

DSSSB PRT MBT Date 20-02-2026

Q.1 What has been the trend in India's per capita income since the 1991 reforms?

- A. No significant change
- B. Constant decline
- C. Fluctuating without a pattern
- D. Gradual increase

Answer: D

Sol:

The correct answer is (d) Gradual increase

Explanation:

- Since the economic reforms of 1991, India's per capita income has steadily increased, reflecting economic liberalisation and growth.
- Structural reforms in trade, industries and finance enhanced productivity and investment.
- Even though growth rates fluctuated year-to-year, the long-term trend shows a clear upward trajectory.

Information Booster:

- India's per capita income has grown more than four times since 1991.
- Liberalisation led to the expansion of services, manufacturing and foreign investment, which boosted individual income levels.

Additional Knowledge:

- Option (a) is incorrect: growth has been significant.
- Option (b) is incorrect: India has not experienced a continuous decline in per capita income.
- Option (c) is incorrect: while annual growth varies, the long-term pattern is upward.

Q.2 In which year was the Right to Education (RTE) Act implemented?

- A. 2009
- B. 2010
- C. 2015
- D. 2012

Answer: B

Sol:

- The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009.
- This law describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution.
- India became one of the 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010.
- This Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education.
- There is also a provision for special training of school drop-outs to bring them up to par with students of the same age.
- This RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance, and completion on the Government.
- This Act lays down specific responsibilities for the centre, state and local bodies for its implementation.
- The Ministry of HRD set up a high-level, 14-member National Advisory Council (NAC) for implementation of the Act.

Q.3 Which aspect of life is explored under the theme of akam in Sangam literary works?

- A. Deed
- B. Politics
- C. War
- D. Love

Answer: D

Sol: The correct answer is: (d) Love

Explanation:

In Sangam literature, the term "Akam" refers to the inner world or personal/emotional life. It primarily deals with themes such as love, relationships, emotions, personal feelings, and romantic situations.

Information Booster:

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- Akam = Love / Emotions / Personal life
- Puram = War / Public life / Heroism
- Sangam literature was written in Tamil (early period)
- Time period: **300 BCE – 300 CE** (approx.)
- It provides valuable insights into **early Tamil society**.

Common Sangam Features

- Language – Tamil
- Two themes – Akam (Love) & Puram (War)
- Sangam means association of poets
- Women poets like Avvaiyar were famous

Q.4 Bhaga and Chandra streams join at which place in Himachal Pradesh forming the river Chenab?

- A. Tandi
- B. Verinag Spring
- C. Rohtang Pass
- D. Kullu

Answer: A

Sol: The correct answer is (a) Tandi

Explanation:

- The Bhaga and Chandra rivers originate from the Himalayan glaciers in Lahaul and Spiti region of Himachal Pradesh.
- These two streams converge at Tandi, a place located near Keylong in Himachal Pradesh.
- After their confluence at Tandi, the combined river is known as the Chenab River.
- The Chenab is one of the five major rivers of the Indus river system and flows through Jammu & Kashmir and Pakistan.
- As per INFORMATION BOOSTER: Geography (Class 9 – Drainage), the formation of the Chenab at Tandi is a key geographical fact related to Himalayan rivers.

Information Booster:

- Bhaga River originates from the Surya Tal (lake) near Baralacha La Pass.
- Chandra River originates from the Chandra Tal (moon lake).
- The Chenab is also called Asikni in ancient texts.

Additional Knowledge (Information about incorrect options):

Verinag Spring (Option b)

- Source of the Jhelum River, located in Jammu & Kashmir.

Rohtang Pass (Option c)

- A high mountain pass connecting Kullu and Lahaul, not a river confluence point.

Kullu (Option d)

- Located on the Beas River, not related to the formation of the Chenab.

Q.5 Who among the following officials was responsible for maintaining law and order in a village during Sher Shah's administration?

- A. Muqaddam
- B. Shiqqdar
- C. Qazi
- D. Fotedar

Answer: B

Sol: The correct answer is (b) Shiqqdar

Explanation:

- Under Sher Shah's administrative system the Shiqqdar was responsible for maintaining law and order and overseeing police functions in the shiq (districtal unit).
- Shiqqdar supervised security, arrest and custodial responsibilities and worked with revenue/judicial officers.
- Sher Shah's reforms strengthened local administration, revenue and policing.

Information Booster:

- Muqaddam (a) was a village headman involved in revenue collection; Qazi (c) handled judicial matters; Fotedar (d) was a treasury official.

Additional Knowledge:

Muqaddam — local headman charged with village-level responsibilities.

Qazi — judicial officer for Islamic law matters.

Fotedar — revenue/tax record keeper.

Q.6 The Lambadi dance is a folk dance form of the _____ tribe and originated in Andhra Pradesh.

- A. Sugali
- B. Banjara

- C. Nakkala
- D. Dabba Yerukula

Answer: B

Sol: The correct answer is (b) Banjara.

- The Lambadi dance is a folk dance form of the Banjara tribe and originated in Andhra Pradesh.
- Lambadi Dance, also known as Banjara Dance or Lambani Dance, is a traditional folk dance form of the Banjara community, which is primarily found in the Indian states of Andhra Pradesh, Telangana, Karnataka, and parts of Maharashtra.
- The dance is characterized by its vibrant and energetic movements, accompanied by rhythmic beats of traditional musical instruments like dholak, manjeera (cymbals), and flute.
- Lambadi Dance often depicts themes of love, nature, and daily life, with dancers wearing colorful traditional attire adorned with mirror work, beads, and embroidery.
- The **Sugali** tribe is primarily found in the Telangana region of India.
- The **Nakkala** tribe is also primarily found in the Telangana region of India.
- The **Dabba Yerukula** tribe is a nomadic tribal community primarily found in the states of Andhra Pradesh and Telangana.

Q.7 When deadlock arises, the President has to summon a joint sitting of the two Houses of Parliament under which Article?

- A. Article 92
- B. Article 64
- C. Article 201
- D. Article 108

Answer: D

Sol: The correct answer is **(D) Article 108**

Explanation:

- Article 108 of the Indian Constitution provides for a joint sitting of both the Lok Sabha and Rajya Sabha in case of a deadlock between them.
- A deadlock occurs if a bill is rejected by the other house, or if the houses disagree on amendments.

Information Booster:

- A joint sitting is presided over by the Speaker of the Lok Sabha.

Additional Knowledge:

- Note: A joint sitting cannot be called for a Money Bill or a Constitutional Amendment Bill.

Q.8 Which of the following articles protects a person from being punished more than once for the same offence?

- A. Article 21
- B. Article 23
- C. Article 20
- D. Article 22

Answer: C

Sol:

The correct answer is (c) Article 20.

- **Article 20** of the Indian Constitution provides protection against conviction for offences. It includes several important provisions:
- **Clause (1):** No person shall be convicted of any offence except for violation of a law in force at the time of the commission of the act charged as an offence, nor be subjected to a penalty greater than that which might have been inflicted under the law in force at the time of the commission of the offence.
- **Clause (2):** No person shall be prosecuted and punished for the same offence more than once (protection against double jeopardy).
- **Clause (3):** No person accused of any offence shall be compelled to be a witness against himself (protection against self-incrimination).

Information Booster:

Article 21:

- Article 21 protects the right to life and personal liberty. It states that no person shall be deprived of his life or personal liberty except according to the procedure established by law.

Article 23:

- Article 23 prohibits human trafficking and forced labor. It states that traffic in human beings and begar and other similar forms of forced labor are prohibited and any contravention of this provision shall be an offence punishable in accordance with the law.

Article 22:

- Article 22 provides protection against arrest and detention in certain cases. It guarantees rights to individuals who are arrested or detained, including the right to be informed of the grounds of arrest, the right to consult and be defended by a legal practitioner, and the right to be produced before a magistrate within 24 hours of arrest.

Q.9 Which of the following athletes set a new record in triple jump with a 15.66 m leap at the 2025 Khelo India Youth Games in May 2025?

- A. Sheikh Zeeshan
- B. Tushar Chaudhary
- C. Animesh Kujur
- D. Qadir Khan

Answer: A

Sol:

Solution:

Correct Answer: (a) Sheikh Zeeshan

Explanation:

- Sheikh Zeeshan set a new Khelo India Youth Games record in the triple jump event.
- He achieved a jump of 15.66 metres during the 2025 Games held in May.
- His performance marked a significant achievement in Indian youth athletics.

Information Booster:

- Khelo India Youth Games aim to identify and nurture young sporting talent.
- Athletics is a major medal-contributing sport in Khelo India events.
- Record performances often serve as pathways to national-level selection.

Additional Knowledge:

- Triple jump consists of three phases: hop, step, and jump.
- Youth Games performances are monitored by national sports federations for future training and development.

Q.10 From which date is the New Income Tax Act, 2025 proposed to come into effect, as announced in Union Budget 2026-27?

- A. 1 April 2025
- B. 1 July 2025
- C. 1 April 2026
- D. 1 January 2027

Answer: C

Sol: The correct answer is (c) 1 April 2026

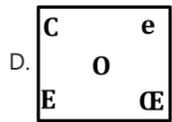
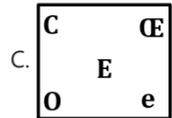
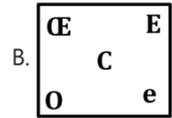
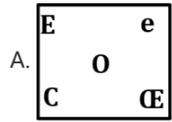
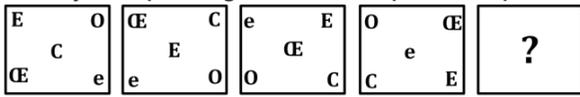
Explanation:

- The New Income Tax Act, 2025 is proposed to come into effect from April 2026.
- It aims to simplify the existing Income Tax Act.
- Simplified rules and redesigned forms will be notified shortly.
- The objective is easy compliance for ordinary taxpayers.

Information Booster:

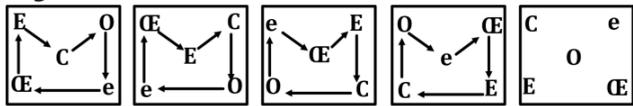
- Separate accounting requirements based on ICDS will be removed from tax year 2027-28.
- The reform supports ease of living and ease of doing business.

Q.1 Identify the option figure that can replace the question mark (?) in the following series to logically complete the series?



Answer: D

Sol: Logic: The movement of the element and letters will be shown below.



Thus, correct option is (d).

Q.2 A, B, C, D, E, F, and G are sitting around a circular table facing the centre. Only one person sits between G and E when counted from the right of G. Only one person sits between E and B. Only one person sits between G and F. Only two people sit between C and B. Only one person sits between D and F. How many people sit between A and D when counted from the right of D?

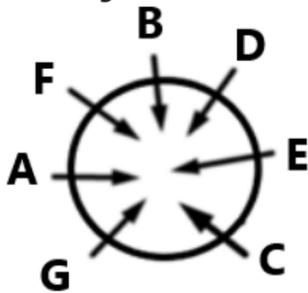
- A. One
- B. Three
- C. Four
- D. Two

Answer: D

Sol: Given:

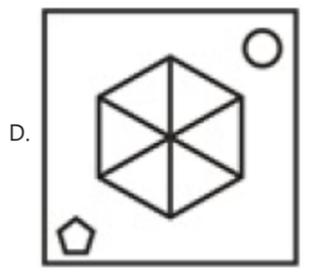
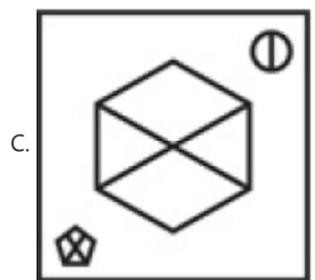
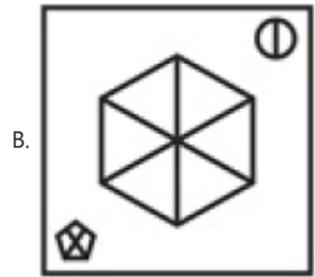
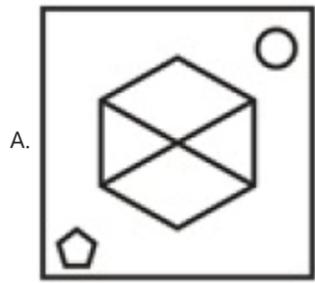
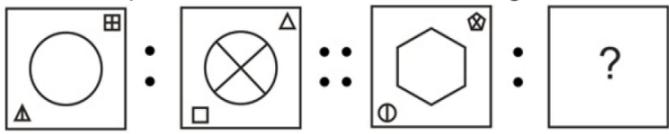
- A, B, C, D, E, F, and G are sitting around a circular table facing the centre.
- Only one person sits between G and E when counted from the right of G.
- Only one person sits between E and B.
- Only one person sits between G and F.
- Only two people sit between C and B.
- Only one person sits between D and F.

From the given information seating arrangement will be:



So, **Two (2)** people sit between A and D when counted from the right of D. Thus, the correct option is: (d)

Q.3 Select the option that is related to the third image on the same basis as the second image is related to the first image.

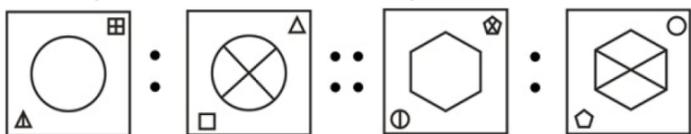


Answer: A

Sol: Logic: From the first figure to the second, the same main shape remains, but two diagonal lines are added inside it, and the small corner symbols interchange their positions.

Applying the same logic to the third figure:

The hexagon remains the same, two diagonal lines are added inside the hexagon, and the small corner symbols change their positions.



Thus, correct option is (a).

Q.4 A man says, "My mother's father's only son is my ____."

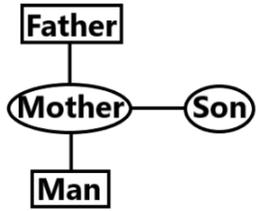
- A. Uncle
- B. Father
- C. Brother
- D. Cousin

Answer: A

Sol: Given: A man says, "My mother's father's only son is my ____."

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

From the given information blood relation diagram will be.



So, son is my **uncle**.
Thus, correct option is (a).

Q.5 Seven people, A, B, L, M, N, S, and T are sitting in a row, facing north. Only three people sit between A and S. M sits to the immediate left of S. No one sits to the right of T. Only two people sit between T and M. N sits to the immediate right of L. How many people sit between B and N?

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

Answer: B

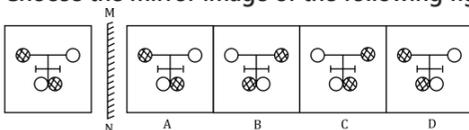
Sol: Given: Seven people, A, B, L, M, N, S, and T are sitting in a row, facing north.
Only three people sit between A and S.
M sits to the immediate left of S.
No one sits to the right of T.
Only two people sit between T and M.
N sits to the immediate right of L.

From the given information seating arrangement will be;



Two people sit between B and N.
Thus, correct option is (b).

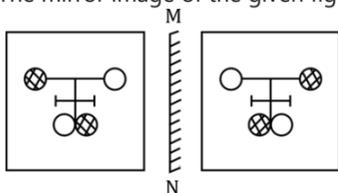
Q.6 Choose the mirror image of the following figure:



- A. B
- B. D
- C. C
- D. A

Answer: A

Sol: The mirror image of the given figure is shown below.



Thus, the correct option is: (a)

Q.7 Seven boxes, A, B, C, D, E, F and G, are kept one over the other but not necessarily in the same order. Only two boxes are kept between C and E. Only A is kept above B. No box is kept below E. F is kept at some place below D but at some place above G. How many boxes are kept between A and G?

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

Answer: A

Sol: Given:

Seven boxes, A, B, C, D, E, F and G, are kept one over the other but not necessarily in the same order.
 Only two boxes are kept between C and E.
 Only A is kept above B.
 No box is kept below E.
 F is kept at some place below D but at some place above G.

From the given information arrangement will be:

Position (Bottom → Top)	Box
1	A
2	B
3	D
4	F
5	C
6	G
7	E

So, **4 box** is between A and G.
 Thus, the correct option is: (a)



Q.8 Find the missing term in the series.

Z, V, R, N, ?

- A. J
- B. K
- C. L
- D. M

Answer: A

Sol: Given: Z, V, R, N, ?

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 decreasing - 4 place.

Z - 4 = V

V - 4 = R

R - 4 = N

N - 4 = J

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

Thus, correct option is (a).

Q.9 In a certain code language,
 'A + B' means 'A is the mother of B',
 'A - B' means 'A is the brother of B',
 'A × B' means 'A is the wife of B' and
 'A ÷ B' means 'A is the father of B'.
 Based on the above, how is M related to Q if 'M - N × O ÷ P + Q'?

- A. Mother's Mother's Brother
- B. Father's Brother
- C. Mother's Father
- D. Father's Father

Answer: A

Sol: Given:

A of

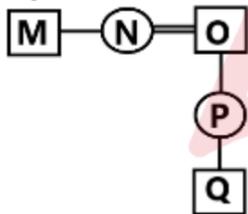
Symbols + - × ÷

Relations Mother Brother Wife Father

B

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

Expression: if 'M - N × O ÷ P + Q'?



M is **Mother's Mother's Brother** of Q.
 Thus, correct option is (a).

Q.10 Five students A, B, C, D and E go to five different schools S1, S2, S3, S4, and S5 (not necessarily in the same order). Each also likes a different subject namely D1, D2, D3, D4 and D5 (not necessarily in the same order). A goes to S5, but he does not like D3. C likes D4. The one who goes to S1, likes D5. D goes to S3, E does not like D5. The one who goes to S2, likes D1. Which of the following statement is correct?

- I. B likes D5.
- II. C goes to S4,

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

Answer: B

Sol: Given:

Five students A, B, C, D and E go to five different schools S1, S2, S3, S4, and S5 (not necessarily in the same order). Each also likes a different subject namely D1, D2, D3, D4 and D5 (not necessarily in the same order). A goes to S5, but he does not like D3.

C likes D4. The one who goes to S1, likes D5. D goes to S3, E does not like D5. The one who goes to S2, likes D1.
From the given information arrangement will be:

Student	School	Subject
A	S5	D2
B	S1	D5
C	S4	D4
D	S3	D3
E	S2	D1

B likes D5 → **True**

C goes to S4 → **True**

So, **Both I and II are correct.**

Thus, the correct option is: (b)



Q.1 The ratio between the perimeter and the length of a rectangle is 3 : 1. If the area of the rectangle is 180.5 cm^2 , then what is the breadth of the rectangle?

- A. 38 cm
- B. 21 cm
- C. 19 cm
- D. 9.5 cm

Answer: D

Sol: Given:

Perimeter : Length = 3 : 1.

Area = 180.5 cm^2 .

Solution:

$$\frac{2(L + B)}{L} = \frac{3}{1}$$

$$2L + 2B = 3L \rightarrow L = 2B.$$

$$\text{Area} = L \times B = 2B \times B = 2B^2.$$

$$2B^2 = 180.5$$

$$B^2 = 90.25$$

$$B = \sqrt{90.25} = 9.5 \text{ cm}$$

Final Answer

So the correct answer is (d)

Q.2 Pipe A can fill a tank in 16 hours, pipe B can fill the same tank in 21 hours and pipe C can fill the same tank in 15 hours. The time taken by them to fill the same tank if they operate together is:

- A. $7\frac{65}{99}$ hours
- B. $5\frac{65}{99}$ hours
- C. $8\frac{65}{99}$ hours
- D. $6\frac{65}{99}$ hours

Answer: B

Sol: Given

Pipe A = 16 hours

Pipe B = 21 hours

Pipe C = 15 hours

Formula Used

$$\text{Rate} = \frac{\text{Work}}{\text{Time}}$$

Solution

Total Work (LCM of 16, 21, 15) = 1680 units

$$\text{Efficiency of A} = \frac{1680}{16} = 105 \text{ units/hr}$$

$$\text{Efficiency of B} = \frac{1680}{21} = 80 \text{ units/hr}$$

$$\text{Efficiency of C} = \frac{1680}{15} = 112 \text{ units/hr}$$

Total Efficiency = $105 + 80 + 112 = 297 \text{ units/hr}$

$$\text{Time} = \frac{1680}{297} = \frac{560}{99} \text{ hours}$$

$$\text{Time} = 5\frac{65}{99} \text{ hours}$$

Final Answer

So the correct answer is (b)

Q.3 The value of $2^2 + \sqrt{10^2} - 9\sqrt{16} - 17$ is

- A. -39
- B. -48
- C. -36
- D. -31

Answer: A

Sol: Given

Expression: $2^2 + \sqrt{10^2} - 9\sqrt{16} - 17$

Solution

Evaluate each term:

1. $2^2 = 4$

2. $\sqrt{10^2} = 10$

3. $\sqrt{16} = 4$, so $9\sqrt{16} = 9 \times 4 = 36$

Substitute back into the expression:

$$4 + 10 - 36 - 17$$

$$= 14 - 36 - 17$$

$$= 14 - 53$$

$$= -39$$

Final Answer

So the correct answer is (a)

Q.4 A can lay railway track between two given stations in 17 days and B can do the same job in 12 days. With the help of C, they did the job in 3 days only. Then, C alone can do the job in

- A. $6\frac{3}{13}$ days
- B. $7\frac{13}{3}$ days
- C. $5\frac{13}{3}$ days
- D. $12\frac{3}{13}$ days

Answer: C

Sol: Given

Time taken by A = 17 days

Time taken by B = 12 days

Time taken by (A + B + C) = 3 days

Formula Used

$$\frac{1}{A} + \frac{1}{B} + \frac{1}{C} = \frac{1}{TotalTime}$$

Solution

Let C alone take C days.

$$\frac{1}{17} + \frac{1}{12} + \frac{1}{C} = \frac{1}{3}$$

$$\frac{1}{C} = \frac{1}{3} - \left(\frac{1}{17} + \frac{1}{12}\right)$$

$$\frac{1}{C} = \frac{1}{3} - \left(\frac{12+17}{17 \times 12}\right)$$

$$\frac{1}{C} = \frac{1}{3} - \frac{29}{204}$$

LCM of 3 and 204 is 204.

$$\frac{1}{C} = \frac{68-29}{204}$$

$$\frac{1}{C} = \frac{39}{204}$$

Simplifying by dividing by 3:

$$\frac{1}{C} = \frac{13}{68}$$

$$C = \frac{68}{13} \text{ days}$$

Converting to mixed fraction:

$$C = 5\frac{3}{13} \text{ days}$$

Final Answer

So the correct answer is (c)

Q.5 In covering a distance of 52 km, Anmol takes 6 hours more than Nikhil. If Anmol doubles his speed, then he would take 7 hours less than Nikhil. Anmol's speed is:

- A. 4 km/hr
- B. 6 km/hr
- C. 2 km/hr
- D. 7 km/hr

Answer: C

Sol: Given

Distance = 52 km

Anmol takes 6 hours more than Nikhil.

If Anmol doubles speed, he takes 7 hours less than Nikhil.

Formula Used

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$

Solution

Let Anmol's speed be A and Nikhil's speed be N.

Let Nikhil's time be t.

Anmol's initial time = t + 6

Anmol's new time (at 2A speed) = t - 7

Ratio of Anmol's speeds = 1 : 2

Ratio of Anmol's time = 2 : 1

Difference in time = (t + 6) - (t - 7) = 13 hours.

In ratio terms, difference = 2 units - 1 unit = 1 unit.

So, 1 unit = 13 hours.

Anmol's initial time (2 units) = 13 \times 2 = 26 hours.

$$\text{Speed of Anmol} = \frac{\text{Distance}}{\text{Time}} = \frac{52}{26} = 2 \text{ km/hr.}$$

Final Answer

So the correct answer is (c)

Q.6 If the 6-digit number N36M77 is divisible by 11, then which of the options below can give a possible correct relation between M and N?

- A. M + N = -3
- B. M - N = 3
- C. M - N = 1
- D. M = N

Answer: B

Sol: Given

Number: N36M77

Divisor: 11

Formula Used

Divisibility Rule of 11: The difference between the sum of digits at odd places and the sum of digits at even places must be 0 or a multiple of 11.

Solution

Number: N 3 6 M 7 7

Sum of odd places (from right): O = 7 + M + 3 = M + 10

Sum of even places (from right): $E = 7 + 6 + N = N + 13$

$$\begin{aligned} \text{Difference (D)} &= O - E \\ D &= (M + 10) - (N + 13) \\ D &= M - N - 3 \end{aligned}$$

For divisibility, D must be 0, 11, -11, etc.

$$\text{Case 1: } M - N - 3 = 0 \Rightarrow M - N = 3$$

$$\text{Case 2: } M - N - 3 = 11 \Rightarrow M - N = 14 \text{ (Not possible for single digits)}$$

$$\text{Case 3: } M - N - 3 = -11 \Rightarrow M - N = -8$$

Comparing with options, $M - N = 3$ is the correct relation.

Final Answer

So the correct answer is (b)

Q.7 86 light bulbs were purchased for ₹86, and 14 light bulbs broke in transit. The trader sold the remaining light bulbs at ₹3.20 each. Find his profit.

- A. ₹144.40
- B. ₹141.30
- C. ₹137.10
- D. ₹141.10

Answer: A

Sol: Given

Cost Price (CP) for 86 bulbs = ₹86
 Bulbs broken = 14
 Bulbs remaining = $86 - 14 = 72$
 Selling Price (SP) per bulb = ₹3.20

Formula Used

Total SP = Quantity \times Rate
 Profit = Total SP - Total CP

Solution

Total SP = 72×3.20
 Total SP = 230.40

Profit = $230.40 - 86.00$
 Profit = 144.40

Final Answer

So the correct answer is (a)



Q.8 The average runs scored by a batsman in 23 matches is 44. In the next 10 matches, the batsman scored an average of 13 runs. Find his average (rounded off to two decimals) in all the 33 matches?

- A. 35.61
- B. 34.61
- C. 33.61
- D. 36.61

Answer: B

Sol: Given:

23 matches, Avg = 44.

10 matches, Avg = 13.

Solution:

Total runs in 23 matches = $23 \times 44 = 1012$

Total runs in next 10 matches = $10 \times 13 = 130$

Total runs = $1012 + 130 = 1142$.

Total matches = $23 + 10 = 33$.

New Average = $\frac{1142}{33} \approx 34.606\dots$

Rounded to two decimals: 34.61

Final Answer

So the correct answer is (b)

Q.9 The sides of a rectangular prism are in the ratio 1:2:3. If the volume of the prism is 384 cm^3 , what is the length of its longest side?

- A. 8 cm
- B. 16 cm
- C. 12 cm
- D. 24 cm

Answer: C

Sol: Given:

Ratio = 1:2:3, Volume = 384 cm^3 .

Concept Used:

Volume of cuboid = $l \times b \times h$

Formula Used:

$V = (x)(2x)(3x)$

$6x^3 = 384 \Rightarrow x^3 = 64 \Rightarrow x = 4$.

Longest side = $3x = 12 \text{ cm}$.

So the correct answer is (c).

Q.10 The value of $\left(\frac{15625}{49}\right)^{-\frac{3}{2}} \times \left(\frac{5}{7}\right)^6 \div \sqrt[4]{(625)^{-3}}$ is:

- A. 1/350
- B. 1/338
- C. 1/125
- D. 1/343

Answer: D

Sol: Given

Expression: $\left(\frac{15625}{49}\right)^{-\frac{3}{2}} \times \left(\frac{5}{7}\right)^6 \div \sqrt[4]{(625)^{-3}}$

Formula Used

$(a^m)^n = a^{mn}$

$$a^{-n} = \frac{1}{a^n}$$

Solution

$$\frac{15625}{49} = \frac{5^6}{7^2}$$

$$\left(\frac{5^6}{7^2}\right)^{-\frac{3}{2}} = \left(\frac{7^2}{5^6}\right)^{\frac{3}{2}} = \frac{7^{2 \times 1.5}}{5^{6 \times 1.5}} = \frac{7^3}{5^9}$$

$$\sqrt[4]{(625)^{-3}} = ((5^4)^{-3})^{\frac{1}{4}} = (5^{-12})^{\frac{1}{4}} = 5^{-3} = \frac{1}{5^3}$$

$$\frac{7^3}{5^9} \times \frac{5^6}{7^6} \div \frac{1}{5^3}$$

$$= \frac{7^3}{5^9} \times \frac{5^6}{7^6} \times 5^3$$

Grouping powers of 5 and 7:

$$\text{Powers of 5: } -9 + 6 + 3 = 0 \implies 5^0 = 1$$

Powers of 7: $3 - 6 = -3 \implies 7^{-3} = \frac{1}{7^3}$

Result = $\frac{1}{343}$

Final Answer

So the correct answer is (d)



Q.1 दिए गए वाक्य में उचित क्रिया का चयन करके रिक्त स्थान की पूर्ति करें।
सभी विद्यार्थी कक्षा में _____ हैं।

- A. बैठे हुआ
- B. बैठ गए
- C. बैठ चुकी
- D. बैठा गया

Answer: B

Sol: सही उत्तर: विकल्प (B) है - बैठे हुए

व्याख्या:

वाक्य में "सभी विद्यार्थी कक्षा में _____ हैं" के संदर्भ में "बैठे हुए" शब्द का प्रयोग उपयुक्त है। यहां पर "बैठे हुए" एक क्रिया विशेषण (adjective) के रूप में प्रयोग हो रहा है जो यह बताता है कि विद्यार्थी कक्षा में बैठे हुए हैं।

सभी विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
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A - बैठे हुआ "बैठे हुआ" की वर्तनी गलत है। "बैठे हुए" सही है क्योंकि "हुआ" का प्रयोग एकवचन के लिए होता है।

B - बैठे हुए यह सही विकल्प है क्योंकि "बैठे हुए" का प्रयोग सभी विद्यार्थियों के संदर्भ में उपयुक्त है।

C - बैठ चुकी "बैठ चुकी" का प्रयोग स्त्रीलिंग के लिए किया जाता है, जो यहाँ सही नहीं है।

D - बैठा गया "बैठा गया" का प्रयोग इस वाक्य में गलत है क्योंकि यह एक व्यक्ति के लिए उपयुक्त होता है, सभी विद्यार्थियों के लिए नहीं।

Q.2 दिए गए वाक्य में उचित कारक का चयन करके रिक्त स्थान की पूर्ति करें।
अध्यापक _____ उसने जब पहली बार डांट सुनी तो वह रोने लगी।

- A. से
- B. ने
- C. में
- D. को

Answer: A

Sol: सही उत्तर: विकल्प (A)

व्याख्या:

वाक्य "अध्यापक _____ से _____ उसने जब पहली बार डांट सुनी तो वह रोने लगी।" में रिक्त स्थान पर साधन या कारण व्यक्त करने वाला कारक आएगा। हिन्दी में **से** कारक साधन या कारण को दर्शाने के लिए प्रयुक्त होता है। अतः सही वाक्य होगा:

"अध्यापक **से** उसने जब पहली बार डांट सुनी तो वह रोने लगी।"

Q.3 निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो कोष्ठक में दिए गए शब्द के अनुसार विशेषण के भेद वाला विकल्प हो।
"थाली में (बहुत) खाना बचा है।"

- A. अनिश्चित परिमाणवाचक
- B. निश्चित संख्यावाचक
- C. निश्चित परिमाणवाचक
- D. अनिश्चित संख्यावाचक

Answer: A

Sol:

सही उत्तर: विकल्प (A)

व्याख्या: 'खाना' को मापा या तोला जाता है (परिमाण), और 'बहुत' शब्द से इसकी कोई निश्चित मात्रा पता नहीं चलती, अतः यह अनिश्चित परिमाणवाचक है।

सभी विकल्पों का विश्लेषण:

विकल्प

विश्लेषण

- (A) अनिश्चित परिमाणवाचक: (सही उत्तर) जहाँ वस्तु की माप-तौल निश्चित न हो।
- (B) निश्चित संख्यावाचक: जहाँ गिनती निश्चित हो (जैसे- दो केले)।
- (C) निश्चित परिमाणवाचक: जहाँ माप निश्चित हो (जैसे- दो किलो चीनी)।
- (D) अनिश्चित संख्यावाचक: जहाँ गिनती निश्चित न हो (जैसे- कुछ लोग)।

Q.4 निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दी गई मुहावरे का सही अर्थ वाला विकल्प है।
और का और होना

- A. धोखा खाना
B. विशिष्ट परिवर्तन होना
C. सावधान होना
D. भयभीत होना

Answer: B

Sol:

सही उत्तर: विकल्प (B)

व्याख्या: 'और का और होना' मुहावरे का अर्थ है कि किसी स्थिति या व्यक्ति में पूर्ण रूप से ऐसा बदलाव आ जाना कि वह पहले जैसा न लगे। सभी विकल्पों का विश्लेषण:

विकल्प

विश्लेषण

- (A) धोखा खाना का अर्थ 'झांसे में आना' है।
- (B) सही उत्तर: पूरी तरह से बदल जाना (विशिष्ट परिवर्तन)।
- (C) सावधान होना 'कान खड़े होना' है।
- (D) भयभीत होना 'हाथ-पाँव फूलना' है।

Q.5 'पुत्र' शब्द का पर्यायवाची नहीं है:

- A. उत्पल
B. सुत
C. तनय
D. आत्मज

Answer: A

Sol:

सही उत्तर: विकल्प (A)

व्याख्या:

'उत्पल' का अर्थ 'कमल' होता है। पुत्र के पर्यायवाची सुत, तनय, आत्मज, नंदन, बेटा आदि हैं।

सभी विकल्पों का विश्लेषण:

विकल्प

अर्थ

निष्कर्ष

- (A) उत्पल = कमल (जैसे- नीलकमल) सही उत्तर (पर्याय नहीं है)
- (B) सुत = पुत्र पर्यायवाची

- (C) तनय = पुत्र पर्यायवाची
- (D) आत्मज = पुत्र (स्वयं से उत्पन्न) पर्यायवाची

- Q.6** निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो विलोम शब्द का सबसे अच्छा विकल्प है।
खेद
- A. प्रेम
B. याचक
C. प्रसन्नता
D. निंदा

Answer: C

Sol:

सही उत्तर: विकल्प (C)

व्याख्या:

'खेद' का अर्थ दुख या पछतावा होता है। इसका विपरीत भाव प्रकट करने वाला शब्द 'प्रसन्नता' (खुशी) है। सभी विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A) प्रेम:	घृणा का विलोम है।
(B) याचक:	दाता का विलोम है।
(C) प्रसन्नता:	(सही उत्तर) खेद या शोक का विलोम।
(D) निंदा:	स्तुति का विलोम है।

- Q.7** धार्मिक क्षेत्र में निम्नलिखित में से किसके बीच समन्वय प्रसिद्ध है?

निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर उसपर आधारित प्रश्न का सटीक उत्तर दीजिए :

भारतीय साहित्य की सबसे बड़ी विशेषता उसके मूल रूप में स्थित समन्वय की भावना है। उसकी यह विशेषता इतनी प्रमुख तथा मार्मिक है कि केवल इसी के बल पर संसार के अन्य साहित्यों के सामने वह अपनी मौलिकता की पताका फहरा सकता है। अपने स्वतंत्र अस्तित्व की सार्थकता प्रमाणित कर सकता है। जिस प्रकार धार्मिक क्षेत्र में भारत के ज्ञान, भक्ति, तथा कर्म के समन्वय प्रसिद्ध हैं ठीक उसी प्रकार साहित्य तथा अन्य कलाओं में भी भारतीय प्रकृति समन्वय की ओर रही है। साहित्यिक समन्वय से हमारा तात्पर्य साहित्य में प्रदर्शित सुख-दुख, उत्थान-पतन, हर्ष विषाद आदि विरोधी तथा विपरीत भावों के समीकरण तथा एक अलौकिक आनंद में उनके विलीन हो जाने में है। साहित्य के किसी अंग को लेकर देखिए, सर्वत्र यही समन्वय दिखाई देगा।

- A. ज्ञान, कर्म और भक्ति
B. ज्ञान, कर्म और श्रद्धा
C. कर्म, भक्ति और श्रम
D. ज्ञान, कर्म और संगीत

Answer: A

Sol:

सही उत्तर: विकल्प (A)

व्याख्या: गद्यांश की चौथी पंक्ति में स्पष्ट लिखा है कि भारत के ज्ञान, भक्ति तथा कर्म के समन्वय प्रसिद्ध हैं।

सभी विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
(A) सही उत्तर:	गद्यांश में 'ज्ञान, भक्ति और कर्म' के त्रिवेणी समन्वय का स्पष्ट उल्लेख है।
(B)	'श्रद्धा' शब्द का प्रयोग गद्यांश में इस संदर्भ में नहीं हुआ है।

- (C) 'श्रम' शब्द का उल्लेख गद्यांश के समन्वय तत्वों में नहीं है।
- (D) 'संगीत' कला का हिस्सा है, धार्मिक समन्वय के मूल आधार का नहीं।

Q.8 निम्नलिखित में गद्यांश के संदर्भ में असंगत शब्द है:

निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर उसपर आधारित प्रश्न का सटीक उत्तर दीजिए :

भारतीय साहित्य की सबसे बड़ी विशेषता उसके मूल रूप में स्थित समन्वय की भावना है। उसकी यह विशेषता इतनी प्रमुख तथा मार्मिक है कि केवल इसी के बल पर संसार के अन्य साहित्यों के सामने वह अपनी मौलिकता की पताका फहरा सकता है। अपने स्वतंत्र अस्तित्व की सार्थकता प्रमाणित कर सकता है। जिस प्रकार धार्मिक क्षेत्र में भारत के ज्ञान, भक्ति, तथा कर्म के समन्वय प्रसिद्ध हैं ठीक उसी प्रकार साहित्य तथा अन्य कलाओं में भी भारतीय प्रकृति समन्वय की ओर रही है। साहित्यिक समन्वय से हमारा तात्पर्य साहित्य में प्रदर्शित सुख-दुख, उत्थान-पतन, हर्ष विषाद आदि विरोधी तथा विपरीत भावों के समीकरण तथा एक अलौकिक आनंद में उनके विलीन हो जाने में है। साहित्य के किसी अंग को लेकर देखिए, सर्वत्र यही समन्वय दिखाई देगा।

- A. अज्ञानता
B. विशेषता
C. मौलिकता
D. सार्थकता

Answer: A

Sol:

सही उत्तर: विकल्प (A)

व्याख्या: गद्यांश भारतीय साहित्य के गौरव और उसकी 'विशेषता' पर आधारित है। 'अज्ञानता' शब्द गद्यांश की सकारात्मक विषय-वस्तु से मेल नहीं खाता। सभी विकल्पों का विश्लेषण:

विकल्प

विश्लेषण

- (A) सही उत्तर: यह शब्द गद्यांश की मूल भावना (साहित्यिक श्रेष्ठता) के विपरीत है।
- (B) गद्यांश में साहित्य की 'विशेषता' (समन्वय) की चर्चा की गई है।
- (C) समन्वय के बल पर साहित्य अपनी 'मौलिकता' की पताका फहराता है।
- (D) गद्यांश के अनुसार साहित्य अपने अस्तित्व की 'सार्थकता' प्रमाणित करता है।

Q.9 अपनी किस विशेषता के बल पर भारतीय साहित्य विश्व में अपनी पताका फहरा सकता है?

निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर उसपर आधारित प्रश्न का सटीक उत्तर दीजिए :

भारतीय साहित्य की सबसे बड़ी विशेषता उसके मूल रूप में स्थित समन्वय की भावना है। उसकी यह विशेषता इतनी प्रमुख तथा मार्मिक है कि केवल इसी के बल पर संसार के अन्य साहित्यों के सामने वह अपनी मौलिकता की पताका फहरा सकता है। अपने स्वतंत्र अस्तित्व की सार्थकता प्रमाणित कर सकता है। जिस प्रकार धार्मिक क्षेत्र में भारत के ज्ञान, भक्ति, तथा कर्म के समन्वय प्रसिद्ध हैं ठीक उसी प्रकार साहित्य तथा अन्य कलाओं में भी भारतीय प्रकृति समन्वय की ओर रही है। साहित्यिक समन्वय से हमारा तात्पर्य साहित्य में प्रदर्शित सुख-दुख, उत्थान-पतन, हर्ष विषाद आदि विरोधी तथा विपरीत भावों के समीकरण तथा एक अलौकिक आनंद में उनके विलीन हो जाने में है। साहित्य के किसी अंग को लेकर देखिए, सर्वत्र यही समन्वय दिखाई देगा।

- A. मौलिकता
B. लौकिकता
C. समन्वय की भावना
D. अनेकता

Answer: C

Sol:

सही उत्तर: विकल्प (C)

व्याख्या: गद्यांश के अनुसार, 'समन्वय की भावना' ही वह शक्ति है जिससे भारतीय साहित्य विश्व में विशिष्ट स्थान पाता है। सभी विकल्पों का विश्लेषण:

विकल्प

विश्लेषण

- (A) 'मौलिकता' समन्वय का परिणाम है, मुख्य विशेषता 'समन्वय' है।

- (B) 'लौकिकता' शब्द का प्रयोग गद्यांश में मुख्य आधार के रूप में नहीं है।
- (C) सही उत्तर: गद्यांश इसे भारतीय साहित्य की "सबसे बड़ी विशेषता" कहता है।
- (D) 'अनेकता' भारतीय समाज का लक्षण है, पर साहित्य का आधार 'समन्वय' है।

Q.10 निम्नलिखित में से कौन-सा युग्म अलौकिक आनंद विलीन हो जाने पर भी साहित्यिक समन्वय को नहीं दर्शाता?

निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर उसपर आधारित प्रश्न का सटीक उत्तर दीजिए :

भारतीय साहित्य की सबसे बड़ी विशेषता उसके मूल रूप में स्थित समन्वय की भावना है। उसकी यह विशेषता इतनी प्रमुख तथा मार्मिक है कि केवल इसी के बल पर संसार के अन्य साहित्यों के सामने वह अपनी मौलिकता की पताका फहरा सकता है। अपने स्वतंत्र अस्तित्व की सार्थकता प्रमाणित कर सकता है। जिस प्रकार धार्मिक क्षेत्र में भारत के ज्ञान, भक्ति, तथा कर्म के समन्वय प्रसिद्ध हैं ठीक उसी प्रकार साहित्य तथा अन्य कलाओं में भी भारतीय प्रकृति समन्वय की ओर रही है। साहित्यिक समन्वय से हमारा तात्पर्य साहित्य में प्रदर्शित सुख-दुख, उत्थान-पतन, हर्ष विषाद आदि विरोधी तथा विपरीत भावों के समीकरण तथा एक अलौकिक आनंद में उनके विलीन हो जाने में है। साहित्य के किसी अंग को लेकर देखिए, सर्वत्र यही समन्वय दिखाई देगा।

- A. हानि लाभ
B. हर्ष विषाद
C. उत्थान पतन
D. सुख दुख

Answer: A

Sol:

सही उत्तर: विकल्प (A)

व्याख्या: गद्यांश में विरोधी भावों के रूप में सुख-दुख, उत्थान-पतन और हर्ष-विषाद का उल्लेख है। 'हानि-लाभ' का उल्लेख नहीं है।

सभी विकल्पों का विश्लेषण:

विकल्प	विश्लेषण
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- (A) सही उत्तर: यह शब्द युग्म गद्यांश की सूची में शामिल नहीं है।
- (B) 'हर्ष-विषाद' गद्यांश में वर्णित विरोधी भावों का सही युग्म है।
- (C) 'उत्थान-पतन' के समीकरण की चर्चा गद्यांश में की गई है।
- (D) 'सुख-दुख' का समन्वय ही साहित्यिक आनंद का मूल है।

Q.1 Choose the word opposite in meaning to the given word.

WRATH

- A. scorn
- B. happiness
- C. laughter
- D. indifference

Answer: B

Sol: The correct antonym of the given word is (b) happiness.

Given word – Wrath:

Wrath means intense anger, rage, or strong displeasure.

(Hindi meaning: क्रोध, रोष)

Example: He shouted in wrath after hearing the news.

Correct answer word – Happiness:

Happiness means a state of joy, pleasure, or contentment. It is opposite to the negative emotion of intense anger.

(Hindi meaning: खुशी, प्रसन्नता)

Example: Her achievement brought happiness to the entire family.

Synonyms of Wrath: anger, rage, fury, indignation.

Antonyms of Wrath: happiness, joy, calmness, peace.

Meanings of all the other given options:

- **scorn** – तिरस्कार (negative feeling; opposite नहीं)
- **laughter** – हँसी (emotion का direct opposite नहीं; action/response है)
- **indifference** – उदासीनता (भावहीनता; wrath का exact opposite नहीं)

So the correct answer is (b)

Q.2 Fill in the blank with correct preposition.

Besides general merchandise, the shopkeeper deals _____ cosmetics too.

- A. at
- B. with
- C. in
- D. for

Answer: C

Sol: The correct option is (c).

Explanation: When “deal” means to trade in goods or sell a particular kind of product, we use the preposition “in.” Therefore, “deals in cosmetics” is correct.

Correct answer word – in

Hindi meaning: में व्यापार करना (deal in = वस्तुओं/सामान का व्यापार करना)

Correct sentence:

Besides general merchandise, the shopkeeper deals **in** cosmetics too.

Example: They deal **in** garments and accessories.

Meanings of other options:

- **at** – पर (इस संदर्भ में गलत)

- **with** – के साथ/निपटना (deal with = समस्या/व्यक्ति से निपटना)
- **for** – के लिए (यहाँ गलत)

So the correct answer is (c)

Q.3 Identify the correct tense form of the highlighted part in the given sentence.

He **had finished** the task much earlier.

- A. Present Tense
- B. Past Perfect Continuous Tense
- C. Past Perfect Tense
- D. Past Tense

Answer: C

Sol: The correct option is (c) Past Perfect Tense.

Explanation: The highlighted part is "had finished." The structure **had + V3** represents Past Perfect Tense. It indicates that the action was completed before another point of time in the past. The phrase "much earlier" clearly signals completion before a past reference.

Step-by-step identification:

- Auxiliary verb: **had**
- Past participle (V3): **finished**
- Therefore: Past Perfect Tense

Grammatical rule (English): Past Perfect: had + V3 (used for an action completed before another past time/event).

व्याकरण नियम (Hindi): Past Perfect (भूतपूर्व पूर्ण) का ढांचा: had + verb की third form यह दर्शाता है कि कोई कार्य past में किसी अन्य समय/कार्य से पहले पूरा हो चुका था।

Why other options are incorrect:

- (a) Present Tense: present forms do not use "had."
- (b) Past Perfect Continuous: would be had been + V1-ing (had been finishing), not "had finished."
- (d) Past Tense (Simple Past): would be "finished," not "had finished."

So the correct answer is (c)

Q.4 Identify the part which contains an error.

Our country / has given birth to / great revolutionaries, / isn't it?

- A. Our country
- B. has given birth to
- C. great revolutionaries,
- D. isn't it?

Answer: D

Sol: The error lies in option (d).

Explanation: The tag question is incorrect. The main statement is affirmative and uses the auxiliary verb "has" (has given birth to). In tag questions, we must use the same auxiliary verb as in the statement. Therefore, the correct tag is "hasn't it?" and not "isn't it?"

Correct sentence:

Our country has given birth to great revolutionaries, **hasn't it?**

Grammatical rule (English): Tag question rule:

- 1) Positive statement → Negative tag
- 2) Negative statement → Positive tag
- 3) The auxiliary verb in the tag must match the auxiliary in the statement (has/hasn't, is/isn't, do/don't, etc.).

व्याकरण नियम (Hindi): Tag question में मुख्य वाक्य का helping verb ही tag में आता है। Positive sentence के साथ negative tag लगाया जाता है। यहाँ "has" है, इसलिए "hasn't it?" होगा, "isn't it?" नहीं।

Explanation of other options:

- (a): "Our country" is a correct subject.
- (b): "has given birth to" is a correct verb phrase.
- (c): "great revolutionaries" is a correct object phrase.

So the correct answer is (d)

Q.5 Identify the part of speech of the highlighted word.

He has been working diligently on this project.

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

Answer: B

Sol: The correct option is (b) Adverb.

Explanation: The highlighted word "diligently" tells **how** he has been working. A word that modifies a verb (or verb phrase) and answers questions like how/when/where/to what extent is an adverb. Therefore, "diligently" is an adverb of manner.

Step-by-step reasoning:

- Main action: "has been working" (verb phrase).
- Word modifying the action: "diligently" (manner of working).
- Hence, it is an adverb.

Grammatical rule (English): An adverb modifies a verb/adjective/another adverb and often answers "how, when, where, how much."

व्याकरण नियम (Hindi): जो शब्द क्रिया की विशेषता बताए (कैसे/किस प्रकार), वह क्रिया-विशेषण (Adverb) होता है।

Why other options are incorrect:

- (a) Adjective modifies a noun/pronoun; here it modifies a verb.
- (c) Verb is an action word; "diligently" is not an action, it describes the action.
- (d) Noun is a naming word; "diligently" is not a name of a person/place/thing/idea.

So the correct answer is (b)

Q.6 Why is the writer sceptical about fairy tales?

Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options:

You read history in books. But in old times, when man did not exist, surely no books could have been written. How then can we find out what happened then? We cannot merely sit down and imagine everything. This would be very interesting for we could imagine everything we wanted to and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well, almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth's early story. And the real way to understand this story is not merely to read about it in other people's books but to go to the great Book of Nature itself. You will, I hope, soon begin to learn how to read this story from the rocks and mountains. Imagine how fascinating it is! Every little stone that you see lying on the road or on the mountain side may be a little page in nature's book and may be able to tell you something if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this.

- A. Because they are soon forgotten.
- B. Because they are not based on facts
- C. Because they have short life
- D. Because they are meant to be read by children.

Answer: B

Sol: The correct answer is (b) Because they are not based on facts.

Explanation: The author says that if we merely imagine what happened in ancient times, we could create “beautiful fairy tales,” but such tales “need not be true” because they would not be based on facts that we have seen. Therefore, the writer is sceptical about fairy tales because they lack factual evidence.

Step-by-step reasoning:

- Fairy tales are created by imagination.
- Imagination can be interesting but does not guarantee truth.
- The author emphasizes that truth requires facts/evidence, which fairy tales do not provide.

Hindi Explanation:

लेखक fairy tales पर इसलिए संदेह करता है क्योंकि वे कल्पना पर आधारित होती हैं, तथ्यों/प्रमाणों पर नहीं। इसलिए वे “सुंदर” तो हो सकती हैं, पर “सच” होना जरूरी नहीं।

Why other options are incorrect:

- (a): “soon forgotten” passage में नहीं कहा गया।
- (c): “short life” passage में नहीं कहा गया।
- (d): “meant to be read by children” passage में नहीं कहा गया।

So the correct answer is (b)

Q.7 How do we know about the earth’s early story?

Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options:

You read history in books. But in old times, when man did not exist, surely no books could have been written. How then can we find out what happened then? We cannot merely sit down and imagine everything. This would be very interesting for we could imagine everything we wanted to and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well, almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth’s early story. And the real way to understand this story is not merely to read about it in other people’s books but to go to the great Book of Nature itself. You will, I hope, soon begin to learn how to read this story from the rocks and mountains. Imagine how fascinating it is! Every little stone that you see lying on the road or on the mountain side may be a little page in nature’s book and may be able to tell you something if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this.

- A. From books
- B. From fairy tales
- C. From rocks, mountains and other sources
- D. From history

Answer: C

Sol: The correct answer is (c) From rocks, mountains and other sources.

Explanation: The passage clearly states that although there were no books in those far-off days, we still have natural sources that tell us a great deal — “rocks and mountains and seas and stars and rivers and deserts and fossils of old animals.” The author calls these “our books for the earth’s early story.” Hence, we know the earth’s early story from these natural evidences.

Step-by-step reasoning:

- The author rejects imagination because it would create fairy tales not based on facts.
- He then provides an alternative: factual evidence from nature.
- He explicitly lists rocks, mountains, rivers, deserts, stars, seas, and fossils as the sources.

Why other options are incorrect:

- (a) From books: the passage begins by saying books could not exist in that era.
- (b) From fairy tales: fairy tales are mentioned as imaginative and not fact-based.
- (d) From history: history is normally read in books, but the passage focuses on nature as the record for early earth.

So the correct answer is (c)

Q.8 Which figure of speech is used in the expression “the alphabet of nature”?

Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options:

You read history in books. But in old times, when man did not exist, surely no books could have been written. How then can we find out what happened then? We cannot merely sit down and imagine everything. This would be very interesting for we could imagine everything we wanted to

and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well, almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth's early story. And the real way to understand this story is not merely to read about it in other people's books but to go to the great Book of Nature itself. You will, I hope, soon begin to learn how to read this story from the rocks and mountains. Imagine how fascinating it is! Every little stone that you see lying on the road or on the mountain side may be a little page in nature's book and may be able to tell you something if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this.

- A. Paradox
- B. Alliteration
- C. Simile
- D. Metaphor

Answer: D

Sol: The correct answer is (d) Metaphor.

Explanation: The expression "the alphabet of nature" is not literal. Nature does not actually have letters like a language. Here, "alphabet" symbolically means the basic signs, clues, and fundamental concepts that must be learned to understand nature's story (rocks, fossils, mountains, etc.). This is a direct comparison without using "like" or "as," which makes it a metaphor.

Step-by-step reasoning:

- The author says: to read any language, we must learn its alphabet.
- Similarly, to read nature's story, we must learn nature's "alphabet" (basic principles/evidence).
- Because "alphabet" is used figuratively to represent "basic elements of understanding," it is a metaphor.

Why other options are incorrect:

- (a) Paradox: requires a seemingly self-contradictory statement; not present here.
- (b) Alliteration: repetition of initial consonant sounds; not the focus here.
- (c) Simile: uses "like" or "as" for comparison; the phrase does not use these.

So the correct answer is (d)

Q.9 Reading from the great Book of Nature could be ...

Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options:

You read history in books. But in old times, when man did not exist, surely no books could have been written. How then can we find out what happened then? We cannot merely sit down and imagine everything. This would be very interesting for we could imagine everything we wanted to and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well, almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth's early story. And the real way to understand this story is not merely to read about it in other people's books but to go to the great Book of Nature itself. You will, I hope, soon begin to learn how to read this story from the rocks and mountains. Imagine how fascinating it is! Every little stone that you see lying on the road or on the mountain side may be a little page in nature's book and may be able to tell you something if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this.

- A. exhausting
- B. fascinating
- C. frustrating
- D. meaningless

Answer: B

Sol: The correct answer is (b) fascinating.

Explanation: The passage directly describes reading nature's story as exciting and interesting. The author explicitly says, "Imagine how fascinating it is!" while encouraging the reader to learn to read the earth's story from rocks and mountains. Therefore, "fascinating" is the most appropriate choice.

Text-based support:

- The author encourages learning from the "great Book of Nature."
- He calls the experience fascinating and compares stones to pages in nature's book.

Why other options are incorrect:

- (a) exhausting: the passage does not suggest tiredness; it suggests curiosity and interest.
- (c) frustrating: the tone is positive and motivating, not discouraging.
- (d) meaningless: the passage insists nature can tell us "something," so it is meaningful.

So the correct answer is (b)

Q.10 . What is a 'fossil'?

Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options:

You read history in books. But in old times, when man did not exist, surely no books could have been written. How then can we find out what happened then? We cannot merely sit down and imagine everything. This would be very interesting for we could imagine everything we wanted to and would thus make up the most beautiful fairy tales. But this need not be true as it would not be based on any facts that we had seen. But although we have no books written in those far-off days, fortunately we have some things which tell us a great deal as well, almost as a book would. We have rocks and mountains and seas and stars and rivers and deserts and fossils of old animals. These and other like things are our books for the earth's early story. And the real way to understand this story is not merely to read about it in other people's books but to go to the great Book of Nature itself. You will, I hope, soon begin to learn how to read this story from the rocks and mountains. Imagine how fascinating it is! Every little stone that you see lying on the road or on the mountain side may be a little page in nature's book and may be able to tell you something if you only knew how to read it. To be able to read any language, Hindi or Urdu or English, you have to learn its alphabet. So also you must learn the alphabet of nature before you can read her story in her books of stone and rock. Even now perhaps you know a little how to read this.

- A. remains of a living organism turned into rock
- B. a corpse
- C. a dying person
- D. a chemical substance

Answer: A

Sol: The correct answer is (a) remains of a living organism turned into rock.

Explanation: The passage mentions "fossils of old animals" as part of the evidence available in nature. A fossil is the preserved remains, impression, or trace of a once-living organism that has become embedded and preserved in rock over a long period of time. Thus, option (a) correctly defines a fossil in an exam-appropriate manner.

Step-by-step reasoning:

- Fossils are used to learn about animals that lived long ago.
- They are preserved over time through natural processes and are found in rocks.
- Therefore, a fossil is not merely a dead body; it is preserved remains/trace in rock form.

Why other options are incorrect:

- (b) a corpse: a corpse is simply a dead body, not preserved in rock.
- (c) a dying person: incorrect meaning.
- (d) a chemical substance: unrelated to the meaning of fossil.

So the correct answer is (a)

Q.1 The "Analysis to Synthesis" maxim of teaching is most effective in:

- A. Rote memorization
- B. Problem Solving
- C. Storytelling
- D. Singing

Answer: B

Sol:

The correct answer is (b) **Problem Solving**.

Explanation:

Analysis means breaking down a complex problem into its smaller, simpler parts to understand them. Synthesis means combining those parts back together to form a whole new understanding or a solution. This process is the core of effective problem-solving.

Information Booster:

- **Analytical Stage:** In Math or Science, a student first breaks the problem into what is "given," what is "to be found," and which principles apply.
- **Deeper Understanding:** By analyzing the parts separately, the learner gains clarity on how each component contributes to the whole.
- **Synthetic Stage:** Once the parts are understood, the student combines them to reach a final answer or conclusion.
- **Mental Development:** This maxim fosters critical thinking and the ability to systematically tackle complex challenges in life.
- **Logical Progression:** It prevents students from getting overwhelmed by large tasks by teaching them to handle one small piece at a time.

Additional Points:

- **Rote memorization:** This involves repeating information without breaking it down or reconstructing it.
- **Storytelling:** Usually proceeds from "Concrete to Abstract" or uses chronological flow, though analysis can be used for literary criticism.
- **Singing:** Primarily involves imitation and auditory practice rather than logical analysis and synthesis.

Q.2 The "Dalton Plan" of education was devised by:

- A. Maria Montessori
- B. Helen Parkhurst
- C. John Dewey
- D. Friedrich Froebel

Answer: B

Sol:

The correct answer is (b) **Helen Parkhurst**.

Explanation:

The Dalton Plan (1920) is an educational concept where the classroom is treated as a "laboratory." It eliminates fixed timetables and formal lectures, allowing students to work independently on "assignments" or contracts.

Information Booster:

- **Freedom of Pace:** Students are free to work at their own speed on subjects they choose, fostering self-discipline and time management skills.
- **The Assignment:** Work is broken down into monthly "contracts" or assignments, and students must complete one before moving to the next level.
- **Subject Laboratories:** Classrooms are transformed into specialized labs equipped with resources for specific subjects (Math Lab, History Lab).
- **Social Interaction:** While working individually, students are encouraged to interact and help one another, fostering a cooperative social spirit.
- **Role of Teacher:** The teacher acts as a consultant or subject specialist available in the lab to provide guidance when a student reaches a hurdle.
- **Graph Record:** Students maintain their own progress charts or graphs to track their advancement through the monthly assignments.

Additional Points:

- **Maria Montessori:** Known for the "Montessori Method," which emphasizes auto-education through "didactic apparatus" in a prepared environment.
- **John Dewey:** Known for the "Laboratory School" and the concept of "Progressive Education," focusing on democracy and social experience.
- **Friedrich Froebel:** The creator of the "Kindergarten" system, focusing on "Gifts" and "Occupations" for play-based early childhood learning.

Q.3 The primary objective of "Remedial Teaching" is to:

- A. Teach new syllabus
- B. Correct learning gaps
- C. Punish slow learners
- D. Prepare for competitive exams

Answer: B

Sol:

The correct answer is (b) Correct learning gaps.

Explanation:

Remedial teaching is an instructional program designed for students who have identified learning difficulties. It follows "Diagnostic Testing" and aims to bring the student up to the expected level of achievement.

Information Booster:

- **Diagnostic Link:** It is always preceded by diagnostic testing which identifies the specific "weak spots" or errors in a student's learning.
- **Individualized Attention:** Instruction is tailored to the specific needs of the student, often using different methods than the initial teaching.
- **Error Correction:** It focuses on correcting misconceptions and re-teaching concepts that the student failed to grasp during regular classes.
- **Confidence Building:** By helping students overcome hurdles, it helps in reducing school anxiety and boosting their self-confidence.
- **Small Groups:** It is usually conducted in small groups or one-on-one settings to ensure the teacher can focus on individual hurdles.
- **Formative Nature:** It is a continuous part of the formative assessment process in a Comprehensive and Continuous Evaluation (CCE) framework.

Additional Points:

- **Teach new syllabus:** This is the function of regular classroom instruction or "Enrichment" for gifted students, not remedial teaching.
- **Punish slow learners:** Modern pedagogy rejects punishment; remedial teaching is a supportive, not a punitive, measure.
- **Prepare for competitive exams:** This is usually the focus of "Coaching" or "Advanced Training" rather than basic remedial support.

Q.4 The primary agency for "Secondary Socialization" is:

- A. Family
- B. Relatives
- C. Neighborhood
- D. School

Answer: D

Sol:

The correct answer is (d) School.

Explanation:

Socialization is a lifelong process. Primary socialization happens in the family during early childhood. Secondary socialization begins when the child steps out of the home into formal institutions like the school, where they learn the values, norms, and roles required in the wider society.

Information Booster:

- **Peer Interaction:** Schools provide the first major opportunity for children to interact with a large group of equals (peers).
- **Institutional Norms:** Children learn to follow formal rules, schedules, and authority figures outside their family.
- **Social Skills:** It fosters cooperation, competition, and conflict resolution skills essential for adulthood.
- **Identity Formation:** In secondary socialization, children begin to form an identity independent of their parents.
- **Hidden Curriculum:** Schools teach societal values like punctuality, discipline, and patriotism through daily routines.

Additional Points:

- **Family:** The Primary agency of socialization.
- **Neighborhood/Relatives:** Usually considered part of primary or early socialization, though they bridge the gap to the secondary level.

Q.5 Operation Blackboard was a result of which policy?

- A. NPE 1968
- B. RTE 2009
- C. NCF 2005
- D. NPE 1986

Answer: D

Sol:

The correct answer is (d) NPE 1986.

Explanation:

Operation Blackboard was a centrally sponsored scheme launched in 1987 following the National Policy on Education 1986. Its aim was to provide minimum essential physical facilities to all primary schools in the country.

Information Booster:

- **Minimum Facilities:** It mandated that every primary school must have at least two reasonably large all-weather rooms and necessary toys and maps.
- **Teacher Requirement:** It emphasized having at least two teachers in every school, with a preference for at least one of them being a woman.
- **Essential Equipment:** Schools were provided with blackboards, charts, a library, and small equipment for games and science experiments.
- **Primary Focus:** Initially, the scheme targeted primary schools, but it was later extended to upper primary schools during the 1992 policy revision.
- **Quality Improvement:** The program sought to improve the school environment to reduce dropout rates and improve the quality of primary education.
- **Implementation:** The scheme was implemented by state governments with 100% financial assistance from the Central Government for equipment.

Additional Points:

- **NPE 1968:** The first national policy which emphasized compulsory education for all children up to age 14 but did not include "Operation Blackboard."
- **NCF 2005:** A curriculum framework that focuses on the "constructivist" approach to learning rather than providing physical infrastructure.
- **RTE 2009:** A legislative act that makes education a fundamental right and sets legal norms for school facilities, following the legacy of earlier schemes.

Q.6 In ICT, "CAL" stands for:

- A. Computer Aided Learning
- B. Child Advanced Literacy
- C. Calculator Assisted Logic
- D. Curriculum and Learning

Answer: A

Sol:

The correct answer is (a) Computer Aided Learning.

Explanation:

Computer Aided Learning (CAL) refers to the use of computers and specialized software to enhance the teaching and learning process. It provides an interactive platform where students can learn at their own pace through simulations, drills, and multimedia presentations.

Information Booster:

- **Self-Paced Learning:** CAL allows students to move through modules according to their individual understanding, allowing for personalized education.
- **Immediate Feedback:** Most CAL programs provide instant results for quizzes and activities, helping students correct errors immediately.
- **Multimedia Integration:** It uses a combination of text, graphics, audio, and video to make complex concepts more engaging and easier to visualize.
- **Interactive Simulations:** Students can perform virtual experiments in Science or see historical recreations that are impossible in a traditional setting.
- **Remedial Support:** CAL can be used to provide additional practice for students who are struggling with specific concepts without slowing down the rest of the class.

Q.7 The "Mid-Day Meal Scheme" was launched to primarily improve:

- A. School infrastructure
- B. Enrollment and nutritional status of children
- C. Teacher attendance
- D. Sports facilities

Answer: B

Sol:

The correct answer is (b) **Enrollment and nutritional status of children.**

Explanation:

The Mid-Day Meal Scheme (now PM POSHAN) was designed to address two main issues: classroom hunger (malnutrition) and low school attendance. By providing a hot cooked meal, the government incentivized parents to send their children to school and ensured the children had enough energy to learn.

Information Booster:

- **Retention:** The scheme helps in retaining children in school, especially those from economically disadvantaged backgrounds.
- **Social Integration:** Children from all castes and religions sit together and eat the same meal, fostering social harmony.
- **Nutritional Standards:** The guidelines specify minimum calorie and protein requirements for primary and upper-primary students.
- **Empowerment:** The scheme often provides employment opportunities to local women who are hired as cooks-cum-helpers.
- **Health Monitoring:** It is often linked with health check-ups and the distribution of Iron and Folic Acid (IFA) tablets.

Additional Points:

- **School infrastructure:** While kitchens are built, the primary goal is child welfare and nutrition, not general building construction.
- **Teacher attendance:** This is monitored through biometric systems or administrative logs, not via student meals.
- **Sports facilities:** These are improved through schemes like 'Khelo India', not the nutritional meal program.

Q.8 "Trial and Error" learning is most closely associated with the experiments on cats by:

- A. Pavlov
- B. Skinner
- C. Thorndike
- D. Kohler

Answer: C

Sol:

The correct answer is (c) **Thorndike.**

Explanation:

Edward Lee Thorndike proposed that learning occurs by making accidental successful attempts and slowly eliminating the unsuccessful ones. This process forms a strong bond between the stimulus and the correct response.

Information Booster:

- **Puzzle Box Experiment:** Thorndike placed hungry cats in boxes where they had to pull a lever to escape and reach food, observing their gradual improvement.
- **Law of Effect:** He stated that behaviors followed by pleasant consequences are likely to be repeated, while those followed by unpleasant ones are weakened.
- **Law of Exercise:** Learning is strengthened through practice and repetition (use) and weakened when practice is discontinued (disuse).
- **Law of Readiness:** Learning is most effective when the organism is physically and mentally prepared to act and perform the task.
- **Connectionism:** Thorndike's theory is known as Connectionism because it emphasizes the neural connection (S-R Bond) between a stimulus and a response.
- **Incremental Learning:** He argued that learning is a gradual process of strengthening connections rather than a sudden "insight" or understanding.

Additional Points:

- **Pavlov:** Associated with "Classical Conditioning" where he used dogs to study reflexive responses to neutral stimuli (like a bell).
- **Skinner:** Associated with "Operant Conditioning" using the Skinner Box to study how reinforcement and punishment shape voluntary behavior.
- **Kohler:** A Gestalt psychologist who studied "Insight Learning" using chimpanzees to show that learning can happen through sudden understanding.

Q.9 In the context of child development, "Proximodistal" development refers to:

- A. Growth from head to toe
- B. Growth from the center of the body outward to the extremities
- C. Growth from general to specific
- D. Growth from simple to complex

Answer: B

Sol: The correct answer is (b) **Growth from the center of the body outward to the extremities.**

Explanation:

The proximodistal trend describes the pattern of physical growth and motor control where development proceeds from the central axis of the body toward the periphery. This means that internal organs and large muscle groups near the trunk develop before the fine motor skills of the fingers and toes. So the correct answer is (b)

Information Booster:

- **Directional Pattern:** The term is derived from 'proximo' (near) and 'distal' (far), indicating a center-to-periphery sequence.
- **Motor Skills:** Infants gain control over their torso and arms before they can manipulate objects with their hands or fingers.
- **Prenatal Growth:** This principle is highly visible during embryonic development, where the head and trunk form before the limbs.
- **Biological Blueprint:** It is one of the two major directional laws of development, the other being cephalocaudal.
- **Physical Coordination:** Large muscle movements (gross motor) typically precede precise movements (fine motor) following this rule.

Additional Points:

- Option (a): Cephalocaudal development – This describes the pattern of growth occurring from the head down to the tail/feet.
- Option (c): Differentiation – This refers to the process where children move from global, uncoordinated movements to specific, refined ones.
- Option (d): Integration – This involves the coordination of separate, simple skills into more complex and high-level behavioral patterns.

Q.10 In Pavlov's original classical conditioning experiment, which of the following best describes the role of "food"?

- A. Conditioned stimulus (CS)
- B. Conditioned response (CR)
- C. Unconditioned stimulus (US)
- D. Neutral stimulus (NS)

Answer: C

Sol:

Solution: Correct Answer: (c) Unconditioned stimulus (US)

Explanation:

In classical conditioning, a stimulus naturally triggers a response without prior learning.

Pavlov presented food to dogs, which naturally caused salivation. This salivation happened automatically; the dogs did not need to learn it. Such a naturally occurring stimulus that evokes an unlearned response is called an Unconditioned Stimulus (US).

Information Booster:

Unconditioned Stimulus (US): A stimulus that automatically produces a response (e.g., food → salivation).

Unconditioned Response (UR): The natural reaction to the US (e.g., salivation to food).

Neutral Stimulus (NS): A stimulus that initially does not trigger the unconditioned response (e.g., a bell before conditioning).

Conditioned Stimulus (CS): Previously neutral stimulus that, after association with the US, triggers a response (e.g., bell after conditioning).

Conditioned Response (CR): The learned response to the conditioned stimulus (e.g., salivation to bell).

Additional Knowledge:

→ Classical conditioning demonstrates associative learning—learning that occurs when two stimuli are paired.

→ Pavlov's experiment showed that a neutral stimulus (bell) could, after repeated pairing with the unconditioned stimulus (food), elicit the conditioned response (salivation).

→ This principle is foundational in psychology, explaining habits, phobias, and even advertising techniques where associations are created between stimuli and responses.

Q.11 According to Kohler's insight learning theory, what primarily distinguishes "insight learning" from "trial-and-error learning"?

- A. Insight learning requires repeated reinforcement before the correct response emerges.
- B. Insight learning occurs as a sudden reorganization of perceived relations, rather than gradual strengthening of stimulus-response bonds.
- C. Insight learning is limited to lower organisms (animals); humans cannot learn by insight.
- D. Insight learning results only from imitation of others' behavior.

Answer: B

Sol:

Solution: Correct Answer: (b) Insight learning occurs as a sudden reorganization of perceived relations, rather than gradual strengthening of stimulus response bonds.

Explanation:

Insight learning is a concept introduced by Wolfgang Köhler based on his experiments with chimpanzees.

Unlike trial-and-error learning, where a learner gradually strengthens the connection between a stimulus and a response through repeated attempts, insight learning happens suddenly.

It involves mental reorganization of elements of a problem, leading to a "Eureka" moment, where the solution becomes immediately clear.

Köhler observed that chimpanzees could suddenly figure out how to reach bananas placed out of reach by stacking boxes or using sticks, without random trial-and-error attempts.

This demonstrates that cognition and perception of relationships play a central role in problem-solving.

Additional Knowledge:

→ Insight learning emphasizes cognitive processes rather than just behaviourist stimulus-response associations.

→ It is not limited to animals; humans also display insight in problem-solving tasks.

→ The "aha moment" in humans, like solving a complex puzzle suddenly after thinking about it, is an example of insight learning.

→ Insight learning supports the idea that learning can be internal and mental, not only through observable behaviours.

Q.12 According to Piaget, which of the following best explains why a child in the pre-operational stage fails in conservation tasks?

- A. Limited memory capacity
- B. Egocentric thought and centration
- C. Lack of moral understanding

D. Insufficient motor development

Answer: B

Sol:

Solution: Correct Answer: (b) Egocentric thought and centration

Explanation:

According to Piaget, children in the pre-operational stage (2–7 years) fail conservation tasks because they show centration and egocentrism.

Centration: The child focuses on only one aspect of a situation (e.g., the height of the glass) and ignores other relevant aspects.

Egocentric thought: The child cannot understand another person's viewpoint.

Because of these limitations, the child is not able to understand that quantity remains the same even when appearance changes.

Information Booster:

→ Thinking in the pre-operational stage is intuitive, not logical.

→ Children rely on appearance-based judgments — what looks different is considered different.

→ They also show irreversibility — they cannot mentally reverse actions to understand that the amount stays unchanged.

→ Understanding of conservation develops in the Concrete Operational Stage (7–11 years).

Additional Knowledge:

→ Piaget tested conservation for liquid, number, mass, area, weight, etc.

→ Pre-operational children cannot yet perform mental operations (logical mental actions).

→ Once conservation develops, children show decentration, reversibility, and logical thinking.

→ Piaget believed cognitive development follows universal sequential stages for all children.

Q.13 Assertion (A): Thorndike's Trial and Error Theory emphasizes learning through gradual associations between stimuli and responses.

Reason (R): Learning occurs most effectively when the learner actively tries multiple responses and receives feedback about which are correct or incorrect.

- 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:

Solution: Correct Answer: (a) Both A and R are true, and R is the correct explanation of A.

Explanation:

Thorndike's Trial and Error Theory is based on the idea that learning happens gradually as an individual tries different responses to a stimulus until they find the correct one. Each response that leads to a successful outcome is reinforced, while incorrect responses fade away. This process is known as the "Law of Effect", where correct responses are "stamped in" and incorrect ones are "stamped out."

The Reason (R) explains this mechanism perfectly: learning is most effective when the learner actively experiments with different actions (trials) and gets feedback on which responses are correct or incorrect (errors). Through repeated attempts and reinforcement, the learner gradually forms the correct association between the stimulus and the response.

Information Booster:

→ Thorndike conducted experiments mainly with animals, like cats in puzzle boxes, to study how they solved problems.

→ Learning is incremental rather than sudden insight; it emphasizes practice and experience.

→ This theory laid the groundwork for behaviourism and influenced psychologists like B.F. Skinner.

Additional Knowledge:

→ The theory highlights active learning, not passive memorization.

→ It explains why mistakes are important—they provide feedback that guides future learning.

→ Thorndike identified three main laws: Law of Readiness, Law of Exercise, and Law of Effect, which together explain how behavior is strengthened or weakened.

Q.14 Assertion (A): The Zone of Proximal Development (ZPD) represents tasks a child can perform independently.

Reason (R): Vygotsky emphasizes that children should be allowed to learn without support.

- A. Both A and R are true
- B. Both A and R are false
- C. A is false, but R is true
- D. A is true, but R is false

Answer: B

Sol:

Solution: Correct Answer: (b) Both A and R are false. Let me explain thoroughly.

Explanation:

Assertion (A): "The Zone of Proximal Development (ZPD) represents tasks a child can perform independently."

→ This is false. ZPD actually refers to the range of tasks that a child cannot do alone but can accomplish with guidance or collaboration. Tasks fully within a child's independent ability are outside the ZPD.

Reason (R): "Vygotsky emphasizes that children should be allowed to learn without support."

→This is false. Vygotsky's core idea is social constructivism: children learn best through interaction, scaffolding, and guided support from adults or peers. He specifically highlighted that learning should involve assistance, not complete independence.

Information Booster:

The ZPD is central to Vygotsky's theory of cognitive development. It defines the gap between:

→What a child can do alone (actual development level).

→What a child can do with help (potential development level).

→Effective teaching happens within the ZPD, where guidance gradually fades as the child gains competence — this is called scaffolding.

Additional Knowledge:

→Teachers and caregivers should identify each child's ZPD to provide appropriate challenges and support.

→Scaffolding strategies include asking guiding questions, modeling tasks, giving hints, or breaking tasks into smaller steps.

→ZPD is not static; it changes as the child grows, so constant assessment and adaptive support are crucial.

→In short: ZPD is about what a child can do with help, and Vygotsky emphasized guided learning, not complete independence.

Q.15 Which of the following is not a characteristic of meaningful learning (rather than rote learning) in children?

- A. Ideas are connected to existing knowledge
- B. Children manipulate and organise their own ideas
- C. Learning is nearly always for external rewards only
- D. Children are actively involved in constructing meaning

Answer: C

Sol:

Solution: Correct Answer: (c) Learning is nearly always for external rewards only

Explanation:

Meaningful learning occurs when children truly understand the content, connect it to what they already know, and actively construct knowledge themselves. In meaningful learning:

→Ideas are linked to existing knowledge, helping children integrate new information rather than memorize it in isolation.

→Children organize and manipulate their own ideas, which deepens understanding and retention.

→Children are actively involved in constructing meaning, exploring, experimenting, and reflecting.

→On the other hand, learning that is done only for external rewards (like grades, prizes, or praise) is characteristic of rote learning. It emphasizes memorization without deep understanding, and the focus is on outcomes rather than internal comprehension. **Information Booster:**

Meaningful learning is rooted in the educational theory of constructivism (Piaget, Ausubel). Ausubel emphasized the idea of "subsumption", where new knowledge is connected to relevant existing knowledge. Active engagement, reflection, and intrinsic motivation are key components that make learning meaningful.

Additional Knowledge:

→Meaningful learning promotes long-term retention, critical thinking, and problem-solving skills.

→It encourages children to transfer knowledge to new situations, unlike rote learning which is limited to recall.

→Teachers can foster meaningful learning by using strategies such as project-based learning, discussions, concept mapping, and hands-on activities.

Q.16 Which of the following statements is NOT consistent with Köhler's insight theory?

- A. Insight learning is sudden and often occurs in a single flash of understanding
- B. Insight depends upon trial and error more than internal cognition
- C. Insight involves a mental reorganisation of the perceptual psychological field
- D. A learner must be ready, attentive and have the necessary elements in the situation

Answer: B

Sol:

Solution: Correct Answer: (b) Insight depends upon trial and error more than internal cognition

Explanation:

According to Köhler, insight learning occurs when the learner suddenly understands the relationship within a problem. It is based on internal mental reorganization, not on blind trial-and-error attempts.

Information Booster:

→Köhler studied chimpanzees solving problems such as reaching bananas by using boxes or sticks.

→The animals did not rely on random attempts; instead, they looked at the situation, understood the relationships, and solved the problem in a sudden flash of realization.

Additional Knowledge:

→Insight learning is cognitive, purposeful and immediate.

→Once insight is achieved, learning becomes permanent and transferable to similar situations.

→The learner must have clarity of perception, motivation, and relevant elements present in the environment for insight to occur.

Q.17 The concept of "private speech" in Vygotsky's theory refers to:

- A. Secretive speech a child uses to hide thoughts
- B. Internalised silent speech that guides the child's thinking and action
- C. Speech meant only for parents
- D. Whispering in class

Answer: B

Sol:

Solution: Correct Answer: (b) Internalised silent speech that guides the child's thinking and action

Explanation:

Vygotsky believed that when children talk to themselves while doing a task (for example, saying "now I put this block here"), they are not just talking—they are thinking aloud.

With age and development, this speech gradually becomes silent and internal. This inner speech helps the child plan, control behaviour, solve problems, and guide their actions.

Therefore, private speech is a psychological tool for self-regulation and thinking.

Information Booster:

→Private speech starts around early childhood, especially during problem-solving tasks.

→Children use it more when a task is difficult, new, or requires concentration.

→Vygotsky saw private speech as a sign of cognitive growth, not immaturity.

→It later transforms into inner speech, which adults use silently in their minds.

Additional Knowledge:

→Vygotsky linked private speech with social interaction, stating that thinking develops first between people, and later inside the individual.

→Private speech helps children become independent learners by guiding themselves instead of needing adult directions.

→It reflects Vygotsky's idea that language is a tool for thought, not just communication.

Q.18 Assertion (A): The 'Flipped Classroom' model is a significant pedagogical shift in ICT-enabled education.

Reason (R): It allows students to engage with foundational content at home via digital media, reserving school hours for collaborative problem-solving.

- 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)

Explanation: The flipped classroom model represents a fundamental shift in the instructional strategy where traditional lecture-based teaching is moved outside the classroom. By delivering foundational concepts through ICT tools like videos at home, the physical classroom becomes a space for active learning, peer interaction, and personalized teacher support. This logical link confirms that the strategy (Assertion) is enabled by the specific structural change in time usage (Reason).

Information Booster:

Assertion:

- **Pedagogical Shift:** It moves from a teacher-centered model to a student-centered approach focusing on active learning.
- **ICT Dependency:** This model relies heavily on digital repositories and Learning Management Systems for content delivery.
- **Cognitive Focus:** Lower-order thinking skills like remembering are handled independently by students at home.
- **Flexible Environment:** It allows students to learn at their own pace by pausing or rewatching digital content.
- **Instructional Redesign:** It requires teachers to curate or create high-quality digital resources rather than just lecturing.

Reason:

- **Foundational Engagement:** Students gain first exposure to new material before coming to the actual class.
- **Optimized School Hours:** Classroom time is maximized for higher-order tasks like application, analysis, and synthesis.
- **Collaborative Solving:** ICT enables students to work in groups on complex problems with immediate teacher feedback.
- **Digital Media Role:** Videos, podcasts, and e-books serve as the primary medium for pre-class preparation.
- **Active Learning:** The role of the teacher evolves into a facilitator or coach during the collaborative sessions.

Q.19 Ms. Shalini, a Class VI teacher, wants to teach "The Solar System." Instead of just reading from a book, she uses a 3D simulation where students can zoom into planets and observe their orbits. By allowing students to control the pace and direction of their exploration, she is primarily using ICT to:

- A. Replace the need for classroom discipline.
- B. Shift from passive listening to active, discovery-based learning.
- C. Ensure that every student memorizes the distance of planets by heart.
- D. Reduce her own workload of preparing lesson notes.

Answer: B

Sol: The correct answer is (b)

Explanation: The use of simulations in science education allows students to interact with abstract or distant concepts in a concrete way. By manipulating the 3D model, students are no longer just receiving information (passive) but are exploring and discovering scientific principles through inquiry (active). This aligns with the constructivist approach where learners build their own understanding through experience.

Information Booster:

- **Active Discovery:** Interactive ICT tools encourage students to ask 'what if' questions and test hypotheses in real-time.
- **Visual Representation:** Simulations make complex astronomical distances and motions visible and easier to comprehend.
- **Self-Paced Learning:** Students can revisit difficult concepts or spend more time on specific areas of interest within the tool.
- **Engagement Enhancement:** Gamified or immersive 3D environments significantly increase student motivation and interest in the subject.
- **Conceptual Clarity:** Observation of orbital mechanics in motion provides deeper insight than static diagrams in a textbook.

Additional Points:

- **Option (a):** Misconception – Technology does not replace discipline; in fact, it requires new classroom management strategies.
- **Option (c):** Pedagogical Error – Memorization is a lower-order skill; the goal of simulations is understanding, not rote learning.
- **Option (d):** Workload Fallacy – Effective ICT integration often requires more preparation time from the teacher to curate and guide activities.

Q.20 A school focuses not only on the math and science mentioned in textbooks but also emphasizes that students must stand in a queue for lunch and speak politely to the support staff. While these social behaviors are not written in any formal document, they represent the:

- Overt Curriculum
- Hidden Curriculum
- Written Syllabus
- Null Curriculum

Answer: B

Sol: The correct answer is (b) Hidden Curriculum

Explanation:

The hidden curriculum refers to the informal, implicit learning that occurs through the culture and daily routines of a school. Practices like queuing and polite speech are often transmitted through social norms rather than written lesson plans, shaping students' attitudes and behaviors.

Information Booster:

- **Implicit Learning:** Students learn social skills, values, and norms through the "hidden" or unwritten messages in the school environment.
- **Socialization:** It plays a crucial role in socializing students into the expected behaviors of the broader society.
- **Unwritten Rules:** These include expectations for behavior, respect for authority, and adherence to social hierarchies.
- **Non-Academic Growth:** It focuses on character building and social etiquette which are not evaluated in academic exams.
- **Atmospheric Influence:** It is absorbed through the school's ethos, teacher-student interactions, and peer group dynamics.

Additional Points:

- **Option (a):** Overt Curriculum – This is incorrect because queuing and polite speech are not listed as academic objectives in the formal document/textbook.
- **Option (c):** Written Syllabus – This is incorrect as the question specifically states that these social behaviors are "not written in any formal document."
- **Option (d):** Null Curriculum – This is incorrect as it refers to topics that are omitted; here, the behaviors are actively practiced and valued.

Q.21 While the _____ is a summary of the content to be taught in a subject, the _____ is the total environment of the school. The _____ curriculum is what is intentionally taught, whereas the _____ curriculum is what is caught through social interaction.

- Syllabus; Curriculum; Overt; Hidden
- Curriculum; Syllabus; Hidden; Overt
- Plan; Action; Formal; Informal
- Textbook; Lesson; Written; Oral

Answer: A

Sol: The correct answer is (a) Syllabus; Curriculum; Overt; Hidden

Explanation:

This question contrasts the scope and nature of educational frameworks. The syllabus is a subset focusing on subject content, while the curriculum is the broader umbrella. Overt curriculum represents the explicit plan, while the hidden curriculum represents the implicit social learning.

Information Booster:

- **Syllabus Scope:** It is a narrow list of topics for a specific subject, often used as a guide for examinations.
- **Curriculum Scope:** It is the comprehensive plan of all school-sponsored learning experiences, including values and social skills.
- **Overt Curriculum:** Refers to the written, formal objectives and textbook content that are openly acknowledged.
- **Hidden Curriculum:** Consists of the unstated messages, norms, and behaviors that students learn from the school's social structure.
- **Catching vs. Teaching:** Knowledge in the overt curriculum is taught directly, while values in the hidden curriculum are caught through observation.

Additional Points:

- **Option (b):** Reversed order – It incorrectly identifies the curriculum as the narrow content summary and the syllabus as the total environment.
- **Option (c):** Plan/Action – While related, these terms do not capture the specific educational definitions of Overt and Hidden curricula.
- **Option (d):** Textbook/Lesson – These are specific tools or units of instruction, not broad frameworks for the school environment or social interaction.

Q.22 In line with the 'National Education Policy (NEP) 2020', the Principal instructs teachers to stop focusing on finishing the textbook chapters and instead design projects where students demonstrate skills like critical thinking, collaboration, and application. This marks a shift from 'Content-based' to:

- A. Rote-based
- B. Competency-based and experiential
- C. Textbook-centric
- D. Exam-centric

Answer: B

Sol:

The correct answer is (b) Competency-based and experiential.

Explanation:

NEP 2020 criticizes the traditional "content-heavy" curriculum where students memorize vast amounts of data. It advocates for Competency-Based Education (CBE), where the goal is mastering a skill (competency) like "scientific reasoning" or "communication," and Experiential Learning, where this mastery is achieved through "learning by doing" (hands-on projects, internships, arts integration).

Information Booster:

- **Focus on 'Doing':** It's not about what you know (content), but what you can do with what you know (competency).
- **Skill Proficiency:** Students advance only when they demonstrate mastery of a skill, not just because the year ended.
- **Holistic Development:** Experiential learning engages the "Head, Heart, and Hand," fostering emotional and social growth alongside cognitive growth.
- **Real-World Application:** Competencies are transferable skills (e.g., problem-solving) that are useful in real life and careers.
- **Reduction of Syllabus:** NEP suggests reducing curriculum content to "core essentials" to make space for critical thinking and analysis.

Q.23 Scenario: During a math problem-solving session, Ms. Kavita walks around the class, checking students' steps, asking probing questions to those who are stuck, and offering hints. She is not giving marks but using this 'Assessment FOR Learning' to:

- A. Occurs at the end of the year to rank students
- B. Diagnostic and provides feedback to improve teaching-learning
- C. Focuses only on memorization
- D. Used to label students as "Pass" or "Fail"

Answer: B

Sol:

The correct answer is **(b) diagnostic and provides feedback to improve teaching-learning.**

Explanation:

Assessment FOR Learning (Formative) is a continuous process that occurs during instruction. Its primary purpose is Diagnostic—to find out where students are struggling—and Remedial—to provide immediate feedback to fix those struggles. It bridges the gap between current capability and the learning goal.

Information Booster:

- **Descriptive Feedback:** Instead of "6/10", the feedback is "You forgot to carry the decimal point." This is actionable advice.
- **Teacher Adaptation:** It informs the teacher. If Ms. Kavita sees everyone making the same mistake, she knows she needs to re-teach that concept immediately.
- **Low Stakes:** Because it isn't graded for the final report card, students feel safe taking risks and making mistakes, which fosters a Growth Mindset.
- **Student Involvement:** It often involves self-assessment and peer-assessment, making students active owners of their learning journey.

Additional Points:

- **End of Year:** This is Assessment of Learning (Summative). It is a post-mortem autopsy of learning, not a health check-up.
- **Memorization:** Formative assessment focuses on Understanding and Process, not just recalling answers.
- **Labeling:** The goal is Improvement, not judgment or labeling a child as a "failure."

Q.24 A teacher maintains a folder for each student containing their best drawings, poems, and project reports collected over the academic year. This tool of CCE is known as:

- A. Anecdotal Record
- B. Portfolio
- C. Rating Scale
- D. Cumulative Record

Answer: B

Sol:

The correct answer is **(b) Portfolio.**

Explanation:

A Portfolio is a purposeful and systematic collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. It serves as a visual story of the child's academic and extracurricular journey over a period of time.

Information Booster:

- **Documenting Growth:** Portfolios are essential for showing the **long-term development** of a child's skills rather than just a snapshot of a single test score.
- **Evidence of Achievement:** They contain a variety of artifacts like **essays, artwork, and project reports** that provide a comprehensive view of the student's capability.
- **Student Reflection:** Often, students are encouraged to **select their own best work**, which promotes self-evaluation and ownership of their learning.
- **Holistic Assessment:** By including both **scholastic and co-scholastic** items, portfolios align perfectly with the comprehensive nature of CCE.
- **Communication Tool:** They serve as an excellent resource during **Parent-Teacher Meetings** to provide concrete evidence of a child's strengths and areas for improvement.
- **Customized Evaluation:** Unlike standardized tests, portfolios allow for the **individual differences** of each student to be celebrated and assessed fairly.

Additional Points:

- **Anecdotal Record:** A brief **narrative account** of a specific incident or behavior observed by the teacher; it does not usually contain the student's physical work.
- **Cumulative Record:** A permanent record of a student's **history** (attendance, health, grades) usually maintained for administrative purposes.

Q.25 A Class VII student, Amit, changes his behavior to fit in with a popular group of friends. This highlights that in adolescence, the primary agent of socialization often shifts from:

- A. Family to Peer Group
- B. School to Mass Media
- C. Peers to Family
- D. Media to Religion

Answer: A

Sol:

The correct answer is **(a) Family to Peer Group.**

Explanation:

During adolescence, the center of the child's social world shifts. While family remains the secure base, the Peer Group becomes the primary source of values, fashion, behavior, and validation. Amit changing his behavior is an attempt to secure Social Belonging in this new hierarchy, a process essential for developing independence from the family unit.

Information Booster:

- **Secondary Socialization:** Early childhood is governed by Primary Socialization (Family). Adolescence is dominated by Secondary Socialization (Peers/School).
- **Social Identity:** Adolescents define themselves by who they hang out with ("I am a skater," "I am a geek"). Peers provide the mirror for this identity.
- **Conformity:** This age group has the highest rates of conformity (giving in to peer pressure) because the fear of social rejection is intense.

· **Psychological Separation:** To become an adult, one must emotionally separate from parents. Relying on peers is the bridge used to cross that gap.

Additional Points:

- **School to Media:** While Media is powerful, the shift described is the moving away from Family influence.
- **Peers to Family:** This is the reverse of reality. Teens move away from family, not towards them.
- **Media to Religion:** This is not the primary shift observed in standard adolescent development.

Q.26 During the lunch break, a group of Class 6 students is arguing over the rules of a game. Eventually, they negotiate and agree on a compromise without the teacher's help. Which agent of socialization is primarily active here?

- A. The Family
- B. Mass Media
- C. The Peer Group
- D. The Workplace

Answer: C

Sol:

The correct answer is (c) **The Peer Group**.

Explanation:

Peer groups consist of individuals of similar age and social status. Unlike the family or school where there is a hierarchy (adult to child), peer groups offer an egalitarian setting where children learn to negotiate, resolve conflicts, and create rules through mutual agreement and cooperation.

Information Booster:

- **Equality:** Interactions are based on equal status, unlike the authority-based relationship with parents or teachers.
- **Social Negotiation:** Children learn diplomacy, compromise, and rule-making without adult supervision.
- **Independence:** It provides the first major opportunity to form an identity separate from the family.
- **Gender Roles:** Peer groups often reinforce or challenge gender norms through play and exclusion/inclusion.
- **Transition Bridge:** It acts as a bridge between the emotional dependence of the family and the impersonal nature of adult society.

Additional Points:

- **The Family:** Operates on hierarchy and care, not usually negotiation of rules by equals.
- **Mass Media:** A passive agent; it provides information but does not engage in two-way negotiation of rules.
- **The Workplace:** An agent of adult socialization focused on productivity and formal rules.

Q.27 Ms. Sharma observes that a new student, Aarav, already knows how to share his tiffin and say "thank you" before he even started school. She realizes these foundational behaviors were taught by his parents at home. This best illustrates:

- A. Secondary Socialization
- B. Primary Socialization
- C. Resocialization
- D. Anticipatory Socialization

Answer: B

Sol:

The correct answer is (b) **Primary Socialization**

Explanation:

Primary socialization occurs during infancy and childhood, primarily within the immediate family. It is the phase where a child builds their core self-concept and learns foundational skills like language, emotional bonding, and basic social norms (manners) before entering the wider society.

Information Booster:

- **Foundation Layer:** It is the most critical phase because it lays the groundwork for all future learning and personality development.
- **Main Agent:** The family is the exclusive agent during this time, creating deep emotional ties.
- **Internalization:** The child accepts the world of their parents as the only reality, deeply internalizing values.
- **Language Acquisition:** This is the stage where the child masters the primary tool of social interaction—language.
- **Basic Norms:** Learning fundamental hygiene, eating etiquette (sharing tiffin), and politeness (saying "thank you").
- **Self-Concept:** The child begins to recognize "I" versus "Others" through family interaction.

Additional Points:

- **Secondary Socialization:** Occurs later in life (childhood to adulthood) in formal settings like schools or workplaces, teaching specific roles outside the family.
- **Resocialization:** A radical process of discarding old behaviors to learn entirely new ones (e.g., joining the army).
- **Anticipatory Socialization:** The process of preparing for future roles (e.g., playing "house" or "doctor").

Q.28 Socialization is not just about individual growth; it acts as a mechanism for _____, ensuring that the society's way of life, traditions, and values are passed down from one generation to the next to maintain continuity.

- A. Resocialization
- B. Cultural Transmission

- C. Role Conflict
- D. Anticipatory Learning

Answer: B

Sol:

The correct answer is (b) **Cultural Transmission**.

Explanation:

The description provided—passing the society's way of life, traditions, and values from one generation to the next—is the definition of Cultural Transmission. Socialization is the necessary process that allows this transmission to occur, ensuring the continuity and survival of the culture.

Information Booster:

- **Definition:** The passing of culture, knowledge, and social norms from one generation to the next.
- **Mechanism:** Socialization is the vehicle for this process.
- **Societal Function:** It is essential for the continuity and stability of any society.
- **Examples:** Teaching a child the language, how to celebrate a festival, or the importance of saving money.
- **Agents:** All agents of socialization (Family, School, Media) play a part in transmitting culture.

Additional Points:

- **Resocialization:** Involves discarding old behaviors and accepting new ones, focusing on change, not continuity.
- **Role Conflict:** A structural problem arising when the expectations of two roles (e.g., parent and employee) clash.
- **Anticipatory Learning:** An individual process of preparing for a future role, not the society's process of passing down values.

Q.29 The 1956 version of the taxonomy used the noun _____ for the lowest level, which was changed to the verb _____ in the 2001 revision.

- A. Comprehension, Understanding
- B. Knowledge, Remembering
- C. Application, Applying
- D. Synthesis, Creating

Answer: B

Sol:

The correct answer is (b) **Knowledge, Remembering**.

Explanation:

In the original 1956 model, the base level was called "Knowledge." In the 2001 Revised Taxonomy by Anderson and Krathwohl, it was renamed "Remembering" to reflect the active cognitive process involved.

Information Booster:

- **Knowledge (1956):** Defined as the recall of specifics and universals.
- **Remembering (2001):** Focuses on the act of retrieving information from memory.
- **Linguistic Shift:** Nouns represent categories of products; verbs represent mental actions.
- **Foundation Level:** Both terms describe the prerequisite stage for higher thinking.
- **Simplest Process:** Represents the least complex form of cognitive engagement.

Additional Points:

- **Comprehension:** This was the second level in 1956, renamed "Understanding" in 2001.
- **Application:** This was the third level in 1956, renamed "Applying" in 2001.
- **Synthesis:** This was the fifth level in 1956, renamed and moved to the sixth as "Creating."

Q.30 Which of the following statements about the 'Affective Domain' are true?

1. 'Receiving' is the lowest level, involving awareness of a stimulus.
2. 'Characterization' is the highest level, where values become a way of life.
3. It was developed to categorize physical fitness and agility.
4. 'Valuing' involves attaching worth to a specific object or behavior.
5. The domain follows a hierarchy of internalization.

- A. 1, 2, and 3 only
- B. 2, 3, and 4 only
- C. 1, 2, 4, and 5 only
- D. 1, 2, and 4 only

Answer: C

Sol:

The correct answer is (c) **1, 2, 4, and 5 only**.

Explanation:

The Affective domain (Krathwohl et al.) tracks how emotions and values are internalized. It starts with simple awareness (Receiving) and ends with the value becoming part of the person's character (Characterization). Statement 3 is false as that describes the Psychomotor domain.

Information Booster:

- **Internalization:** The process where an external value becomes an internal belief.
- **Receiving:** Being willing to listen or pay attention to a teacher.

- **Characterization:** The stage where behavior is consistently guided by internalized values.
- **Valuing:** Showing commitment to a cause or a specific set of beliefs.

Additional Points:

- **Physical Fitness:** This belongs strictly to the Psychomotor domain, not the Affective.

Q.31 A teacher uses a rating scale and maintains anecdotal records to track a student's collaboration skills and empathy over time. This is an example of assessing the _____ domain.

- A. Cognitive
- B. Affective
- C. Psychomotor
- D. Metacognitive

Answer: B

Sol:

The correct answer is (b) **Affective**.

Explanation:

Collaboration, attitude, empathy and social behaviour fall under affective development. Rating scales and anecdotal records help teachers track these behaviours over time. Thus, the teacher is measuring emotional and social traits, not cognitive or motor skills.

Information Booster:

- **Meaning:** The affective domain includes feelings, attitudes, values and emotional behaviour.
- **Observation tools:** Anecdotal records capture real classroom behaviour that cannot be measured in written tests.
- **Social-emotional traits:** Empathy, cooperation and motivation are key aspects of the affective domain.
- **Growth tracking:** Teachers use continuous observation to understand emotional maturity and interpersonal skills.
- **Importance:** Affective assessment helps support students' emotional well-being and social adjustment.

Additional Points:

- **Cognitive:** Concerns thinking and reasoning, not emotions or empathy.
- **Psychomotor:** Involves muscle coordination and physical skills.
- **Metacognitive:** Refers to thinking about one's thinking, not emotional traits.

Q.32 In the Pavlov set-up: Bell → Food → Salivation. After training, Bell → Salivation. If now a slightly different tone (but similar) is sounded and the dog salivates, this is called:

- A. Stimulus Discrimination
- B. Stimulus Generalization
- C. Spontaneous Recovery
- D. Response Latency

Answer: B

Sol:

Solution: Correct Answer: (b) Stimulus Generalization

Explanation:

Pavlov ke classical conditioning experiment mein jab dog ko bell ke saath food repeatedly diya gaya, to bell ek conditioned stimulus ban gaya aur bell bajte hi dog salivate karne laga.

Ab agar bell se milta-julta koi naya tone bajaya jaye aur dog fir bhi salivate kare, to iska matlab hai ki dog ne stimulus ke beech farq nahi kiya, balki response ko similar stimulus par bhi transfer kar diya.

Is process ko Stimulus Generalization kehte hain.

Information Booster:

→ Classical conditioning mein Stimulus Generalization tab hota hai jab organism apna learned response similar stimuli par bhi show kare.

Pavlov ke dogs:

→ Bell par conditioning ho gayi.

→ Phir agar similar pitch ka bell tone bajaya gaya aur dog salivate kare → generalization.

Real life examples:

→ Ek bachcha agar ek white rabbit se darr gaya, aur phir white fur coat se bhi darr jaata hai, to ye generalization hai.

→ School mein bachcha agar ek teacher ki praise se motivated hota hai aur doosre supportive teacher ke sath bhi motivated feel kare → generalization.

Additional Knowledge:

→ Jab organism similar stimuli ko differentiate karna seekh leta hai, to usse stimulus discrimination kehte hain.

→ Generalization early learning phase ka natural part hai aur later practice aur exposure se organism

Q.33 Which of the following is not a provision of the RTE Act 2009?

- A. Free and compulsory education for children aged 6–14 years
- B. Ban on corporal punishment in schools

- C. Mandatory board exams for Class V students
- D. Prohibition of school fees for elementary education

Answer: C

Sol:

The correct answer is (c) **Mandatory board exams for Class V students**. The **Right of Children to Free and Compulsory Education Act, 2009 (RTE Act)** ensures that every child aged 6 to 14 years has the right to full-time elementary education of satisfactory and equitable quality. However, the Act **does not mandate board examinations** at the elementary level. In fact, it initially emphasized a **no-detention policy**, meaning students would not be failed or expelled till Class VIII. While some states have later reintroduced exams with provisions for re-tests, a national **mandatory board exam for Class V** is **not** a provision under the original or amended RTE Act.

Information Booster

1. **Section 3 of the RTE Act** provides for free and compulsory education for children between 6–14 years.
2. **Section 17** strictly prohibits corporal punishment and mental harassment.
3. **Section 8 & 9** obligates the government to provide infrastructure and funds, ensuring no school charges fees.
4. The Act encourages **Continuous and Comprehensive Evaluation (CCE)** instead of board exams.
5. Recent changes by NEP 2020 allow for assessments but within the framework of child-friendly pedagogy.

Q.34 Which Section of RTE Act 2009 stated that, "It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward as the case may be to an elementary education in the neighbourhood school"?

- A. 6
- B. 9
- C. 10
- D. 8

Answer: C

Sol:

Section 10 of the **Right to Education (RTE) Act, 2009** explicitly states that it is the **duty of every parent or guardian** to ensure that their child or ward is admitted to a school for **elementary education**. This provision reinforces the importance of **universal elementary education** by placing the responsibility of enrollment on parents or guardians.

The RTE Act, 2009, ensures **free and compulsory education** for children aged **6 to 14 years**, and Section 10 plays a significant role in promoting accountability among parents to support their children's right to education.

Information Booster: · **Right to Education (RTE) Act, 2009** was enacted to implement **Article 21A** of the Indian Constitution, which guarantees the **fundamental right to free and compulsory education**.

- **Section 10** assigns **responsibility to parents or guardians** to ensure the enrollment of their child in a **neighbourhood school**.
- **Section 3** of the Act ensures that every child has the right to **free and compulsory elementary education**.
- **Section 12(1)(c)** mandates that private unaided schools must **reserve 25% of their seats** for economically weaker sections (EWS) and disadvantaged groups.
- The **RTE Act applies to all schools**, including government, aided, and private institutions, except **minority institutions** as per a Supreme Court ruling.
- **Section 4** covers **special provisions** for children who have **never attended school** or have **dropped out**.
- The Act also **prohibits physical punishment, discrimination, and the screening of students** during admission.

Additional Information: · **Section 6:** Mandates that **appropriate government authorities** establish neighbourhood schools to ensure accessibility for every child.

- **Section 9:** Specifies the **duties of local authorities**, including ensuring children's **admission, attendance, and completion** of elementary education.
- **Section 8:** Assigns responsibilities to the **appropriate government** to ensure the implementation of the Act, including **free and compulsory education, infrastructure, and teacher recruitment**.

Q.35 As per Section 3 of RTE Act, 2009, the school should not reject admission for children in the age group of:

- A. 3 to 5 years
- B. 8 to 14 years
- C. 6 to 14 years
- D. 9 to 12 years

Answer: C

Sol: The correct answer is: (c) 6 to 14 years

As per **Section 3 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009**, every child of the age of **6 to 14 years** shall have the right to **free and compulsory education** in a neighbourhood school till the completion of elementary education. This provision ensures that **no child in this age group is denied admission** in school for any reason, including late admission, lack of documents, or migration.

The law mandates that it is the **obligation of the government** to provide education to all such children and prohibits any form of discrimination. The focus is on **universalising elementary education** and improving access, equity, and quality.

Information Booster:

- **RTE Act, 2009** came into force on **1st April 2010**, making education a fundamental right under Article 21A.
- Section 3 specifically provides that **children between 6 to 14 years** must be **admitted to a school** without denial.
- This age group covers **classes 1 to 8**, i.e., **primary and upper primary education**.
- The law ensures that **no child is required to produce documents** such as birth certificates to gain admission.
- It mandates **non-discrimination**, even for children from disadvantaged groups or weaker sections.
- The RTE Act emphasizes **inclusion, enrolment, and retention** till the completion of elementary education.
- It also places an obligation on the **appropriate government** to ensure that schools are available in the neighbourhood.

Q.36 Which commission gave the idea of multipurpose schools?

- A. Kothari Commission
- B. Mudaliar Commission
- C. Birla Ambani Commission
- D. Mandal Commission

Answer: B

Sol: The **Mudaliar Commission** (1952-53), officially known as the Secondary Education Commission, proposed the idea of **multipurpose schools**. It aimed to diversify secondary education to cater to the varied aptitudes, interests, and future vocations of students. According to the Commission, not all students should be pushed through a uniform academic course; instead, schools should offer different courses such as technical, agricultural, commercial, and fine arts, alongside academic streams. This approach would make education more practical and meaningful, thus enhancing the employability and skill development of students.

Multipurpose schools were envisaged to offer a variety of subjects under one roof, allowing students to choose based on their interests and capabilities. This flexibility was seen as crucial for national development, as it would nurture a range of skills needed in different sectors of the economy.

The **Mudaliar Commission** emphasized that education should not merely prepare students for university education but should also equip them for various walks of life.

Information Booster

1. **Purpose of Multipurpose Schools:** They were introduced to meet the diverse educational needs and to align education with vocational and professional skills required by society.
2. **Key Recommendations of Mudaliar Commission:** Included raising the standard of secondary education, diversification of courses, and improving teacher training.
3. **Structure Suggested:** A multi-track system in secondary education offering academic, technical, agricultural, and commercial streams.
4. **Impact:** Encouraged the modernization of curricula and established the foundation for vocationalization in Indian education.
5. **Significance:** It aimed at breaking the rigidity of the traditional educational system and preparing students for a variety of life roles, not just higher academic pursuits.

Additional Information

- **(a) Kothari Commission:** The Kothari Commission (1964–66) focused on the overall reorganization of education in India and introduced the concept of a uniform 10+2+3 structure but did not specifically propose multipurpose schools.
- **(c) Birla Ambani Commission:** Formally known as the "Birla-Ambani Report" (2000), this was related to higher education reforms and privatization, not secondary education or multipurpose schools.
- **(d) Mandal Commission:** Established in 1979, the Mandal Commission mainly focused on identifying the socially or educationally backward classes (OBCs) in India and recommended reservations for them; it had no connection with the idea of multipurpose schools.

Q.37 Skills like -Listening with patience and endurance, purity of mind to develop concentration and teamwork are involved in which subjects, according to NCF2005-

- A. Work & Education
- B. Study of peace
- C. Health & Physical Education
- D. Computer

Answer: B

Sol: The correct answer is **(b) Study of Peace**.

According to the **National Curriculum Framework (NCF) 2005**, the **Study of Peace** is an interdisciplinary subject that aims to instill values such as patience, endurance, concentration, and teamwork in learners. It focuses on developing emotional and social skills essential for peaceful coexistence, mutual respect, and conflict resolution. These skills are cultivated through activities like dialogues, collaborative projects, and reflective practices.

The **Study of Peace** emphasizes nurturing a peaceful mindset by teaching students to approach situations with empathy and understanding, promoting harmony in personal and social contexts. This aligns with the skills mentioned, as they are critical for fostering a culture of peace and cooperation.

Q.38 Which of the following is a key principle of Kohlberg's theory of moral development?

- A. Moral reasoning is solely based on obedience to authority
- B. Moral development progresses through fixed stages, each representing a higher level of moral reasoning
- C. Moral decisions are determined by cultural norms rather than individual reasoning
- D. Moral development occurs through innate biological processes

Answer: B

Sol: Correct Answer: (B) Moral development progresses through fixed stages, each representing a higher level of moral reasoning

Explanation:

- Kohlberg proposed that moral development occurs in six stages.
- These stages are grouped into three levels.
- Each stage reflects a more advanced form of moral reasoning.
- Progression is sequential and irreversible.
- Hence, moral development follows fixed stages.

Information Booster:

- The three levels are pre-conventional, conventional, and post-conventional.
- Moral reasoning, not behaviour, is central to the theory.
- Cognitive development influences moral growth.
- Not all individuals reach higher stages.
- The theory expanded on Piaget's ideas.

Additional Information (Other Options):

Option (A) Obedience only: This applies only to the earliest stage.

Option (C) Cultural norms alone: Individual reasoning plays a central role.

Option (D) Innate biology: Moral development is not purely biological.

Q.39 In the context of growth and development, which of the following best defines "maturation"?

- A. The progressive changes that occur due to interaction between genes and environment
- B. The physical and emotional changes that occur as a person grows older
- C. The biological changes that unfold according to genetic instructions, independent of the environment
- D. The changes that occur as a result of life experiences and learning

Answer: C

Sol: Correct Answer: (C) The biological changes that unfold according to genetic instructions, independent of the environment

Explanation:

- Maturation refers to natural, biologically-driven changes that occur as a person grows, largely controlled by genetic programming.
- Skills such as walking, teething, puberty, and neural development occur as part of maturation.

- These changes take place regardless of training or external stimulation.
- Maturation sets the foundation for learning — certain behaviors appear only when the body is biologically ready.
- It is predictable and universal across individuals.

Information Booster:

- Maturation was emphasized by Arnold Gesell in developmental psychology.
- It explains readiness in learning—for example, a child cannot write before fine motor skills mature.
- It influences cognitive, physical, and emotional development.
- Delays in maturation may indicate developmental disorders.
- Maturation interacts with learning but is not caused by it.

Additional Information (Other Options):

- Option (A) Interaction changes:** Refers to growth and development, not strictly maturation.
- Option (B) Physical/emotional changes:** Too broad and includes environmental influence.
- Option (D) Learning-based changes:** Represents development through experience, not maturation.

Q.40 Match environmental factor with its developmental impact:

List-I(Factor)	List-II(Impact)
A. Parental warmth	1. Behavioural problems
B. Chaotic home environment	2. High self-esteem
C. Community violence	3. Fear & insecurity
D. Parental overprotection	4. Low autonomy

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

Answer: A

Sol: Solution: Correct Answer: (a) A-2, B-1, C-3, D-4

Explanation:

- Parental warmth → High self-esteem
When children experience genuine love, care, and emotional support, they develop confidence, emotional security, and positive self-worth.
- Chaotic home environment → Behavioural problems
A disorganized, unpredictable, or conflict-filled home increases stress, leading to aggression, distractibility, and emotional dysregulation in children.
- Community violence → Fear & insecurity
Exposure to violence in the neighborhood creates anxiety, hyper-vigilance, and a constant sense of threat.
- Parental overprotection → Low autonomy
When parents are excessively controlling, children do not get opportunities to make decisions or solve problems independently, reducing their autonomy.

Information Booster:

- Children’s development is shaped jointly by home climate, parenting style, and community environment.
- Warm and responsive parenting builds emotional resilience and healthy personality.
- Chaotic or unsafe surroundings increase stress hormones, which negatively affect behavior and learning.
- Overprotection may seem caring, but it limits decision-making, confidence, and problem-solving skills.
- Development thrives when children experience a balance of support, safety, and freedom.

Additional Knowledge:

- Environmental factors work through modelling, reinforcement, emotional climate, and exposure to stress.
- Chronic stress environments (violence, chaos) weaken executive functions like attention and self-control.
- Supportive environments (warmth, structure) promote social competence, self-regulation, and academic success.