा तथा निर्गुण मार्ग का प्रसार किया कर्मकाण्ड व मूर्तिपूजा का विरोध किया। अपनी साखियों, रमैनियों तथा शब्दों को बोलचाल की भाषा में रखकर सबके सामने एक विशाल ज्ञानमार्ग खोला। इस प्रकार कबीर ने समन्वयवादी दृष्टिकोण अपनाया और कथनी-करनी एकता पर बल दिया। वे महान युगद्रष्टा, समाज सुधारक तथा महान कवि थे। उन्होंने हिन्दू-मुस्लिम के बीच समन्वय की धारा प्रवाहित कर दोनों को ही शीतलता प्रदान की।

A. विसंगति
B. अवरोध
C. साहचर्य
D. संघर्ष

Answer: C

Sol:

सही उत्तर: विकल्प (C)
व्याख्या:
'विरोध' का अर्थ होता है खिलाफ होना या प्रतिरोध करना। जबकि 'साहचर्य' का अर्थ होता है साथ रहना, संगति या मित्रता। अतः यह विरोध का पर्यायवाची नहीं है।
विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A)	अशुद्ध उत्तर। विसंगति का अर्थ तालमेल की कमी है, जो विरोध की एक स्थिति को दर्शाता है।
(B)	अशुद्ध उत्तर। अवरोध का अर्थ रुकावट या प्रतिरोध है, जो विरोध से संबंधित है।
(C)	सही उत्तर। साहचर्य (साथ/संगति) विरोध का विपरीत भाव प्रकट करता है।
(D)	अशुद्ध उत्तर। संघर्ष का अर्थ टकराव है, जो विरोध का ही एक रूप है।

Q.10 इस अनुच्छेद का कोई उपयुक्त शीर्षक चुनें:
निर्देश: नीचे दिए गए गद्यांश को ध्यान से पढ़ें और प्रश्नों के उत्तर दें।
कबीर ने समाज में रहकर समाज का समीप से निरिक्षण किया। समाज में फैले बाह्याडंबर, भेदभाव, साम्प्रदायिकता आदि का उन्होंने पुष्ट प्रमाण लेकर ऐसा दृढ विरोध किया कि किसी की हिम्मत नहीं हुई जो उनके अकाट्य तर्को को काट सके। कबीर का व्यक्तित्व इतना ऊँचा था कि उनके सामने टिक सकने की हिम्मत किसी में नहीं थी। इस प्रकार उन्होंने समाज तथा धर्म की बुराइयों को निकाल-निकालकर सबके सामने रखा, ऊँचा नाम रखकर संसार को ठगनेवालों के नकली चेहरों को सबको दिखाया और दीन-दलितों को ऊपर उठने का उपदेश देकर, अपने व्यक्तित्व को सुधारकर सबके सामने एक महान आदर्श प्रस्तुत कर सिद्धांतो का निरूपण किया। कर्म, सेवा, अहिंसा तथा निर्गुण मार्ग का प्रसार किया कर्मकाण्ड व मूर्तिपूजा का विरोध किया। अपनी साखियों, रमैनियों तथा शब्दों को बोलचाल की भाषा में रखकर सबके सामने एक विशाल ज्ञानमार्ग खोला। इस प्रकार कबीर ने समन्वयवादी दृष्टिकोण अपनाया और कथनी-करनी एकता पर बल दिया। वे महान युगद्रष्टा, समाज सुधारक तथा महान कवि थे। उन्होंने हिन्दू-मुस्लिम के बीच समन्वय की धारा प्रवाहित कर दोनों को ही शीतलता प्रदान की।

A. समन्वयवादी सिद्धांत
B. कबीर का सामाजिक दृष्टिकोण
C. साम्प्रदायिक समाज
D. संत और समाज

Answer: B

Sol:

सही उत्तर: विकल्प (B)
व्याख्या:
पूरे अनुच्छेद में कबीर द्वारा समाज को देखने के नजरिए, सामाजिक बुराइयों के प्रति उनके रुख और उनके सुधारवादी कार्यों का वर्णन है। अतः 'कबीर का सामाजिक दृष्टिकोण' इसका सबसे उपयुक्त शीर्षक है।
विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A)	अशुद्ध। यह केवल एक छोटे अंश (समन्वयवादी दृष्टिकोण) को कवर करता है।
(B)	सही उत्तर। यह शीर्षक पूरे गद्यांश के केंद्रीय विचार को समेटता है।

(C) अशुद्ध। यह केवल समस्या को बताता है, कबीर के योगदान को नहीं।

(D) अशुद्ध। यह बहुत सामान्य शीर्षक है, गद्यांश विशेष रूप से कबीर पर केंद्रित है।

e same as the group of words given.

One who is all powerful.

A. Omnipresent
B. Omnipotent
C. Optimist
D. Omniscient

Answer: B

Sol:

The correct one-word substitution for "one who is all powerful" is (b) omnipotent.
· "Omnipotent" precisely describes someone with unlimited power, fitting the context of describing a supremely powerful being or entity.
· **Correct word:** सर्वशक्तिमान (Omnipotent in Hindi)
· **Use in a sentence:** The king was considered **omnipotent** in his realm.
· **Meanings of the given other options:**
· Option a: **Omnipresent** - Being present everywhere at the same time.
· Option c: **Optimist** - A person who tends to be hopeful and confident about the future.
· Option d: **Omniscient** - Knowing everything.

Q.2 **Select the most appropriate meaning of the given idiom.**
In the blink of an eye

A. Make someone confused
B. Become very confused
C. In an extremely short time
D. Do something dangerous out of excitement

Answer: C

Sol:

In the blink of an eye: This expression is used to describe an extremely brief moment, comparable to the duration it takes for one to blink. It often highlights the suddenness of changes or events.
Example: The magician made the bird disappear **in the blink of an eye**, leaving the audience astonished.

Q.3 **In the given question, choose the option that correctly identifies the Part of Speech of the highlighted word.**
He is willing, yet unable to undertake the onerous task.

A. Adverb
B. Conjunction
C. Preposition
D. Interjection

Answer: B

The highlighted word "**yet**" in the given sentence functions as a **Conjunction**.
• **Conjunction:** A word used to **join words, phrases, or clauses**.
• In the given sentence, "**yet**" joins two contrasting ideas:
· *He is willing*
· *[he is] unable to undertake the onerous task*
• The word "**yet**" here means "**but / however**", which is the function of a **coordinating conjunction** expressing contrast.
Grammatical rule used:
Conjunctions like **and, but, yet, or, so** are used to connect **two independent clauses** or contrasting ideas.
Example:
He is rich, yet unhappy.
She tried hard, yet failed.
Why other options are incorrect:
• **(a) Adverb** → An adverb modifies a verb, adjective, or another adverb; *yet* does not modify here.
• **(c) Preposition** → A preposition is followed by an object; *yet* has no object here.
• **(d) Interjection** → Interjections express sudden emotions (e.g., wow, alas); *yet* does not express emotion.
Hence, option **(b)** is the correct answer.

Q.4 **Parts of the following sentence have been given as options. Select the option that contains an error.**
Ravi will go to the England.

A. the England
B. will
C. Ravi
D. go to

Answer: A

Sol:

Option (a) contains an error.
· The error in the segment "the England" arises from the incorrect use of the definite article "the" before a country name that does not normally require it. The standard expression is simply "England."
· **Grammatical rule used:** In English, the definite article "the" is generally used before names of countries that are plural or that include words like republic, kingdom, or states (e.g., the United States, the United Kingdom). Singular country names like England do not take "the."
· **Example:** He moved to England last year. **(not "the England.")**

Q.5 **Select the most appropriate synonym of the given word.**
PREROGATIVE

A. obligation
B. duty
C. privilege
D. liability

Answer: C

Sol:

The correct synonym of the given word "PREROGATIVE" is (c) privilege.
· **Prerogative**: This term refers to a right or privilege exclusive to a particular individual or class. In legal and formal contexts, it implies a special right or privilege that allows an individual to perform certain actions that are not generally accessible to everyone.
· **Prerogative**: विशेषाधिकार (in Hindi).
Example: It is the manager's **prerogative** to allocate funds within his department.
· **Privilege**: This word also denotes a special right, advantage, or immunity granted or available only to a particular person or group of people, aligning well with the meaning of "prerogative."
Example: Enjoying diplomatic immunity is a **privilege** granted to diplomats.
· **Synonyms**: right, entitlement, advantage, **privilege**.
· **Antonyms**: disadvantage, duty, obligation, penalty.
Meanings of all the other given options:
· **Obligation**: A duty or commitment; it's something one is bound to do, quite different from a privilege.
· **Duty**: A moral or legal obligation; a responsibility, not a privilege.
· **Liability**: A state of being responsible for something, especially in legal or financial terms; again, not synonymous with privilege.

Q.6 **Extremely warm climate will affect some areas as follows:**
Read the passage and answer the question that follows by choosing the most appropriate option:

an population and impact of its activities on natural resources, Earth's environment
especially during the latter half of the twentieth century.
One of the changes is an increase in the concentration of Carbon dioxide and other greenhouse gases in the lower layers and Ozone depletion in the upper layers of the atmosphere causing a gradual increase in surface air temperature. The Earth has been suffering from fever and the two lead culprits of this phenomenon are Carbon emissions and Ozone depleting substances.
A warmer world will have both beneficial and harmful effects but poor nations in the tropics will suffer the most.
Some areas will benefits because of less severe winters, more precipitation in some dry areas, less precipitation in wet areas and increased food production. Some plant and animal species adapted to higher temperatures may be able to expand their population and range.
Other areas will suffer from excessive heat, lack of water and decreased food production. Wildfires in forests and grasslands are likely to increase where the climate becomes drier. Trees would suffer from diseases and pest population would go up. Plants and animal species, unable to migrate or adapt to higher temperatures, are likely to be reduced.
Shifts in regional climate will also threaten parks, wild reserves, wetlands and coral reefs. Other ecosystems likely to be disrupted are polar seas, coastal wetlands, alpine tundra, and higher altitude mountain tops. So climate change has become one of the prime issues threatening the sustainability of the World's environment.

A. Lack of water will reduce food production and wildfires in forest will be rampant.
B. Grassland will be greener.
C. Large sections of the human population will migrate to other areas.
D. Population of plants and animals will increase.

Answer: A

Sol:

The passage explains that **excessive heat** will lead to **water scarcity**, **decreased food production**, and an increase in **wildfires in forests and grasslands**. It also mentions that plants and animals unable to adapt to higher temperatures will suffer. This aligns with option **(a)**.
Why the other options are incorrect:
· **(b) Grassland will be greener**: Incorrect. The passage mentions that a drier climate will cause wildfires in grasslands, not make them greener.
· **(c) Large sections of the human population will migrate to other areas**: While migration might occur due to climate change, the passage does not specifically mention this.
· **(d) Population of plants and animals will increase**: Incorrect. The passage states that plant and animal populations unable to adapt will **decrease**.

Q.7 **A warmer world is the result of**
Read the passage and answer the question that follows by choosing the most appropriate option:
**As a result of increasing human population and impact of its activities on natural resources, Earth's environment has undergone significant changes, especially during the latter half of the twentieth century.
One of the changes is an increase in the concentration of Carbon dioxide and other greenhouse gases in the lower layers and Ozone depletion in the upper layers of the atmosphere causing a gradual increase in surface air temperature. The Earth has been suffering from fever and the two lead culprits of this phenomenon are Carbon emissions and Ozone depleting substances.
A warmer world will have both beneficial and harmful effects but poor nations in the tropics will suffer the most.
Some areas will benefits because of less severe winters, more precipitation in some dry areas, less precipitation in wet areas and increased food production. Some plant and animal species adapted to higher temperatures may be able to expand their population and range.
Other areas will suffer from excessive heat, lack of water and decreased food production. Wildfires in forests and grasslands are likely to increase where the climate becomes drier. Trees would suffer from diseases and pest population would go up. Plants and animal species, unable to migrate or adapt to higher temperatures, are likely to be reduced.
Shifts in regional climate will also threaten parks, wild reserves, wetlands and coral reefs. Other ecosystems likely to be disrupted are polar seas, coastal wetlands, alpine tundra, and higher altitude mountain tops. So climate change has become one of the prime issues threatening the sustainability of the World's environment.**

A. enhanced effect of greenhouse gases
B. air pollution
C. ozone depletion
D. carbon emission and ozone depleting substances

Answer: D

Sol:

The passage clearly attributes a warmer world to **carbon emissions** and **ozone-depleting substances**. These two factors are the main causes of **increased greenhouse gases** and **ozone depletion**, which lead to global warming.
Why the other options are incorrect:
· **Enhanced effect of greenhouse gases**: Partially correct but incomplete, as it doesn't mention ozone-depleting substances.
· **Air pollution**: Incorrect. While air pollution contributes to environmental degradation, it is not directly cited as the primary cause of global warming in the passage.
· **Ozone depletion**: Partially correct but incomplete, as it does not mention carbon emissions.

Q.8 **What will be the fallout of climate change?**
Read the passage and answer the question that follows by choosing the mo riate option:
As a result of increasing human population and impact of its activities on natural resources, Earth's environment has undergone significant changes,

alf of the twentieth century.
One of the changes is an increase in the concentration of Carbon dioxide and other greenhouse gases in the low upper layers of the atmosphere causing a gradual increase in surface air temperature. The Earth has been suffering from fever and the two lead culprits of this phenomenon are Carbon emissions and Ozone depleting substances.
A warmer world will have both beneficial and harmful effects but poor nations in the tropics will suffer the most.
Some areas will benefits because of less severe winters, more precipitation in some dry areas, less precipitation in wet areas and increased food production. Some plant and animal species adapted to higher temperatures may be able to expand their population and range.
Other areas will suffer from excessive heat, lack of water and decreased food production. Wildfires in forests and grasslands are likely to increase where the climate becomes drier. Trees would suffer from diseases and pest population would go up. Plants and animal species, unable to migrate or adapt to higher temperatures, are likely to be reduced.
Shifts in regional climate will also threaten parks, wild reserves, wetlands and coral reefs. Other ecosystems likely to be disrupted are polar seas, coastal wetlands, alpine tundra, and higher altitude mountain tops. So climate change has become one of the prime issues threatening the sustainability of the World's environment.

A. Water levels in oceans will go down.
B. Coral reefs and wetlands will be in danger.
C. Alpine tundra region will be colder.
D. Ecology will not be affected.

Answer: B

Sol:

The passage mentions that **regional climate shifts** will threaten ecosystems like **parks, wild reserves, wetlands, and coral reefs**. These disruptions are a direct consequence of climate change.

Why the other options are incorrect:

· **(a) Water levels in oceans will go down**: Incorrect. The passage does not mention a decrease in water levels; instead, rising temperatures can cause **rising sea levels**.
· **(c) Alpine tundra region will be colder**: Incorrect. The passage suggests that alpine tundra regions will be disrupted, not colder.
· **(d) Ecology will not be affected**: Incorrect. The passage explicitly states that ecosystems like polar seas, wetlands, and coral reefs will be disrupted.

Q.9 **Earth's environment has been impacted by**
Read the passage and answer the question that follows by choosing the most appropriate option:
As a result of increasing human population and impact of its activities on natural resources, Earth's environment has undergone significant changes, especially during the latter half of the twentieth century.
One of the changes is an increase in the concentration of Carbon dioxide and other greenhouse gases in the lower layers and Ozone depletion in the upper layers of the atmosphere causing a gradual increase in surface air temperature. The Earth has been suffering from fever and the two lead culprits of this phenomenon are Carbon emissions and Ozone depleting substances.
A warmer world will have both beneficial and harmful effects but poor nations in the tropics will suffer the most.
Some areas will benefits because of less severe winters, more precipitation in some dry areas, less precipitation in wet areas and increased food production. Some plant and animal species adapted to higher temperatures may be able to expand their population and range.
Other areas will suffer from excessive heat, lack of water and decreased food production. Wildfires in forests and grasslands are likely to increase where the climate becomes drier. Trees would suffer from diseases and pest population would go up. Plants and animal species, unable to migrate or adapt to higher temperatures, are likely to be reduced.
Shifts in regional climate will also threaten parks, wild reserves, wetlands and coral reefs. Other ecosystems likely to be disrupted are polar seas, coastal wetlands, alpine tundra, and higher altitude mountain tops. So climate change has become one of the prime issues threatening the sustainability of the World's environment.

A. uncontrolled rise in population
B. increasing human population and over-exploitation of natural resources
C. depleting natural resources
D. overuse of technology

Answer: B

Sol:

The passage highlights that Earth's environment has undergone significant changes due to the **increasing human population** and its **impact on natural resources**, especially during the 20th century.

Why the other options are incorrect:

· **(a) Uncontrolled rise in population**: Partially correct but does not include the over-exploitation of natural resources.
· **(c) Depleting natural resources**: Partially correct but does not mention population growth.
· **(d) Overuse of technology**: Incorrect. The passage focuses on population growth and resource exploitation, not technology.

Q.10 **Choose the pair of words from the following which comes closest in meaning to 'depletion' and 'culprit' in the context of the above passage.**
Read the passage and answer the question that follows by choosing the most appropriate option:
As a result of increasing human population and impact of its activities on ources, Earth's environment has undergone significant changes, especially during the latter half of the twentieth century.
One of the changes is an increase in the concentration of Carbon dioxide and other greenhouse gases in the lower layers and Ozone depletion in

osphere causing a gradual increase in surface air temperature. The Earth has been s
culprits of this phenomenon are Carbon emissions and Ozone depleting substances.
A warmer world will have both beneficial and harmful effects but poor nations in the tropics will suffer the most.
Some areas will benefits because of less severe winters, more precipitation in some dry areas, less precipitation in wet areas and increased food production. Some plant and animal species adapted to higher temperatures may be able to expand their population and range.
Other areas will suffer from excessive heat, lack of water and decreased food production. Wildfires in forests and grasslands are likely to increase where the climate becomes drier. Trees would suffer from diseases and pest population would go up. Plants and animal species, unable to migrate or adapt to higher temperatures, are likely to be reduced.
Shifts in regional climate will also threaten parks, wild reserves, wetlands and coral reefs. Other ecosystems likely to be disrupted are polar seas, coastal wetlands, alpine tundra, and higher altitude mountain tops. So climate change has become one of the prime issues threatening the sustainability of the World's environment.

A. consequence; responsible
B. decrease; irresponsible
C. decline; convict
D. reduction; cause

Answer: D

Sol:

· **Depletion** refers to "reduction," as in the **reduction of natural resources or ozone layer**.
· **Culprit** refers to "cause," as in the **main factors responsible** for global warming (carbon emissions and ozone-depleting substances).
Why the other options are incorrect:
· **(a) Consequence; responsible**: Incorrect. "Depletion" refers to reduction, not consequence.
· **(b) Decrease; irresponsible**: Incorrect. "Irresponsible" is unrelated to "culprit," which refers to the cause.
· **(c) Decline; convict**: Incorrect. "Convict" refers to a person found guilty, which does not fit the context of "culprit."

stitution states that the Union must promote the spread of Hindi and develop Hindi as a medium of expression?

A. Article 352
B. Article 350
C. Article 351
D. Article 353

Answer: C

Sol: Solution: correct answer is (c) Article 351.

Explanation:

Article 351 of the Indian Constitution specifically deals with the promotion and development of Hindi. It states that the Union shall promote the spread of Hindi and develop it as a medium of expression for all official purposes of the Union. This article was included to ensure that Hindi grows as a language of communication, administration, and cultural integration across India.

Information Booster:

→Article 351 encourages not only the use of Hindi in government functions but also its progress as a literary and scientific language.
→It also aims at gradually replacing English with Hindi for official purposes, but in a progressive and voluntary manner, respecting linguistic diversity.

Additional Knowledge:

→While Hindi is promoted, the Constitution also safeguards the rights of other languages through the Eighth Schedule, ensuring linguistic harmony.
→Articles 343 to 351 collectively handle language provisions in India, with Article 343 declaring Hindi in Devanagari script as the official language the Union, and Article 351 providing the guidance for its promotion and development.

Q.2 **In a school garden, a teacher was giving a lesson on 'Seeds'. What should be the assessment targets of the teacher?**
I. Students will plant carrot seeds.
II. Students will use senses to compare the colour, shape, and texture of a variety of seeds.
III. Students will create a collage using seeds.

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

Answer: B

Sol: Solution: Correct answer: (b) I, II and III

Explanation:

When a teacher is giving a lesson on "seeds" in the school garden, assessment should not only check factual knowledge but also focus on skills, observation, creativity, and understanding.
Hence, all three statements —
Planting seeds (I) checks practical understanding and application,
Using senses to compare (II) checks observation and classification skills, and
Creating a collage using seeds (III) checks creativity and comprehension of diversity —
together form comprehensive assessment targets for experiential learning.

Information Booster:

In EVS (Environmental Studies), assessment is process-based and focuses on:
→Observation (seeing similarities and differences),
→Exploration (doing activities like planting), and
→Expression (presenting understanding creatively).
So, the teacher assesses skills, attitudes, and concepts, not just memory.

Additional Knowledge:

→Activities like planting and comparing seeds encourage experiential learning, linking classroom knowledge to real-life contexts.
→Such lessons develop scientific temperament, curiosity, and environmental sensitivity among students.
→This approach aligns with NEP 2020 and NCERT's EVS pedagogy, which emphasize learning by doing and integrated assessment.

Q.3 **What is the aim of learning Social Science at the elementary school level?**
I. To acquaint students with their geographical, social, and cultural environments.
II. To help students to be unsocial in the society.

A. Both I and II
B. Only I
C. Neither I nor II
D. Only II

Sol: **Solution: correct answer is (b) Only I.**

Explanation:

The aim of learning social sciences at the elementary school level is primarily to help students understand their environment—geographical, social, and cultural. It develops awareness about their community, traditions, history, and the world around them. This understanding helps them become responsible, informed, and socially conscious individuals.

Statement II ("to help student to be unsocial in the society") is incorrect because social sciences encourage social interaction, cooperation, and empathy, not the opposite.

Information Booster:

Learning social sciences at the elementary level helps children develop skills like critical thinking, observation, and understanding cause-effect relationships in society. It also builds a sense of identity and belonging by familiarizing them with local and global cultures, history, and geography.

Additional Knowledge:

Elementary social science education often includes topics such as family, neighborhood, festivals, natural resources, and basic civic duties. These lessons aim to make students aware, responsible, and participative members of society, laying the foundation for good citizenship.

Q.4 **In the EVS curriculum, the topic of fuels is covered under the major theme 'Travel'. Which aspects regarding fuels can be taught in an integrated manner?**

I. Role of fossil fuels in electricity generation

II. Purposes of use of petrol and diesel

III. Means of travel

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

Answer: B

Sol: **Solution: Correct answer — (b) II and III**

Explanation:

In the EVS (Environmental Studies) curriculum, the theme 'Travel' is designed to help children understand the various means of travel and the fuels that power them.

Under this theme, the following aspects can be integratedly taught:

Purposes of use of petrol and diesel (II):

Students learn that different vehicles—like buses, cars, and motorcycles—use petrol or diesel to move. This links the idea of fuel consumption directly to transportation.

Means of travel (III):

Children explore various modes of travel—walking, cycling, vehicles using fuels, and even eco-friendly means like electric vehicles. This helps them connect how fuels relate to movement and travel in daily life.

The concept of electricity generation from fossil fuels (I) is more appropriate for higher classes or under the theme "Work and Energy", not directly under the "Travel" theme.

Information Booster:

→EVS curriculum emphasizes integrated learning, where science, social studies, and environmental awareness are connected through real-life themes.

The theme 'Travel' helps students understand:

→Why vehicles need fuel.

→Different fuels used (petrol, diesel, CNG, electricity).

→The importance of conserving fuel and using alternatives.

Additional Knowledge:

→Fuels and the Environment: Burning petrol and diesel releases carbon dioxide and other gases, contributing to air pollution and climate change.

→Alternative fuels: Electric vehicles, solar-powered transport, and bicycles promote sustainable travel.

→Educational activity idea: Children can classify vehicles based on the type of fuel they use—petrol, diesel, electricity, or human effort.

Q.5 **A Environmental Studies teacher in Class IV is discussing the topic: "How do we get our food?" What questions can the teacher ask the students regarding this topic?**

A. When do many people eat together?
B. Do you feed the animals around you?
C. Have you seen plants of rice/wheat/ dal etc.
D. How do we taste different foods?

Answer: C

Sol: **Solution: Correct answer — (c) Have you seen plants of rice/wheat/dal etc.**

Explanation:

When a teacher discusses "How do we get our food" in Environmental Studi he purpose is to help children understand the sources of food — such as plants and animals.

By asking "Have you seen plants of rice/wheat/dal etc.?", the teacher helps students connect the food they eat to its origin from crops and plants,

ased learning.

Information Booster:

This type of question promotes experiential learning, where students relate their classroom knowledge to real-life experiences — like seeing crops in fields or markets. It also develops curiosity and awareness about how food is grown, harvested, and reaches our plates.

Additional Knowledge:

→Food comes mainly from two sources — plants and animals.
→Crops like rice, wheat, pulses, vegetables, and fruits are plant-based foods.
→Milk, eggs, and meat are animal-based foods.
→EVS teachers often use observation, storytelling, and field visits to make such topics more meaningful and practical for students.

Q.6 **RTE Act 2005 has given the right to SMC to improve elementary education in the country except-**

A. arranging and maintaining basic infrastructural amenities.
B. preparing school development plan.
C. prioritizing normal students.
D. bringing out of school children to the school.

Answer: C

Sol: **The correct answer is (c) prioritizing normal students.**

Explanation:

Under the Right to Education (RTE) Act, the School Management Committee (SMC) is mandated to ensure inclusive education. Prioritizing 'normal' students over others violates the principle of equity and inclusion. The RTE Act explicitly promotes the rights of children from disadvantaged groups and those with disabilities, ensuring no child is discriminated against in the school environment.

Information Booster:

- **Inclusive Mandate:** SMCs must ensure that children from all backgrounds, including those with special needs, receive equal opportunities.
- **Community Participation:** The SMC consists of parents and local stakeholders to bridge the gap between school and community.
- **SDP Creation:** One of the core duties of the SMC is to prepare and recommend the School Development Plan (SDP).
- **Monitoring Grants:** The committee monitors the utilization of the grants received from the government or other sources.
- **Enrolment Focus:** They are responsible for identifying and enrolling 'out of school' children in their local vicinity.

Additional Points:

- ● Option (a): Core Function – Maintaining infrastructure is a primary duty of the SMC to ensure a safe learning environment.
- ● Option (b): Strategic Planning – The SDP is a statutory requirement that the SMC must fulfill under Section 22 of the Act.
- ● Option (d): Social Duty – Bridging the gap for non-enrolled children is essential for achieving the goal of universal elementary education.

So the correct answer is (c)

Q.7 **The PWD Act 1995 and RTE Act 2009 jointly provide free education to special children and normal children until what respective ages?**

A. 14 years and 11 years
B. 12 years and 16 years
C. 18 years and 16 years
D. 18 years and 14 years

Answer: D

Sol: **The correct answer is (d) 18 years and 14 years**

Explanation:

The Right to Education (RTE) Act 2009 mandates free and compulsory education for all children in the age group of 6 to 14 years. However, acknowledging the specific needs of children with disabilities, the Persons with Disabilities (PWD) Act 1995 (and subsequently the RPWD Act 2016) extends this provision until the age of 18 years. This distinction ensures that special children have additional time and support to complete their foundational schooling.

Information Booster:

- **RTE Act 2009:** Constitutional right under Article 21-A providing free education to children aged 6–14.
- **PWD Act 1995:** An act to ensure equal opportunities and full participation for people with disabilities, now replaced by RPWD 2016.
- **Age Extension:** The provision of free education up to 18 years for disabled children as per Section 26 of the PWD Act.
- **Inclusive Education:** The policy of educating students with special needs in regular classes with appropriate support.
- **Fundamental Right:** Education is a fundamental right in India, ensuring the state provides necessary facilities for all children.

Additional Points:

- **Option (a): 14 and 11:** Incorrect as 11 years is not a statutory age limit for free education in India.
- **Option (b): 12 and 16:** Incorrect because these ages do not correspond to the legal mandates of either Act.
- **Option (c): 18 and 16:** Incorrect; while 18 is correct for special children, the general age limit for others is 14, not 16.

So the correct answer is (d)

Q.8 **Which of the following are the broader and narrower aims of mathematics education?**
I. Optimization
II. Use of heuristics
III. Estimation and approximation
IV. Representation

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

Answer: C

Sol:

Solution: Correct Answer: (c) I, II, III and IV
Explanation:
All four — Optimization, Use of heuristics, Estimation and approximation, and Representation — are considered broader and narrower aims of mathematics education.
Mathematics education aims not only at computation and problem-solving but also at developing thinking, reasoning, and application skills that include these aspects.
Information Booster:
Optimization:
→It means finding the best possible solution among many.
Students learn to choose efficient methods and use resources wisely — a broader aim that connects math with real-life decision-making (e.g., minimizing cost, maximizing profit).
Use of Heuristics:
→Refers to problem-solving strategies or "rules of thumb."
It helps learners think independently and creatively rather than rely only on memorized formulas — narrower aim that enhances logical reasoning.
Estimation and Approximation:
→It builds a sense of numerical accuracy and practicality.
Learners understand that not all real-life problems have exact answers — it encourages mental computation and judgmental reasoning.
Representation:
→Involves expressing mathematical ideas in different forms — symbols, diagrams, graphs, equations, or verbal explanations.
→It strengthens understanding and communication of mathematical concepts.
Additional Knowledge:
→Broader aims of mathematics education focus on developing habits of logical thinking, reasoning, and application in real life.
→Narrower aims deal with specific skills and techniques such as calculation, estimation, problem-solving strategies, and representation.
→According to NCTM (National Council of Teachers of Mathematics) and NCF (National Curriculum Framework 2005), mathematics should help learners:
→Think logically and analytically
→Communicate mathematically
→Apply concepts to everyday situations
→Appreciate the beauty and structure of mathematics

Q.9 **Which of the following is an open-ended item in mathematics?**

A. Find the average of 78, 83 and 91
B. Find out the greatest common factor of 10, 15 and 85
C. Draw a rectangle with perimeter 20 cm
D. Calculate 58 divided by 8

Answer: C

Sol:

The correct answer is **c) Draw a rectangle with perimeter 20 cm.**
Explanation:
Open-ended questions allow multiple possible solutions. In this case, a rectangle with perimeter 20 cm can have various length–breadth combinations (e.g., 4 cm × 6 cm, 5 cm × 5 cm, 2 cm × 8 cm). This fosters creativity, problem-solving, and mathematical exploration.
Information Booster:
· **Open-ended tasks:** Encourage divergent thinking and multiple approaches.
· **Closed tasks:** Have a fixed correct answer (like averages, HCF, or division).
Classroom Use: Encourages critical thinking and deeper understanding of concepts.
Additional Points:
· Open-ended items are effective in assessment for learning, not just rote memorization.
· They reveal students' reasoning process rather than only the final answer.

Q.10 **In a math unit test, Ms. Fathima has included a question "if the sum of two numbers is 17, what are the numbers? This an example of**

A. Multiple choice question
B. Context based question
C. Closed-ended question
D. Open-ended question

Answer: D

Sol: **The correct answer is (D) Open-ended question.**

Explanation:

The question — *"If the sum of two numbers is 17, what are the numbers?"* — allows for **many possible correct answers**, such as:
8 and 9
10 and 7
12 and 5
...and so on.
Since there are **multiple valid responses** and students can choose different pairs of numbers that satisfy the condition, the question is **open-ended**.

Additional Information (Other Options):

(A) Multiple choice question
Incorrect – The question does not provide any options to choose from.
(B) Context-based question
Incorrect – The question does not involve any real-life or contextual situation; it is purely numerical.
(C) Closed-ended question
Incorrect – Closed-ended questions have only **one specific correct answer** (e.g., "What is 8 + 9?").

Information Booster:

Open-ended questions encourage reasoning, creativity, and multiple solution paths.
They help teachers assess students' **conceptual understanding** rather than rote recall.
Closed-ended questions assess specific factual or procedural knowledge with a single correct answer.
Thus, Ms. Fathima's question is a clear example of an **open-ended question** in mathematics assessment.

Q.11 **When asked to solve a word problem children often comment, 'if you tell me which operation to use, I will solve it'. What is the possible reason for such a response?**

A. Children do not like word problems and seek excuses
B. Children have phobia towards word problems
C. Children lack comprehension skills
D. Children are lazy and do not want to read the problems

Answer: C

Sol: **The correct answer is (C) — Children lack comprehension skills.**

Explanation: When children say, *"If you tell me which operation to use, I will solve it,"* it typically means they can perform the arithmetic **but struggle to interpret the language and context** of the word problem. This reflects a **lack of comprehension skills**, particularly in understanding **what the problem is asking**, identifying **key information**, and **mapping language to operations**.

Additional Knowledge (Other Options):

(A) **Children do not like word problems and seek excuses:** Not necessarily true. The issue is often deeper than preference—it's about understanding.
(B) **Children have phobia towards word problems:** While math anxiety exists, this response shows **difficulty in comprehension**, not fear.
(D) **Children are lazy and do not want to read:** Incorrect. This is a **misinterpretation** of the struggle; children often try but lack the skills to decode the problem.

Information Booster :

To address this, teachers should:

- Focus on **language development** in math.
- Use **visuals, context-based discussions, and role-play** to make word problems relatable.
- Teach **problem-solving strategies** like identifying key words, underlining important information, and rephrasing the problem in their own words.

Building comprehension bridges the gap between **knowing how to calculate** and **knowing what to calculate**.

Q.12 **While teaching about 'Marginalized Communities', a teacher uses a poem written by a Dalit activist in the 1970s. This poem acts as:**

A. A secondary source because it is a piece of literature, not a government record.
B. A primary source that reflects the lived experience and resistance of the community.
C. An extra-curricular reading material that has no place in the social science syllabus.
D. A way to improve the students' poetic recitation skills for the school assembly.

Answer: B

Sol: **The correct answer is (b) A primary source that reflects the lived experience and resistance of the community.**

Explanation:

A poem written by a participant in a social movement is a **primary source** because it is an original expression of their thoughts and emotions during that time. It provides **authentic evidence** of the social struggles and the internal psychology of the movement.

Information Booster:

- **Literary Primary Source:** Poetry and novels from the **actual time of struggle** serve as emotional and intellectual primary evidence.
- **Subaltern Voice:** Using such poems brings the **first-hand perspectives** of the marginalized into the classroom narrative.
- **Emotive History:** It helps students understand the **human cost** of discrimination through the victim's own words.
- **Critical Pedagogy:** This choice challenges the idea that history only resides in **dry official reports** or textbook summaries.
- **Multidisciplinary Approach:** Integrating literature into Social Science develops **empathy and analytical depth** in students.

Additional Points:

- Option (a): Misclassification – Literature created **contemporary** to an event is a primary source of that era's mindset.
- Option (c): Curricular error – Personal narratives are **central** to modern, inclusive Social Science curricula (NCF 2005).
- Option (d): Pedagogical reduction – This ignores the **historical and social significance** of the poem in favor of a superficial skill.

So the correct answer is (b)

Q.13 **Assertion (A): The 'Objective-type' questions in Social Science exams can sometimes be problematic.**
Reason (R): They often focus on trivial facts and fail to assess the student's ability to reason or analyze social issues.

A. Both (A) and (R) are true, and (R) explains (A)
B. Both (A) and (R) are true, but (R) does not explain (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

Answer: A

Sol: **The correct answer is (a) Both (A) and (R) are true, and (R) explains (A)**

Explanation:

While objective questions are easy to grade, in Social Science, they often degenerate into **fact-testing** (dates/names). This ignores the subject's core purpose: developing **critical inquiry** and the ability to interpret complex social phenomena.

Information Booster:

Assertion:

- **Surface Learning:** Many objective tests encourage **cramming** instead of understanding the 'why' behind events.
- **Limited Scope:** Complex social arguments cannot always be reduced to a single **multiple-choice** answer.
- **Assessment Bias:** Over-reliance on these questions may favor students with high **memorization** skills over analytical ones.
- **Standardization Issues:** They may fail to capture the **nuance** and regional variations inherent in Social Sciences.
- **Need for Balance:** Exams should include **open-ended** questions to allow for expressive and critical responses.

Reason:

- **Fact vs. Concept:** Objective questions often prioritize **dates and locations** over cause-and-effect relationships.
- **Lower-order Thinking:** These questions usually target **Recall** in Bloom's Taxonomy rather than Synthesis or Evaluation.
- **Decontextualization:** Facts are often tested in isolation, losing their **historical or social** significance.
- **Lack of Argumentation:** Students do not get to practice **justifying** their viewpoints or evaluating evidence.
- **Pedagogical Misalignment:** If exams are objective, teachers may focus only on **fact-sharing** during classroom instruction.

So the correct answer is (a)

Q.14 **When a teacher uses only the 'Lecture Method', the biggest problem for the student is:**

A. They get too much information in a very short amount of time.
B. They do not get the opportunity to construct their own meaning or ask questions.
C. They have to listen to the teacher's voice for a long time.
D. They cannot use their colored pens to draw diagrams during the lecture.

Answer: B

Sol: **The correct answer is (b) They do not get the opportunity to construct their own meaning or ask questions.**

Explanation:

The lecture method is a teacher-centric approach where the student remain listener. This inhibits the **constructivist** process of learning, where students need to actively engage with the content to build understan out interaction or inquiry, deep conceptual clarity is rarely

Information Booster:

- **Passive Learning:** The lecture method positions students as empty vessels, leading to lower **retention** rates.
- **Constructivism:** Modern pedagogy emphasizes that learners must **actively build** knowledge through dialogue and reflection.
- **Lack of Feedback:** In a pure lecture, the teacher cannot gauge the **cognitive gaps** or misconceptions of the students.
- **Critical Thinking:** Students are denied the chance to **analyze** or challenge the information presented by the educator.
- **One-way Communication:** This method ignores the **social nature** of learning and the importance of peer interaction.

Additional Points:

- Option (a): Information overload – While true, the fundamental pedagogical problem is the **lack of engagement** rather than the volume of data.
- Option (c): Listening duration – This is a physical or **attentional** issue, not the primary cognitive barrier to effective learning.
- Option (d): Material usage – This is a superficial concern and does not address the **intellectual** or pedagogical limitations of the method.

So the correct answer is (b)

Q.15 **Which of the following combination is correct?**
I. A teacher is correcting a student's written response about a bird's behavior - Informal assessment
II. A teacher is listening to a conversation between two students where one of them is describing the birds that he observed at his uncle's farm - Formal assessment

A. Only I
B. Both I and II
C. Neither I nor II
D. Only II

Answer: C

Sol:

Solution: Correct Answer: (a) Only I
Explanation:
Statement I:
A teacher is correcting a student's written response about a bird's behavior – Informal assessment
This is informal assessment because the teacher is observing and analyzing a student's natural or routine class work (written response) without using any standardized test or formal tool.
Informal assessments are ongoing, flexible, and part of daily teaching-learning processes.
Statement II:
A teacher is listening to a conversation between two students – Formal assessment
This is not formal assessment, as there's no structured test, scoring rubric, or planned evaluation.
It is an informal observation of students' understanding through natural interaction.
Information Booster:
Formal Assessment:
→These are structured, planned, and standardized.
Examples: written exams, unit tests, quizzes, graded assignments.
Informal Assessment:
→These occur during regular classroom interactions and activities.
Examples: observing students, asking oral questions, evaluating participation, analyzing notebooks or projects.
Additional Knowledge:
→Informal assessments help teachers adjust teaching strategies and provide feedback immediately.
→They emphasize learning progress, not just the final score.
→Formal assessments are mainly for recording achievement levels and comparing performance across learners.

Q.16 **In the context of Inclusive education, which opportunities is included in inclusion?**
I. Opportunities to participate in the full range of social activities.
II. Opportunities of art, sports and music.

A. Neither I nor II
B. Only I
C. Both I and II
D. Only II

Answer: C

Sol:

Solution: correct answer is: (c) Both I and II
Explanation:
Inclusive education is an approach where every child, regardless of their abilities or disabilities, is provided with equal opportunities to learn and participate in all aspects of school life. Inclusion is not limited to academics; it extends to social, cultural, and extracurricular activities.
Statement I: Opportunities to participate in the full range of social activities — True. Inclusive education emphasizes social integration, meaning children should engage in class discussions, group projects, playground activities, and school events alongside their peers.
Statement II: Opportunities in art, sports, and music — True. Inclusion also e ess to cultural and recreational activities like music, dance, art, and sports, which are essential for holistic development.

orrect, “Both I and II” is the right choice.

Information Booster:

→Holistic Development: Inclusion recognizes that learning happens not just academically but socially, emotionally, and physically.

→Benefits for All: Inclusive education benefits all students by fostering empathy, cooperation, and appreciation of diversity.

→Legal Backing: Policies like the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006) advocate for full participation of children with disabilities in all educational and social activities.

→Practical Examples: Mixed-ability classrooms, art competitions, music and sports clubs, and social events that encourage participation from all students are practical implementations of inclusive education.

Q.17 **Which of the following process refers to sharing of ideas, facts, opinion, information and understanding?**

A. Communication
B. Position
C. Ambition
D. Situation

Answer: A

Sol: **Solution: correct answer is: (a) Communication**

Explanation:

Communication is the process of sharing ideas, facts, opinions, information, and understanding between individuals or groups. It can happen verbally, non-verbally, in writing, or through digital means. The essence of communication is to ensure that the message sent is understood by the receiver.

Information Booster:

→Communication is not just about talking; it involves listening, observing, and providing feedback.

→Effective communication strengthens relationships, improves teamwork, and reduces misunderstandings.

→Types of communication include verbal, non-verbal, written, visual, and digital communication.

Additional Knowledge:

→Barriers to communication can be physical (noise), psychological (stress), or semantic (misunderstanding words).

→Elements of communication: sender, message, medium, receiver, and feedback.

→In modern times, communication has expanded through social media, emails, video calls, making information exchange faster and global.

Q.18 **Which of the following are considered constructive uses of ICT in the classroom?**
I. Word processors for reflective writing
II. Drill and practice software only
III. Multimedia presentations for concept visualization

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

Answer: B

Sol:

The correct answer is **(b) I and III only.**

Explanation:

Constructive uses of ICT involve tools that actively support students' learning and understanding, rather than just practicing or memorizing content. Word processors for reflective writing and multimedia presentations for concept visualization are both tools that engage students in critical thinking and deeper learning. Drill and practice software, on the other hand, is more repetitive and is primarily used for practicing basic skills, which does not promote constructive learning in the same way.

Information Booster:

Word Processors for Reflective Writing:

· Word processors enable students to engage in reflective writing, promoting critical thinking and the development of writing skills.
· Encourages students to organize and express their ideas clearly.
· Provides opportunities for editing and revising, which enhances learning and self-reflection.
· Supports the development of language and literacy skills.
· Allows students to focus on content without being distracted by handwriting or spelling errors.

Multimedia Presentations for Concept Visualization:

· Multimedia presentations combine text, images, audio, and video, helping students visualize complex concepts.
· Supports diverse learning styles, making abstract concepts more accessible to visual and auditory learners.
· Encourages students to use technology to create and present information, enhancing digital literacy.
· Facilitates interactive and engaging learning experiences that promote deeper understanding.
· Helps in summarizing and synthesizing information in a dynamic and creative manner.

Q.19 **Which of the following statements regarding adolescents' cognitive development is correct?**
I. Adolescents consider many possible ways of solving a problem.
II. Adolescents develop an egocentrism that consists of an imaginary audience and a personal fable.

A. Only II
B. Both I and II
C. Neither I nor II
D. Only I

Answer: B

Sol: **Solution: Correct Answer: (b) Both I and II**

Explanation:

During adolescence, cognitive development undergoes significant changes. Adolescents move into what Jean Piaget called the formal operational stage. At this stage:

→Considering multiple solutions: Adolescents develop the ability to think abstractly and hypothetically. This allows them to consider many possible ways of solving a problem rather than relying solely on trial and error or concrete solutions. This aligns with statement I.

Adolescent egocentrism: They also experience a heightened self-consciousness, often called adolescent egocentrism. This includes:

→Imaginary audience: Adolescents believe that others are constantly watching and evaluating them.

Personal fable: They feel that their experiences are unique and that they are invincible or special.

This aligns with statement II.

Additional Knowledge:

→This cognitive growth allows adolescents to reason about abstract concepts like justice, freedom, or hypothetical scenarios.

→Egocentrism is normal at this stage but gradually diminishes as they gain more social and cognitive maturity.

These abilities help in problem-solving, planning for the future, and forming personal identity.

Q.20 **Which of the following cognitive attainments are characteristic of Piaget's formal operational stage?**
I. Hypothetical-deductive reasoning
II. Egocentrism in thought
III. Abstract symbolic manipulation

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

Answer: C

Sol:

The correct answer is **c) I and III only.**

Explanation:

Piaget's formal operational stage (typically occurring from age 12 onward) is characterized by the ability to think abstractly and use hypothetical-deductive reasoning. Egocentrism, however, is more typical of the earlier preoperational stage, not the formal operational stage.

Information Booster:

· **Hypothetical-deductive reasoning:** Children in the formal operational stage can think logically about hypothetical situations and deduce consequences.
· **Abstract symbolic manipulation:** The ability to use symbols and think abstractly becomes evident, allowing for more advanced problem-solving.
· **Generalizing abstract concepts:** Abstract thinking allows individuals to understand concepts beyond their immediate experiences.
· **Formal operational skills:** Involves the ability to consider multiple variables and think logically about abstract ideas.
· **Development of critical thinking:** Children begin to challenge and question existing ideas and concepts, showing improved problem-solving abilities.

Additional Points:

· Egocentrism is not a characteristic of the formal operational stage; it is found in the preoperational stage.

Q.21 **Assertion (A): Vygotsky emphasized the social nature of learning.**
Reason (R): Cognitive development is best explained by biological maturation alone.

A. Both A and R are true, and R is the correct explanation of A
B. Both A and R are true, but R is not the correct explanation of A
C. A is true, but R is false
D. A is false, but R is true

Answer: C

Sol:

The correct answer is **(c) A is true, but R is false.**

Explanation:

e Vygotsky's Sociocultural Theory posits that higher mental functions originate in socia
is False because Vygotsky strongly countered purely maturational theories, arguing that sociocultural experience a
mechanisms that drive cognitive growth.

Information Booster:

Assertion (A): Vygotsky emphasized the social nature of learning:

· **Social Origin:** All cognitive development begins at the interpsychological (social) level before becoming individualized (intrapsychological).
· **MKO Interaction:** Learning is facilitated through collaboration with a More Knowledgeable Other (MKO).
· **ZPD Focus:** The Zone of Proximal Development highlights that learning is an active, social process, proving development is not passive.
· **Role of Interaction:** The theory emphasizes dialogue, joint activity, and shared problem-solving as the mechanisms of intellectual growth.

Reason (R): Cognitive development is best explained by biological maturation alone:

· **False Driver:** Vygotsky's theory minimizes the role of biological maturation as the sole driver of cognitive advancement.
· **Cultural Primacy:** He believed that while maturation sets the necessary biological stage, it is cultural learning that determines the form and structure of advanced thinking.
· **Learning Drives Development:** Vygotsky argued that effective learning actively drives and pushes the limits of development, rather than merely waiting for biological readiness.
· **Focus Shift:** The emphasis shifts the focus from an internal biological timeline to external, social experience.

Q.22 **Assertion (A): In Vygotsky's theory, scaffolding involves providing temporary support to learners to help them achieve tasks they cannot complete independently.**
Reason (R): The purpose of this support is to help students bridge the gap between their current ability and the learning goal, and it is gradually removed as the learner becomes more competent.

A. Both A and R are true, and R is the correct explanation of A.
B. Both A and R are true, but R is NOT the correct explanation of A.
C. A is true, but R is false.
D. A is false, but R is true.

Answer: A

Sol:

The correct answer is **(a) Both A and R are true, and R is the correct explanation of A.**

Explanation:

Both assertion and reason are true, and the reason correctly explains the assertion. Scaffolding in Vygotsky's sociocultural theory means temporary and structured support—like prompts, hints, modeling, or feedback—offered within a learner's Zone of Proximal Development (ZPD). This support is gradually withdrawn as the learner becomes more capable.

Information Booster:

· **Concept Origin:** Vygotsky proposed that learning occurs best when learners get guided assistance within their ZPD — the space between what they can do alone and what they can do with help.
· **Temporary Nature:** The support (scaffold) is not permanent; it is gradually reduced as learners gain independence and confidence.
· **Teacher's Role:** The teacher acts as a facilitator—modeling, asking guiding questions, or giving cues instead of providing direct answers.
· **Types of Scaffolding:** Includes cognitive support (hints, strategies), verbal scaffolding (questioning, paraphrasing), and material scaffolding (visual aids, graphic organizers).
· **Learner-Centered:** Encourages active engagement and discovery, making students responsible for their own learning process.
· **Goal:** The ultimate purpose is to make the learner autonomous, moving from dependence to self-regulated learning.

Q.23 **A teacher notices that a student, Rakesh, often talks to himself while solving a difficult puzzle. According to Vygotsky, this 'Private Speech' represents:**

A. A sign of cognitive immaturity and egocentrism that should be discouraged.
B. A distraction that hinders the child's focus on the task.
C. An important tool for self-regulation and guiding one's own thinking.
D. A psychological disorder indicating a lack of social skills.

Answer: C

Sol:

The correct answer is **(c) An important tool for self-regulation and guiding one's own thinking.**

Explanation:

Vygotsky identified "Private Speech" (audible self-talk) as a critical developmental tool. He argued that children use language not just to communicate with others, but to plan, guide, and monitor their own behavior. It serves as a transition phase where external social instructions are being converted into internal thought processes.

Information Booster:

· **Self-Regulation Tool:** Private speech acts as a "cognitive steering wheel." The child gives themselves instructions (e.g., "First I need the blue piece, then the red one") to control their actions and attention.
· **Reaction to Difficulty:** Research confirms Vygotsky's view that private speech increases when a task is difficult or when a child makes an error. It is a sign of active effort to master a challenge.
· **Internalization Process:** It represents the bridge between Social Speech (talking to others) and Inner Speech (silent thinking). Over time, this audible talk goes "underground" and becomes thought.
· **Cognitive Planning:** It helps in executive functions like planning steps, focusing attention, and inhibiting impulsive responses.

s a sign of healthy cognitive development, teachers should permit it in early grades an

Additional Points:

· **Cognitive Immaturity (Piaget's View):** This option reflects Piaget's theory, not Vygotsky's. Piaget called this "Egocentric Speech" and believed it showed the child's inability to see others' perspectives. Vygotsky strongly disagreed, viewing it as functional.

· **Distraction:** This is a misconception. While it may seem distracting to adults, for the child, it is a focusing mechanism. Stopping them from talking can actually disrupt their train of thought.

· **Psychological Disorder:** This is incorrect. Talking to oneself during problem-solving is a normal, healthy, and universal stage of child development, not a sign of pathology or lack of social skills.

Q.24 **A student solves a geometry problem by visualizing the shapes rotating in their mind without physically moving them. This student is using:**

A. Enactive representation
B. Iconic representation
C. Sensorimotor reflexes
D. Conditioning

Answer: B

Sol:

The correct answer is **(b) Iconic representation.**

Explanation:

Mental rotation and visualization are classic examples of Iconic Representation. The student is not physically touching the object (Enactive) nor using a formula (Symbolic); they are manipulating a mental image or "icon" of the shape to solve the problem.

Information Booster:

· **Mental Imagery:** The ability to create a picture in the mind's eye.

· **Spatial Reasoning:** Highly useful in geometry, art, and navigation.

· **Internalization of Action:** Iconic representation often involves internalizing what was previously a physical action (rotating an object).

· **Visual Memory:** It relies on remembering how things look.

· **Transitional Phase**: It acts as a bridge between needing to hold the object and being able to calculate it mathematically.

Additional Points:

· **Enactive:** This would require the student to actually hold a block and turn it with their hands.

· **Sensorimotor Reflexes:** This refers to involuntary or basic infant movements, not complex mental visualization.

· **Conditioning:** This is a behavioral term for learning through association, unrelated to mental imagery.

Q.25 **At which level of Kohlberg's moral development does individual's ethical behavior mainly depends on the mindset that "what do people think of me"?**

A. Conventional
B. Postconventional
C. Non-conventional
D. Preconventional

Answer: A

Sol:

Solution: Correct Answer – (a) Conventional

Explanation:

Kohlberg's Conventional level of moral development is the stage where a person's moral decisions are guided by what others will think of them. At this stage, individuals want to be seen as "good" in the eyes of society, teachers, family, or peers. They follow rules because they value social approval and acceptance.

Information Booster:

→This level usually appears during late childhood or adolescence.

Behaviour is based on maintaining good relationships and social order.

→Moral judgment depends on fulfilling expectations, being liked, and avoiding social disapproval.

The common thought process here is:

→ "I should do this because good people behave like this, and others will appreciate it."

Additional Knowledge:

Kohlberg proposed three major levels of moral development:

Preconventional – Focus on avoiding punishment and gaining rewards.

Conventional – Focus on social approval and following social rules.

Post conventional – Morality based on internal principles and personal ethics.

Q.26 **A student argues, "I cannot steal the medicine because if everyone stole, ould collapse." According to Kohlberg, this reflects the:**

A. Punishment and Obedience Orientation (Stage 1)

ation (Stage 3)

C. Social Order Maintaining Orientation (Stage 4)

D. Universal Ethical Principle Orientation (Stage 6)

Answer: C

Sol:

The correct answer is **(c) Social Order Maintaining Orientation (Stage 4).**

Explanation:

The student's reasoning focuses on maintaining social order and the consequences for society if rules are broken. This aligns with Kohlberg's Stage 4, where individuals value law, authority, and social stability. The decision is based on duty to uphold the system, not on personal gain or abstract moral principles.

Information Booster:

· Focuses on law, authority, and duty.
· Moral judgment aims to preserve societal functioning.
· Right action equals obeying rules to avoid social breakdown.
· Emphasizes maintaining institutions and order.
· Concerned with consequences for society, not individual motives.
· Believes rules are essential for collective stability.

Additional Points:

· Stage 1 focuses on punishment avoidance, not societal collapse.
· Stage 3 is about pleasing others and gaining approval, not law and order.
· Stage 6 relies on universal ethical principles, not obedience to societal rules.

Q.27 **According to Erikson's theory of psychosocial development, the primary crisis faced by an elementary school child (ages 11–14) is:**

A. Initiative vs. Guilt
B. Industry vs. Inferiority
C. Identity vs. Role Confusion
D. Intimacy vs. Isolation

Answer: C

Sol:

The correct answer is **(c) Identity vs. Role Confusion.**

Explanation:

Children entering early adolescence begin exploring who they are, what they value and where they fit socially. This search for self-identity often creates confusion as they experiment with roles, beliefs and preferences. Erikson explains this period as the stage of Identity vs. Role Confusion.

Information Booster:

· **Meaning:** Identity vs. Role Confusion involves forming a stable sense of self during early adolescence, driven by rapid physical and social changes.
· **Identity search:** Children question their goals, interests and values, trying to understand who they are becoming.
· **Role exploration:** Adolescents test different roles—social, academic or emotional—to find what suits them best.
· **Peer influence:** Peer groups strongly shape identity choices as adolescents seek acceptance and belonging.
· **Importance:** Successfully resolving this stage leads to confidence and a clear sense of direction in life.

Additional Points:

· **Initiative vs. Guilt:** This occurs in early childhood when children try new activities and fear disapproval, not identity formation.
· **Industry vs. Inferiority:** This occurs in primary school years where children focus on competence, not identity.
· **Intimacy vs. Isolation:** This stage occurs in adulthood and involves long-term relationships.

Q.28 **A teacher emphasizes 'LSRW' skills through a variety of communicative tasks rather than teaching them in isolation. This strategy aligns with:**

A. Traditional Pedagogy
B. Modern Communicative Trends
C. Rule-based Structuralism
D. Passive Skill Development

Answer: B

Sol:

The correct answer is **(b) Modern Communicative Trends.**

Explanation:

Modern pedagogy advocates for the Integration of Skills. In real-life communication, Listening, Speaking, Reading, and Writing (LSRW) are rarely used in isolation. Communicative tasks (like discussing a text or writing a response to a speech) ensure that these skills are developed naturally and simultaneously.

Information Booster:

· **Holistic Language Development**: Integration ensures that learners develop a balanced proficiency across all four skills rather than excelling in one while failing in others.
· **Real-life Simulation**: Tasks like "listening to an announcement and writing mic how we actually use language in the world.

upports the other; for example, reading a text provides the vocabulary and structures
task.
· **Meaningful Context**: Skills are practiced within a purposeful activity, making the learning more relevant and memorable for the student.
· **Communicative Competence**: By integrating skills, the teacher helps students achieve the ability to interact effectively in complex social environments.
Additional Points:
· **Traditional Pedagogy (Option a)**: Often teaches skills in a **fragmented way**, focusing on one at a time (usually reading or writing).
· **Rule-based Structuralism (Option c)**: Focuses on the "building blocks" of grammar rather than the fluid integration of communicative skills.
· **Passive Skill Development (Option d)**: This is a misconception; LSRW includes "active" (Speaking/Writing) and "receptive" (Listening/Reading) skills, but all require mental activity.

Q.29 **What does 'Multilingualism as a resource' mean in school education?**

A. Teaching as many languages as possible
B. Adopting a flexible language-in-education policy
C. Making use of languages of learners in the classroom
D. Adopting it as a method of teaching in the classroom

Answer: C

Sol: Making use of languages of learners in the classroom.
Multilingualism as a resource in education means that teachers make use of the languages that their learners speak in the classroom. This can be done by using the learners' languages to teach the curriculum, by providing opportunities for learners to use their languages to communicate with each other, and by valuing and respecting the different languages that learners speak.

Q.30 **Which of the following pair is correctly matched in the context of evaluation?**
I. Continuous evaluation – The final grade at the end of the session
II. Comprehensive evaluation – Regularity of assessment

A. Both I and II
B. Only I
C. Only II
D. Neither I nor II

Answer: D

Sol:
Solution: correct answer is: (d) Neither I nor II.
Explanation:
Continuous evaluation refers to assessing a student's learning progress regularly throughout the session, rather than only at the end. It focuses on ongoing assessment to provide feedback and improve learning. So, describing it as "the final grade at the end of the session" is incorrect.
Comprehensive evaluation aims to assess a wide range of student development, including knowledge, skills, attitudes, and values. It is not limited to the regularity of assessment, but rather the overall holistic growth of the student. So, the statement about "regularity of assessment" is also incorrect.
Information Booster:
Evaluation in education has multiple purposes: to monitor learning progress, provide feedback, improve teaching methods, and support student growth. Continuous and comprehensive evaluation together ensure that students are assessed fairly and thoroughly, considering both their academic performance and other developmental aspects.
Additional Knowledge:
→Continuous Evaluation emphasizes formative assessment techniques like quizzes, assignments, class participation, and projects conducted throughout the year.
→Comprehensive Evaluation includes both cognitive (academic) and non-cognitive (social, emotional, physical) development, aiming for a balanced development of the child.

Q.31 **Which of the following protective factors can help children and adolescents overcome stress and contribute to resilience?**
I. Good family relationship
II. Cognitive functioning

A. Neither I nor II
B. Only II
C. Both I and II
D. Only I

Answer: C

Solution: correct answer is: (c) Both I and I

Explanation:

Good family relationship (I): A supportive and nurturing family environment helps children and adolescents cope with stress, providing emotional security and guidance. Strong family bonds act as a protective factor against psychological distress.

Cognitive functioning (II): Effective cognitive skills, such as problem-solving, reasoning, and self-regulation, allow children to understand and manage stressful situations better. Higher cognitive functioning supports adaptive coping strategies and resilience.

Information Booster:

Protective factors are conditions or attributes that enhance the ability of children and adolescents to deal with stress, adversity, or trauma. These include personal characteristics (like intelligence and self-esteem), family support, positive peer relationships, and community resources. Resilience isn't about avoiding stress but about bouncing back effectively and developing coping strategies.

Additional Knowledge:

→ Resilience is the capacity to recover from difficulties and maintain mental health despite adversity.

→ Children with multiple protective factors are more likely to develop resilience because these factors interact to buffer against the negative effects of stress.

→ Examples of other protective factors include: supportive teachers, stable home environment, extracurricular engagement, and positive peer influence.

Q.32 **A psychologist shows a client a series of ambiguous inkblots and asks what they might be. This psychologist is most likely using:**

A. The Thematic Apperception Test (TAT)
B. The Rorschach Inkblot Test
C. A self-report inventory like the MMPI
D. An intelligence tests

Answer: B

Sol:

The correct answer is **(b) The Rorschach Inkblot Test.**

Explanation:

The Rorschach Inkblot Test, developed by Hermann Rorschach, is a projective test used to uncover unconscious motives, conflicts, and personality traits by interpreting ambiguous inkblot images.

Information Booster:

· **Projective Technique:** Based on the idea that people project their inner feelings onto ambiguous stimuli.
· **Developed By:** Swiss psychologist Hermann Rorschach (1921).
· **Purpose:** To assess personality structure, unconscious drives, and emotional functioning.
· **Interpretation:** Responses are analyzed for themes, perception, and emotional tone.
· **Educational Relevance:** Helps understand students' emotional adjustment and creativity.

Additional Points:

· TAT uses pictures of social scenes to reveal needs and motives.
· MMPI is an objective personality inventory, not a projective test.
· Intelligence tests measure cognitive ability, not emotional or unconscious traits.

Q.33 **Consider the following statements about personality traits:**
Statement I: Gordon Allport classified traits into cardinal, central, and secondary levels.
Statement II: A cardinal trait is a common characteristic that most people possess to some degree.

A. Both Statement I and Statement II are true.
B. Both Statement I and Statement II are false.
C. Statement I is false, but Statement II is true.
D. Statement I is true, but Statement II is false.

Answer: D

Sol:

The correct answer is **(d) Statement I is true, but Statement II is false.**

Explanation:

Gordon Allport, one of the first trait theorists, proposed that personality traits are organized at three levels — cardinal, central, and secondary. However, cardinal traits are not common; they dominate the entire personality of a few individuals (e.g., Gandhi's non-violence), making Statement II false.

Information Booster:

Statement I (Correct – Allport's Classification of Traits) (5 Points)

· **Cardinal Traits:** Rare, dominant traits defining a person's identity (e.g., kindness, ambition).
· **Central Traits:** General traits forming the basic foundation of personality (e.g., honesty, sociability).
· **Secondary Traits:** Situational and less consistent behaviors (e.g., likes, habits).
· **Trait Hierarchy:** Traits vary in intensity and influence behavior differently across situations.

Additional Points:

Statement II: Incorrect

mon; they are exceptional and guide nearly all behavior.

· Most people are defined by central and secondary traits, not cardinal ones.

· The confusion arises because central traits may appear as dominant, but they do not control the entire personality.

Q.34 **Whenever a teacher gives a threat of punishment of failure, he/she is using _____.**

I. Positive reinforcement.

II. Negative reinforcement.

A. Only I
B. Both I and II
C. Only II
D. Neither I nor II

Answer: C

Sol:

Solution: correct answer is: (c) Only II

Explanation:

When a teacher threatens a student with punishment or failure, the intent is to make the student avoid undesirable behavior. In psychological terms, this is negative reinforcement. Negative reinforcement occurs when an unpleasant stimulus (here, threat of punishment or failure) is applied to encourage a desired behavior (like studying or following rules).

Positive reinforcement involves giving a reward or pleasant stimulus to increase the likelihood of a behavior (e.g., giving praise, stars, or marks for good performance). Threats do not fall under positive reinforcement because they are not rewarding, they are aversive.

Information Booster:

Negative reinforcement is often confused with punishment, but there's a subtle difference:

→Punishment aims to decrease unwanted behavior by applying an aversive consequence.

→Negative reinforcement aims to increase desired behavior by removing or avoiding an aversive stimulus.

→In this case, the threat works to increase compliance (studying, behaving properly) by making students avoid failure.

Additional Knowledge:

Understanding reinforcement is essential in classroom management:

→Using positive reinforcement generally promotes motivation and self-esteem.

→Over-reliance on negative reinforcement or threats can create fear, stress, or resentment in students, which may harm long-term learning.

→Effective teachers often combine both approaches judiciously to guide behavior while maintaining a supportive environment.

Q.35 **Emotional development in early childhood is characterized by:**

I. Expression of basic emotions like joy and anger

II. Beginning of empathy towards others

III. Complete emotional regulation

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:

In early childhood, children begin to express basic emotions such as joy and anger (I) as they gain greater awareness of their feelings. They also start to develop empathy towards others (II), which is the ability to understand and share the feelings of others. However, complete emotional regulation (III) does not typically occur during early childhood; emotional regulation continues to develop as children grow older and gain more self-control over their feelings.

Information Booster:

Expression of Basic Emotions:

· During early childhood, children typically express basic emotions such as joy, anger, fear, and sadness.

· These emotions are a part of their natural emotional development as they learn to identify and react to different situations.

· Expression of emotions is also an essential part of learning how to communicate and interact with others.

Beginning of Empathy:

· Empathy begins to emerge in early childhood as children start to understand that others can have feelings different from their own.

· Children in this stage may start to comfort others when they are upset and may show concern for their peers' emotions.

· Empathy is a foundational skill for building positive social relationships and understanding others' perspectives.

Emotional Regulation:

· While emotional regulation improves over time, complete emotional regulation does not fully develop in early childhood.

· Children at this stage may struggle with impulse control and expressing emotions appropriately in different situations.

· Emotional regulation becomes more refined as children grow older and acquire greater self-control and coping strategies.

Q.36 **Which of the following activity promotes gross motor development?**
I. Running games
II. Debates and discussion
III. Tree climbing

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

Answer: C

Sol:

Explanation:
Gross motor development involves large muscle activities. Running games and tree climbing help in developing strength, coordination, and agility. Debates are primarily cognitive and verbal, not physical.
Information Booster:
· Gross motor skills are essential for overall physical fitness and coordination.
· Activities like jumping, throwing, and climbing strengthen large muscles.
Additional Points:
· Gross motor skills contribute to confidence and independence in children.

Q.37 **Concern with body image i.e., how one's looks becomes increasingly important during _____.**
I. Adolescence
II. Old age

A. Only II
B. Both I and II
C. Neither I nor II
D. Only I

Answer: D

Sol:

The correct answer is **d) Only I.**
Explanation:
· **During adolescence (approx. 12–19 years), rapid physical and hormonal changes occur:** voice change, growth spurts, menstruation, hair growth, etc.
· This makes teens highly conscious of their looks, height, weight, and attractiveness. Peer influence is very strong, leading to body image anxiety.
· In old age, although health and appearance matter, body image is not a central developmental concern.
· **Example:** A teenage girl may spend hours worrying about pimples or being slim enough, showing heightened body image concern.
Information Booster:
Adolescence is a distinct and dynamic stage of child development, marked by rapid and significant changes in every domain: biological, cognitive, psychological, and social. It is generally considered to span from approximately 10-12 years old to the early 20s.
Key characteristics of adolescence are:
· **Biological and Physical Characteristics:** This is often the most visible aspect of adolescence, driven by puberty.
· **Puberty and Growth Spurt:** A rapid increase in height, weight, and bone density. This growth is often uneven, leading to a temporary clumsiness.
· **Cognitive Characteristics:** Adolescents develop a new, more sophisticated way of thinking.
· **Abstract Thinking:** They move beyond concrete facts and can think about abstract concepts like love, justice, faith, and morality. They can understand metaphors and sarcasm on a deeper level.
· **Hypothetical-Deductive Reasoning:** They can systematically think about possibilities, form hypotheses, and test them out. This is the foundation for scientific thinking and complex problem-solving.
· **Psychological and Emotional Characteristics:** This domain is characterized by the central task of forming an identity.
· **Identity vs. Role Confusion (Erik Erikson's Stage):** The primary psychosocial crisis of adolescence is figuring out "Who am I?" This involves exploring different values, beliefs, and social roles.
· **Personal Fable:** A belief that their experiences, feelings, and destiny are unique and special. This can lead to a sense of invulnerability ("It won't happen to me"), contributing to risky behaviors.

Q.38 **Which of the following are core principles of child development?**
I. Development is continuous and cumulative.
II. Development proceeds from general to specific responses.
III. Development is uniform in rate for all children.

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

Sol:

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

Explanation:

Child development is characterized by the continuous and cumulative nature of growth (I), and it typically proceeds from general to specific responses (II), meaning that children start with broad, generalized behaviors that become more specific and refined with age. However, development is not uniform in rate for all children (III); each child develops at their own pace, influenced by various factors like genetics, environment, and experiences.

Information Booster:

Development is Continuous and Cumulative:

· Child development is an ongoing process that builds upon previous stages.

· This principle emphasizes that learning and growth are gradual and that earlier experiences lay the foundation for later ones.

· Skills learned in early childhood form the base for more complex abilities in later years.

Development Proceeds from General to Specific Responses:

· Initially, children exhibit broad, undifferentiated behaviors (e.g., general motor skills or undirected language use).

· Over time, their abilities become more specialized, as in the development of refined motor skills or specific language functions.

· This progression is observed across various areas of development, such as cognitive, emotional, and social growth.

Q.39 Which of the following pairs of factors BEST represents the 'Nature' and 'Nurture' influences on individual differences?

A. Schooling and Intelligence
B. Genetic Makeup and Family Environment
C. Physical Strength and Learning Style
D. Motivation and Personality

Answer: B

Sol:

The correct answer is **(b) Genetic Makeup and Family Environment.**

Explanation:

The 'Nature vs. Nurture' debate explains how both inherited genetic traits (Nature) and environmental influences (Nurture) shape individual development. Genetic makeup represents the biological foundation, while the family environment reflects social and emotional experiences that influence behavior and personality.

Information Booster:

· **Nature (Genetic Makeup):** Refers to inherited traits like intelligence, temperament, and physical features.

· **Nurture (Environment):** Includes family, education, culture, and social experiences.

· **Interaction:** Both factors work together to shape an individual's abilities and personality.

· **Example:** A child may inherit musical ability (Nature) but needs training and exposure (Nurture) to develop it.

· **Educational Implication:** Teachers must understand both hereditary and environmental influences to support holistic development.

Additional Points:

· **Schooling and Intelligence:** Schooling is environmental, but intelligence is partly inherited; this pair doesn't clearly represent both Nature and Nurture.

· **Physical Strength and Learning Style:** Both are partly influenced by environment; not ideal examples of Nature vs. Nurture.

· **Motivation and Personality:** These are outcomes of Nature and Nurture, not pure examples of the two influences themselves.

Q.40 _____ when children are listening to something.

I. They are learning the language and learning to understand.

II. They are absorbing pronunciation and intonation.

A. Neither I nor II
B. Only II
C. Only I
D. Both I and II

Answer: D

Sol:

The correct answer is **(d) Both I and II.**

Explanation:

· When children engage in listening activities, they are not merely hearing sounds; they are actively acquiring language skills.

· Listening plays a foundational role in language development, helping children to both understand meaning and internalize the sounds, rhythm, and melody of speech.

· Thus, children learn vocabulary, grammar, and comprehension (I) while also absorbing pronunciation, stress, and intonation patterns (II).

Information Booster:

· **Listening Skill:** A receptive language skill that allows learners to interpret spoken language and build linguistic competence.

· **Language Acquisition:** Begins with listening and imitation; children unders ing before they produce speech.

· **Pronunciation & Intonation:** Listening helps in natural speech development, improving fluency and accent.

ent: Exposure to spoken language strengthens semantic understanding and contextu

Additional Points:

· Listening is the first stage of language learning, followed by speaking, reading, and writing.

· Effective listening activities include stories, rhymes, conversations, and songs.

· Teachers should provide rich auditory input to build strong foundational language skills.