

OTET Paper I Practice Set 01

Out of the following, which processes are possible for direct experience relating to environment?

- A. Survey
- B. Field visit
- C. Project
- D. All of the above

D

Understand "direct experience"

Direct experience means learning or gathering information by personally engaging with the environment, rather than just reading or observing second-hand information.

- It involves hands-on observation, interaction, or participation.

Analyze each option

1. Survey

- A survey involves collecting first-hand data by observing, measuring, or interviewing people in the environment.
- Example: Counting trees in a park, noting water quality in a pond. This is a form of direct experience.

2. Field visit

- Visiting a natural environment like a forest, river, or wetland to observe phenomena directly.
- Example: Studying soil types or observing bird species in their habitat. This is also direct experience.

3. Project

- Working on an environmental project (e.g., creating a model, cleaning a pond, or growing plants) involves active engagement with the environment. Again, this is direct experience.
- All three processes involve first-hand interaction with the environment.
- Therefore, the correct choice is:

Answer: (D) All of the above

Information Booster

1. Importance of Direct Experience in Environmental Education:

- Enhances observation skills and critical thinking.
- Promotes awareness and responsibility toward the environment.
- Helps in connecting theory with practice, making learning more meaningful.

2. Examples:

- Survey: Recording pollution levels in local water bodies.
- Field visit: Studying biodiversity in a botanical garden.
- Project: Composting organic waste to study decomposition.

3. Educational Tip:

Direct experience methods are experiential learning tools, often more effective than classroom lectures for environmental topics.

2 "Timeline" is used in History teaching because pupils can

- A. establish between two relationship or more historical events taking place simultaneously.
- B. remember historical events easily.
- C. express the historical events chronologically.
- D. All of the above activities can do.

D

Understand "Timeline" in History Teaching

A timeline is a graphical representation of events in chronological order.

- It helps pupils visualize history.
- Shows when events occurred and how they relate to each other.

Analyze Each Option

1. Establish relationships between simultaneous events (Option A)

- Timelines can show multiple events on the same line or parallel lines to indicate events happening at the same time. Correct

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2. Remember historical events easily (Option B)

- By visualizing events in order, students recall events better than reading plain text. Correct

3. Express historical events chronologically (Option C)

- Timelines are fundamentally chronological tools, showing earlier to later events clearly. Correct

Information Booster

1. Importance of Timeline in History Teaching:

- Helps in developing chronological thinking.
- Makes history less abstract and more concrete.
- Assists students in understanding cause-effect relationships between events.

2. Tips for Effective Use:

- Use different colors for different types of events (political, social, economic).
- Include images or symbols to make the timeline more engaging.
- Can be used for class projects, enhancing experiential learning.

3. Fun Fact:

- Timelines are not only for history; they are also used in science, literature, and personal planning to visualize sequences and relationships.

3 Thought-provoking questions are asked while teaching History, because they help the pupils :

- A. To develop divergent thinking ability.
- B. To analyse the incidents that have occurred.
- C. To predict the occurrence of the next probable event from its analytical account.
- D. To develop all of the above possibilities.

D

Understand "Thought-Provoking Questions"

- Thought-provoking questions are open-ended questions that require critical thinking, analysis, and reasoning, rather than simple memorization.
- They encourage pupils to actively engage with historical events, consider multiple perspectives, and draw meaningful conclusions.

Step 2: Analyze Each Option

1. To develop divergent thinking ability (Option A)

- Divergent thinking means thinking in multiple directions or generating several possible solutions, rather than a single correct answer.
- Example: "Why do you think the Industrial Revolution affected different countries differently?" Pupils are encouraged to explore various possibilities.

2. To analyse the incidents that have occurred (Option B)

- Pupils examine causes, effects, and relationships of historical events, rather than just memorizing dates. Correct

3. To predict the occurrence of the next probable event from its analytical account (Option C)

- By analyzing patterns in history, pupils can infer possible future outcomes or consequences, enhancing historical reasoning skills. Correct

4 Out of the different types of test items in "Environmental Studies" which type of question possess less possibility of guess in answering?

- A. To answer in a single sentence
- B. To fill in the blanks
- C. Multiple choice question
- D. Analogy question

C

Although at first glance multiple-choice questions (MCQs) might seem easier to guess, when they are carefully and scientifically constructed, they actually possess less possibility of guessing—especially in the context of Environmental Studies. Here's why

Type of Question	Nature	Possibility of Guessing
(A) To answer in a single sentence	Subjective; depends on recall and expression.	Moderate (students may write vague answers).

(B) To fill in the blanks Can be guessed from context clues. Moderate to high.

(C) Multiple choice question (MCQ) Objective; only one correct option among several distractors. Least possibility of guessing, if options are well-framed.

(D) Analogy question Based on relationships, can be guessed by pattern. Moderate.

5 Which subject matters are under the scope of Environmental Science?

- A. Science, History, Language and Geography
- B. Science, Geography, Mathematics and Political Science
- C. Science, Geography, History and Political Science
- D. Geography, Political History, Science and Language

C

Understand Environmental Science

Environmental Science is an interdisciplinary subject that studies:

- Natural sciences: Biology, Chemistry, Physics → to understand ecosystems, pollution, energy cycles.
- Geography: Study of land, climate, water bodies, and spatial relationships.
- History: Human interaction with the environment over time, past land use, deforestation, industrialization.
- Political Science: Environmental policies, laws, governance, and sustainability programs.

Environmental Science combines natural and social sciences to address environmental problems.

Analyze Options

1. Option A: Science, History, Language, Geography

- Language is not directly part of environmental science scope.
Not ideal

2. Option B: Science, Geography, Mathematics, Political Science

- Mathematics is used as a tool but is not a core subject matter.
Less relevant

3. Option C: Science, Geography, History, Political Science

- Includes natural sciences (biology, chemistry), geography (spatial & ecological), history (human-environment interaction), and political science (environmental laws/policies).
Perfect fit

4. Option D: Geography, Political History, Science, Language

"Political History" is not as precise; language is not core. Not ideal

6 Which is not the aim of studying environmental studies at the elementary education stage?

- A. To be aware of the importance of environment.
- B. To know the means of balancing environment.
- C. To learn the skill of value value-oriented lifestyle.
- D. Intensive use of natural resources.

D

Understand the Aims of Environmental Studies at Elementary Level

At the elementary education stage, Environmental Studies aims to:

1. Create awareness about the environment and its importance.
2. Teach sustainable practices and the need to balance or protect the environment.
3. Develop responsible attitudes and a value-oriented lifestyle (saving water, planting trees, minimizing waste).
4. Encourage observation, exploration, and care for natural resources.

The goal is conservation, sustainability, and responsible behavior, not exploitation.

Analyze Options

1. Option A: To be aware of the importance of environment

- Correct aim; elementary students should understand environmental importance.

2. Option B: To know the means of balancing environment

- Correct aim; students should learn about conservation and sustainability.

3. Option C: To learn the skill of value-oriented lifestyle

- Correct aim; helps students develop eco-friendly habits and values.
- 4. Option D: Intensive use of natural resources
 - Not an aim; intensive use of resources is contrary to sustainability and conservation.
- Option D is not an aim of Environmental Studies at the elementary level.

Information Booster

1. Primary Goals of Elementary Environmental Studies:

- Awareness: Recognize importance of air, water, forests, and biodiversity.
- Conservation: Understand how to use resources wisely.
- Value Education: Adopt eco-friendly habits and responsible lifestyle.
- Sustainability: Promote long-term protection of environment.

2. Why D is Wrong:

- Intensive use leads to overexploitation, depletion, and pollution.
- At the elementary stage, the focus is protection, not exploitation.

3. Example Practices for Students:

- Saving water and electricity
- Planting trees
- Recycling and reducing waste

7 Which strategy should a teacher emphasize in day to day teaching science effectively?

- A. Co-curricular planning
- B. Lesson planning
- C. Unit planning
- D. Class-room management planning

B

Understand the Types of Planning

1. Co-curricular planning (Option A):

- Focuses on activities outside the regular classroom, like science fairs, excursions, or clubs.
- Important for holistic education but not day-to-day classroom teaching.
Not the main strategy for daily teaching

2. Lesson planning (Option B):

- Detailed plan for a single class or session.
- Includes objectives, teaching methods, learning activities, and evaluation.
- Ensures organized, focused, and effective delivery of content.
Essential for day-to-day teaching

3. Unit planning (Option C):

- Planning for a group of lessons covering a topic/unit.
- Useful for long-term planning, but lesson planning is more immediate for daily teaching.
Less specific for day-to-day teaching

4. Classroom management planning (Option D):

- Focuses on discipline, seating, resource management.
- Important, but not the main teaching strategy for delivering science content effectively.
Secondary focus

- Lesson planning is the primary strategy a teacher should emphasize for effective day-to-day teaching.

Information Booster

1. Importance of Lesson Planning in Science Teaching:

- Ensures clear objectives for each class.
- Helps in selecting appropriate teaching methods (experiment, demonstration, discussion).
- Allows proper sequencing of content and integration of activities and assessment.

- Makes teaching organized, effective, and engaging.
2. Components of a Science Lesson Plan:
- Learning objectives: What students should know/learn
 - Teaching aids: Charts, models, laboratory materials
 - Teaching steps: Introduction, explanation, demonstration, activity
 - Assessment/evaluation: Questions, quizzes, or practical tests
3. Tip for Teachers:
- Prepare a daily lesson plan to avoid improvisation.
 - Include hands-on activities in science for better understanding.
- Reflect and modify plans based on student understanding and engagement.

8 Which of the following is the main objective of science teaching?

- A. Cognitive development
- B. Psychomotor development
- C. Affective development
- D. All of the above

D

Understand the Objectives of Science Teaching

Science teaching aims to develop a holistic personality of the student. Its objectives can be categorized into three domains:

1. Cognitive Development (Knowledge)

- Developing thinking, understanding, reasoning, and problem-solving skills.
- Example: Understanding scientific concepts like gravity, photosynthesis, or electricity.
Core objective

2. Psychomotor Development (Skills)

- Developing practical and manipulative skills in performing experiments, using instruments, or conducting observations.
- Example: Measuring temperature, preparing chemical solutions, or using microscopes.
Important for hands-on science learning

3. Affective Development (Attitudes & Values)

- Developing interest, curiosity, positive attitudes, and scientific temperament.
- Example: Caring for the environment, valuing evidence-based reasoning, and showing responsibility in experiments.
Helps in fostering responsible scientific behavior

Analyze Options

- Option A: Cognitive development → Yes, important
- Option B: Psychomotor development → Yes, practical skills
- Option C: Affective development → Yes, attitudes and values
- Option D: All of the above → Science teaching integrates knowledge, skills, and values for comprehensive development
- Science teaching is not limited to knowledge alone; it equally focuses on skills and attitudes.
- Therefore, the main objective encompasses all three domains.

Information Booster

1. Cognitive Domain in Science Teaching:

- Develops logical thinking, reasoning, and analytical ability.
- Encourages problem-solving and critical thinking.

2. Psychomotor Domain in Science Teaching:

- Develops hands-on skills and accuracy in experiments.
- Essential for practical understanding of concepts.

3. Affective Domain in Science Teaching:

- Builds scientific attitudes like curiosity, objectivity, and ethical responsibility.
- Encourages interest in environmental conservation and sustainable practices.

4. Holistic Science Education:

- Knowledge (cognitive) + Skills (psychomotor) + Attitudes/Values (affective) = comprehensive learning

Prepares students for real-life application of science and lifelong learning.

9 To visit a geographical location for objective-based observation in a planned way is called _____.

- A. Free observation
- B. Controlled observation
- C. Direct observation
- D. Indirect observation

B

Controlled observation refers to an observation that is planned, objective-based, and carried out under conditions where the researcher controls or standardizes key variables—even when the study takes place in a real geographical location. When a visit to a site is arranged with a clear set of objectives, fixed procedures (sampling points, time of day, instruments to use), and standardized data-collection steps, it becomes controlled rather than casual.

Information Booster

- Why this fits the item:
The phrase "visit a geographical location for objective-based observation in a planned way" emphasizes planning, objectives, and standardized procedure. These are the hallmarks of controlled observation—the researcher sets the conditions (what to observe, how, when, and with what tools) to reduce bias and increase reliability.

- How it differs from the other options:

- Free observation: informal, unplanned, no fixed objectives or standardized methods.
- Direct observation: emphasizes first-hand seeing the phenomenon (can be planned or unplanned) but doesn't require control or standardization.

Indirect observation: collecting data via secondary sources (reports, photographs, interviews), not by direct site visit.

10 "Water vapour is present in the Air." This was explained by a teacher keeping pieces of ice in the glass and exhibiting water droplets on the outer surface of it after a while. Which role of the teacher does it signify?

- A. Manager
- B. Care-taker
- C. Facilitator
- D. Guide

A

In this situation, the teacher planned, organized, and managed a classroom activity (an experiment) to demonstrate that water vapour is present in the air. The teacher arranged the materials (ice pieces, glass), set up the demonstration, and guided the class to observe the outcome in a systematic and orderly way.

These actions reflect the teacher's managerial role, which involves organizing learning experiences and managing the teaching-learning environment effectively.

Information Booster:

Role of a Teacher as a Manager

A teacher as a manager:

- Plans and organizes the learning experiences and classroom activities.
- Selects and arranges teaching aids and materials (like the glass and ice in this case).
- Manages time, resources, and classroom discipline during an experiment or demonstration.
- Ensures safety and order during practical learning activities.

Coordinates student participation and learning outcomes.

11 Out of the following, which does not indicate a part of asexual reproduction in plants?

- A. Fission
- B. Budding
- C. Sporulation
- D. Fertilization

D

Understand Asexual Reproduction in Plants
Asexual reproduction:

- Involves only one parent.
- Offspring are genetically identical to the parent.

- No gamete fusion (fertilization) is involved.
- Common methods in plants:
 1. Fission: Splitting of a cell or organism into two (e.g., some algae, bacteria).
 2. Budding: New individual grows from a part of the parent (e.g., Hydra in plants/plant-like organisms).
 3. Sporulation: Formation of spores which grow into new individuals (e.g., fungi, moss, ferns).

Analyze Options

1. Fission (A):
 - Asexual reproduction → splitting of one organism into two
Part of asexual reproduction
 2. Budding (B):
 - Asexual reproduction → growth of a bud that becomes a new individual
Part of asexual reproduction
 3. Sporulation (C):
 - Asexual reproduction → production of spores
Part of asexual reproduction
 4. Fertilization (D):
 - Involves fusion of male and female gametes
 - Sexual reproduction, not asexual
Not part of asexual reproduction
- The process that does not indicate asexual reproduction is fertilization.

Information Booster

1. Key Difference Between Asexual and Sexual Reproduction:

Feature	Asexual Reproduction	Sexual Reproduction
Number of Parents	One	Two
Gamete Fusion	No	Yes
Genetic Variation	Offspring identical to parent	Offspring genetically varied
Examples	Fission, Budding, Sporulation, Vegetative propagation	Fertilization, Pollination, Seed formation

12 (i) Air is a homogeneous mixture.

(ii) 24-carat gold is an alloy of gold and copper.

(iii) Amalgam is an alloy.

- A. (i) is correct and (ii) & (iii) are wrong.
- B. (ii) is correct and (i) & (iii) are wrong.
- C. (i) and (iii) are correct, and (ii) is wrong.
- D. (i), (ii) and (iii) are wrong.

C

Analyze Each Statement

Statement (i): Air is a homogeneous mixture

- Air is composed of oxygen, nitrogen, carbon dioxide, and other gases uniformly mixed.
- There is no visible boundary between its components.
Correct

Statement (ii): 24-carat gold is an alloy of gold and copper

- 24-carat gold is pure gold (99.9%), not an alloy.
- Alloys like 22-carat or 18-carat gold are mixed with copper or other metals.
Wrong

Statement (iii): Amalgam is an alloy

- Amalgam is a mixture of mercury with another metal (like silver or tin).

- It behaves like an alloy.
Correct
- Correct statements: (i) and (iii)
- Wrong statement: (ii)

Information Booster

1. Homogeneous Mixture:

- Components are uniformly distributed.
- Example: Air, sugar solution, salt in water.

2. Alloys:

- A mixture of two or more metals (or metal and non-metal) to improve strength or other properties.
- Examples: Brass (copper + zinc), Steel (iron + carbon).
- Note: 24-carat gold is pure, not an alloy.

3. Amalgam:

- A special type of alloy where mercury is the main component.
- Used in dental fillings and some industrial applications.

13 An athlete of mass 45 kg can jump to a maximum height of 1.5 m in the playground. To what maximum height the same athlete could jump on the surface of the moon?

- A. 0.25 m
- B. 1.5 m
- C. 9 m
- D. 11.5 m

C

Relevant Concept

The maximum height an athlete can jump depends on the initial kinetic energy converted into gravitational potential energy:

$$\text{On Earth: } \frac{1}{2}mv^2 = mg_{\text{Earth}}h_{\text{Earth}}$$

- On the Moon:

$$h_{\text{Moon}} = \frac{\text{Same kinetic energy}}{mg_{\text{Moon}}} = \frac{g_{\text{Earth}}h_{\text{Earth}}}{g_{\text{Moon}}}$$

Where:

- $g_{\text{Earth}} = 9.8 \text{ m/s}^2$
- $g_{\text{Moon}} = 1.6 \text{ m/s}^2$

Mass cancels out; height depends **inversely** on gravitational acceleration.

$$h_{\text{Moon}} = \frac{g_{\text{Earth}}}{g_{\text{Moon}}} \cdot h_{\text{Earth}}$$

$$h_{\text{Moon}} = \frac{9.8}{1.6} \cdot 1.5$$

Step 2a: Calculate 9.8/1.6

- $1.6 \times 6 = 9.6 \rightarrow$ close to 9.8
- $9.8/1.6 \approx 6.125$

Step 2b: Multiply by 1.5

$$6.125 \times 1.5 = 9.1875 \approx 9 \text{ m}$$

14 Which of the following is the average salinity of the ocean?

- A. 31%
- B. 33%
- C. 35%
- D. 37%

C

Understand Salinity

- Salinity: The concentration of dissolved salts in water, usually measured in parts per thousand (‰) or as a percentage.
- Average ocean salinity is often around 35 grams of salts per 1000 grams of seawater, i.e., 3.5%.

Note: The options are given in % (assuming % by weight), so 35% seems too high if interpreted literally. But in most exams, 35% is taken as 3.5%, the standard ocean salinity.

- Typical range: 33‰ to 37‰, or 3.3% – 3.7%.

Analyze Options

- 31% → too low
- 33% → slightly below average
- 35% → average salinity
- 37% → slightly above average
- The average salinity of the ocean is 35‰ or 3.5%.

Information Booster

1. Major Salts in Ocean Water:

- Sodium (Na⁺), Chloride (Cl⁻) → ~85% of salts
- Others: Magnesium, Calcium, Potassium, Sulfates, Bicarbonates

2. Factors Affecting Salinity:

- Evaporation: Increases salinity
- Precipitation & River inflow: Decreases salinity
- Freezing of sea ice: Increases local salinity

3. Fun Fact:

The Dead Sea has salinity around 33%, almost ten times higher than average ocean water.

15 Which is not a factor of controlling climate?

- A. Latitude
- B. Distance from the sea
- C. Longitude
- D. Altitude

C

Understand Factors Controlling Climate

Climate of a region is influenced by several natural factors, including:

1. Latitude (A)

- Determines angle of sunlight and duration of day.
- Equatorial regions → warm, Polar regions → cold.
Major factor

2. Distance from the sea (B)

- Coastal areas → moderate climate (maritime influence)
- Inland areas → extreme temperatures (continentality)
Major factor

3. Longitude (C)

- Longitude determines east-west position, but does not directly affect climate.
Not a factor

4. Altitude (D)

- Higher elevations → cooler temperatures
- Mountains affect rainfall and temperature
Major factor

- Longitude is not a factor controlling climate.

Information Booster

1. Key Factors Controlling Climate:

- Latitude: Sun's angle and intensity → temperature patterns
- Altitude: Higher altitude → lower temperature

- Distance from the sea: Maritime vs. continental climate
 - Ocean currents, winds, and topography also influence climate
2. Why Longitude Does Not Affect Climate:
- Longitude is related to time zones, not solar radiation intensity.
 - Places on the same longitude can have very different climates (e.g., London vs. Warsaw).

3. Fun Fact:

Cities on the same latitude tend to have similar solar energy, but their climate can differ due to distance from oceans and wind patterns.

16 (i) The melting point and the point of liquefaction of a substance are the same.

(ii) The molecule and the atom of a rare gas are the same.

(iii) The mass and weight of a substance are the same.

- A. (i) & (iii) are wrong and (ii) is correct.
 B. (ii) & (iii) are wrong and (i) is correct.
 C. (i) & (ii) are wrong and (iii) is correct.
 D. (i), (ii) & (iii) are wrong.

B

Let's carefully evaluate each statement

(i) The melting point and the point of liquefaction of a substance are the same.
CORRECT

- Melting point → The temperature at which a solid changes into a liquid when heat is applied.
- Point of liquefaction (Freezing point) → The temperature at which a liquid changes into a solid when cooled.

These two temperatures are numerically the same, but the processes are opposite:

- Solid → Liquid → Melting
- Liquid → Solid → Freezing or Liquefaction

Example:
 Water melts at 0°C and also freezes (liquefies) at 0°C.
 Therefore, (i) is correct.

(ii) The molecule and the atom of a rare gas are the same. **WRONG**

- Atoms are the smallest units of elements that take part in chemical reactions.
- Molecules are formed when two or more atoms combine chemically.

However, rare gases (noble gases) such as Helium (He), Neon (Ne), Argon (Ar), Krypton (Kr), Xenon (Xe) exist as single atoms in nature. So, although each atom acts as a molecule (because it can exist independently), it is incorrect to say that atom and molecule are the same. Their definitions are different.

Hence, (ii) is wrong.

(iii) The mass and weight of a substance are the same. **WRONG**

- Mass is the amount of matter contained in an object. It is constant everywhere.

Weight is the gravitational force acting on that mass. It varies with gravity.

17 In which two planets the Sun rises in the West and sets in the East?

- A. Venus and Uranus
 B. Saturn and Uranus
 C. Jupiter and Saturn
 D. Mercury and Venus

A

Understand the Concept

- Normal rotation: Planets rotate anti-clockwise (prograde rotation) when viewed from above the North Pole. On these planets, Sun rises in the East and sets in the West.
- Retrograde rotation: Some planets rotate clockwise (opposite direction). On these planets, Sun rises in the West and sets in the East.

Rotation of Planets

1. Venus:

- Rotates retrograde (clockwise)
- Sun rises in the West, sets in the East

2. Uranus:

- Rotates almost on its side (axis tilt $\sim 98^\circ$)
- Effectively retrograde motion
- Sun rises in the West, sets in the East

3. Mercury, Jupiter, Saturn:

- Rotates prograde (normal) \rightarrow Sun rises in East, sets in West
- The two planets with retrograde rotation: Venus and Uranus

Information Booster

1. Retrograde Rotation:

- Planet rotates opposite to most other planets
- Causes Sun to rise in the West and set in the East

2. Facts About Venus and Uranus:

- Venus:
 - Rotation period: 243 Earth days (longer than its year!)
 - Retrograde rotation
- Uranus:
 - Axis tilt: $\sim 98^\circ$ (almost on its side)
 - Rotation effectively retrograde

3. Other Planets:

- Mercury, Jupiter, Saturn, Earth \rightarrow prograde rotation \rightarrow Sun rises in East

4. Fun Fact:

On Venus, because rotation is so slow, a day is longer than a year.

18 How many times will be the kinetic energy of a body increase whose momentum became two times?

- A. 2
- B. 4
- C. 8
- D. 16

B

Step 1: Recall Relevant Formulas

1. Momentum: $p = mv$
2. Kinetic Energy: $KE = \frac{1}{2}mv^2$

We are asked about the relation between KE and momentum (p).

Step 2: Express KE in terms of p

$$KE = \frac{1}{2}mv^2$$

But $v = \frac{p}{m}$, so:

$$KE = \frac{1}{2}m \left(\frac{p}{m}\right)^2$$

$$KE = \frac{1}{2}m \cdot \frac{p^2}{m^2} = \frac{p^2}{2m}$$

Step 3: Apply the given condition

- Momentum becomes 2 times: $p' = 2p$
- Kinetic energy becomes:

$$KE' = \frac{(2p)^2}{2m} = \frac{4p^2}{2m} = 4 \cdot KE$$

Step 3: Apply the given condition

- Momentum becomes 2 times: $p' = 2p$
- Kinetic energy becomes:

$$KE' = \frac{(2p)^2}{2m} = \frac{4p^2}{2m} = 4 \cdot KE$$

19 Which incident is not associated with the Gandhian Movement?

- A. Chauri Choura Incident
- B. Bhendibazar Riot
- C. Champaran Satyagraha
- D. Dharsana Incident

B

Understand the Gandhian Movement

- Gandhian Movement: Refers to movements led or inspired by Mahatma Gandhi, mainly using non-violence (Ahimsa) and Satyagraha.
- Key Gandhian movements include:
 - Champaran Satyagraha (1917) → against indigo plantation oppression
 - Kheda Satyagraha (1918) → farmers' tax relief
 - Salt Satyagraha / Dharasana Satyagraha (1930) → civil disobedience
 - Non-Cooperation Movement (1920–22)

Analyze Each Option

1. Chauri Chaura Incident (1922)

- A violent clash between police and protesters
- Non-violence violated → Gandhi called off Non-Cooperation Movement Associated with Gandhian movement

2. Bhendibazar Riot (1893)

- Riot in Bombay (Mumbai) between Hindus and Muslims over religious/cultural tensions
- Occurred before Gandhi's active political involvement in India (1915 onward) Not associated with Gandhian movement

3. Champaran Satyagraha (1917)

- Gandhi's first Satyagraha in India Associated with Gandhian movement

4. Dharsana Incident (1930)

- Part of Salt Satyagraha → non-violent protest against salt tax Associated with Gandhian movement

- The incident not associated with Gandhian Movement is: Bhendibazar Riot

Information Booster

1. Chauri Chaura Incident (1922):

- Peasants clashed violently with police → 22 policemen killed
- Gandhi suspended Non-Cooperation Movement to maintain principle of non-violence

2. Champaran Satyagraha (1917):

- Indigo farmers forced to grow indigo
- Gandhi led non-violent protests and fact-finding tours

3. Dharsana Salt March (1930):

- Protest against salt tax
- Thousands of satyagrahis beaten by police → global attention

4. Bhendibazar Riot (1893):

- Communal riot in Bombay
- No direct connection to Gandhi or Satyagraha

20 Which of the following is the extension of the North temperate zone?

- A. From Tropic of Capricorn to Antarctic circle.

- B. From Equator to Tropic of Capricorn.
- C. From Equator to Tropic of Cancer.
- D. From Tropic of Cancer to Arctic Circle.

D

Understand the Zones of the Earth

The Earth is divided into climatic zones based on latitude:

1. Torrid / Tropical Zone:

- Between Equator (0°) and Tropics (23.5° N/S)
- Hot climate

2. Temperate Zone:

- Between Tropics and Polar Circles (66.5° N/S)
- Moderate climate, distinct seasons

3. Frigid / Polar Zone:

- Beyond Polar Circles (66.5° N/S to poles)
- Very cold climate

Specifically, Northern Hemisphere:

- Temperate Zone North: Tropic of Cancer (23.5° N) → Arctic Circle (66.5° N)

Step 2: Analyze Options

- (A) Tropic of Capricorn → Antarctic Circle → Southern Hemisphere temperate zone
- (B) Equator → Tropic of Capricorn → Tropical zone, Southern Hemisphere
- (C) Equator → Tropic of Cancer → Tropical zone, Northern Hemisphere
- (D) Tropic of Cancer → Arctic Circle → Temperate zone, Northern Hemisphere

21 Which institution is associated with the local Self-Government of rural area?

- A. Notified Area Council
- B. Municipal Corporation
- C. Zilla Parishad
- D. Legislative Council

C

Understand Local Self-Government

Local self-government in India is divided into rural and urban:

1. Rural Local Bodies (Panchayati Raj Institutions):

- Village level: Gram Panchayat
- Intermediate/Block level: Panchayat Samiti
- District level: Zilla Parishad
- Responsible for local administration, development, and welfare in villages and rural areas

2. Urban Local Bodies:

- Municipal Corporation: Large cities (e.g., Mumbai, Delhi)
- Notified Area Council / Municipal Council: Towns and smaller urban areas

3. Legislative Council:

- Part of state legislature, not local government

Step 2: Analyze Options

- (A) Notified Area Council: Urban local body
- (B) Municipal Corporation: Urban local body
- (C) Zilla Parishad: District-level rural local government
- (D) Legislative Council: State-level legislative body
- The rural local self-government institution is: Zilla Parishad

Information Booster

1. Panchayati Raj System (Rural Local Self-Government):

- Introduced through 73rd Constitutional Amendment Act, 1992

- Three-tier system:
 1. Gram Panchayat – Village level
 2. Panchayat Samiti – Block level
 3. Zilla Parishad – District level
- 2. Functions of Zilla Parishad:
 - Planning and execution of development programs
 - Management of education, health, and sanitation
 - Supervision of Panchayat Samitis

3. Urban vs Rural Local Bodies:

Local Body	Area	Example
Gram Panchayat / Zilla Parishad	Rural	Village development
Municipal Corporation	Urban	Delhi, Mumbai
Notified Area Council	Towns / smaller urban areas	Industrial towns

22 Which is a bacterial disease?

- A. Cholera
- B. Chicken pox
- C. Polio
- D. Smallpox

A

Identify the type of disease

1. Cholera:

- Caused by *Vibrio cholerae* → a bacterium
- Symptoms: Severe diarrhea, dehydration
- Bacterial disease

2. Chickenpox:

- Caused by *Varicella-zoster virus*
- Viral disease

3. Polio:

- Caused by Poliovirus
- Viral disease

4. Smallpox:

- Caused by *Variola virus*
- Viral disease

Step 2: Conclusion

- Bacterial disease among the options: Cholera

Information Booster

1. Bacterial vs Viral Diseases:

Disease	Pathogen	Type
Cholera	<i>Vibrio cholerae</i>	Bacterial

Tuberculosis *Mycobacterium tuberculosis* Bacterial

Typhoid Salmonella typhi Bacterial

Chickenpox Varicella-zoster virus Viral

Polio Poliovirus Viral

Smallpox Variola virus Viral

23 Which is the largest internal organ of human body?

- A. Stomach
- B. Kidney
- C. Heart
- D. Liver

D

Explanation

- If we consider all organs, the skin is the largest organ of the body.
- But among internal organs, the liver is the largest by size and mass.
- An adult liver weighs about 1.2–1.6 kg (varies with age, sex and body size) and occupies the right upper quadrant of the abdomen, inferior to the diaphragm.

Why the liver?

- It is a large, reddish-brown organ with two main lobes (right and left) and several functional segments.
- The liver's size and complex structure support many vital functions (see Information Booster below).

Information Booster — key liver facts

- Major functions
 - Metabolism of carbohydrates, fats and proteins (e.g., glycogen storage, gluconeogenesis).
 - Detoxification of drugs and metabolic wastes.
 - Bile production for digestion and absorption of fats.
 - Synthesis of plasma proteins (albumin), clotting factors and cholesterol.
 - Storage of vitamins (A, D, B12) and minerals (iron).
- Regeneration: The liver has remarkable regenerative capacity — it can regrow after surgical removal of part of it (up to ~70% in many cases).
- Clinical note: Common liver-related conditions include hepatitis, cirrhosis, fatty liver disease and liver cancer. Liver function is monitored by blood tests such as ALT, AST, bilirubin and albumin.

Anatomy reminder: Located mostly on the right side under the ribcage; supplied by the hepatic artery (oxygenated blood) and portal vein (nutrient-rich blood from the gut).

24 What step is taken when a Bill is not accepted by the Rajya Sabha having been passed by the Lok Sabha?

- A. The Bill is debated again in the Lok Sabha.
- B. The Bill is sent to the President.
- C. The Bill is presented in the session of joint the Parliament.
- D. The opinion of the Supreme Court is sought.

C

Explanation

- When an ordinary (non-money, non-constitutional-amendment) Bill is passed by the Lok Sabha but the Rajya Sabha rejects it, or insists on amendments, or simply does not pass it within a reasonable time, the deadlock can be resolved by a joint sitting of both Houses.
- This procedure is provided by Article 108 of the Indian Constitution. At a joint sitting, members of both Houses deliberate together and the Bill is decided by a simple majority of members present and voting.
- A joint sitting is presided over by the Speaker of the Lok Sabha (or, if the Speaker is absent, by the Deputy Speaker; if both are absent, by a person chosen by the President).

Important exceptions & notes (Information Booster)

- Money Bills: Rajya Sabha cannot reject or amend a Money Bill; it can only make recommendations within 14 days. The Lok Sabha may accept or reject those recommendations—no joint sitting is called for Money Bills.
- Constitutional Amendment Bills: These require special majorities in each House and cannot be resolved by a joint sitting. If one House disagrees, the amendment fails unless both Houses separately pass it with required majorities.
- If the Rajya Sabha simply delays: A practical deadlock may lead the government to either negotiate, reintroduce the Bill in Lok Sabha, or seek a joint sitting—decision rests with the President on the advice of the Council of Ministers.

- Other options listed (why they're incorrect):
 - (A) Debating again in Lok Sabha: Lok Sabha can reconsider, but that alone won't bind Rajya Sabha; it doesn't resolve a persistent disagreement.
 - (B) Sending bill to the President: The President can give assent only after both Houses have passed the Bill; the President cannot force passage in Rajya Sabha.
- (D) Seeking Supreme Court opinion: The Constitution provides no role for the Supreme Court to decide inter-House disagreements over ordinary legislation.

25 Which has more attraction towards red blood corpuscles?

- A. Oxygen
- B. Carbon monoxide
- C. Nitrogen
- D. Carbon dioxide

B

Explanation

- Hemoglobin in red blood cells carries oxygen by binding O_2 to the iron (Fe^{2+}) in heme.
- Carbon monoxide (CO) binds to the same site on hemoglobin but with a much higher affinity than oxygen — roughly 200–250 times greater.
- Because CO binds so tightly it displaces O_2 and forms carboxyhemoglobin, which reduces the blood's oxygen-carrying capacity and prevents oxygen release to tissues.

Quick comparisons

- Oxygen (A): normal ligand for hemoglobin, essential for tissue respiration.
- Carbon monoxide (B): binds far more strongly than O_2 → most dangerous in this list.
- Nitrogen (C): largely inert in the blood; it does not bind to hemoglobin under normal conditions.
- Carbon dioxide (D): transported mainly as bicarbonate (HCO_3^-) or bound to proteins (carbamino compounds), not by the heme oxygen-binding site.

Information booster — clinical points

- CO poisoning signs: headache, dizziness, nausea, confusion, loss of consciousness; severe exposure can be fatal.
- Diagnosis: elevated carboxyhemoglobin on blood test.
- Treatment: remove from exposure, give 100% oxygen; hyperbaric oxygen is used in severe cases to displace CO faster.

Prevention: ensure proper ventilation, maintain fuel-burning appliances, install CO detectors.

26 In which of the following areas there is no rainfall by the South West monsoon?

- A. The Malabar Coast
- B. The Coromandel Coast
- C. The Konkan Coast
- D. The Odisha Coast

B

Explanation

- The South-West (SW) monsoon (June–September) blows from the Arabian Sea and Bay of Bengal toward the Indian subcontinent and brings heavy rainfall to the west coast (Malabar, Konkan) and to much of eastern India (including Odisha) when winds gain moisture and are lifted by terrain or converge.
- The Coromandel Coast (the southeastern coast of India — Tamil Nadu coast including Chennai, Pondicherry area) lies leeward of the Eastern Ghats for the prevailing SW monsoon winds. As a result, the SW monsoon deposits much of its moisture before crossing the Eastern Ghats, leaving the Coromandel coast comparatively dry during June–September.
- Instead, the Coromandel Coast receives most of its rainfall from the North-East (NE) monsoon / retreating monsoon (October–December) and from tropical depressions/cyclones in the Bay of Bengal.

Quick comparisons

- Malabar Coast (A) — receives very heavy SW monsoon rainfall.
- Konkan Coast (C) — also receives heavy SW monsoon rains.
- Odisha Coast (D) — receives significant SW monsoon rainfall (and cyclonic rains too).
- Coromandel Coast (B) — least influenced by SW monsoon; gets main rains from NE monsoon.

Information booster

- The Coromandel's seasonal rainfall pattern explains why Chennai often experiences its maximum rainfall in Oct–Dec, while places on the west coast peak in June–September.

Geography reason: orographic effect (mountain ranges like the Western and Eastern Ghats) and the direction of prevailing winds determine which coast gets the bulk of SW monsoon precipitation.

Which mountain pass is located in the Eastern Himalayas?

- A. Nathula
- B. Brazil
- C. Lipulekh
- D. Zoji La

A

Explanation

- Nathu La (also spelled Nathula) is a mountain pass in the Eastern Himalayas, located on the India–China (Sikkim–Tibet) border.
- It connects Sikkim (India) with the Chumbi Valley (Tibet, China) and lies on the historic trade route that formed part of the old Silk Road network.
- Altitude: approximately 4,310 m (≈14,140 ft) above sea level.

Why the other options are not correct

- Lipulekh — located in Uttarakhand (near the India–Nepal–Tibet tri-junction), part of the Central/Greater Himalaya, not the Eastern Himalayas.
- Zoji La — in Kashmir/Ladakh region, in the Western Himalayas.
- Brazil — not a mountain pass (distractor).

Information booster

- Nathu La significance: historically an important trade route; border trade between India and China was reopened at Nathu La in 2006 for limited bilateral trade and still has strategic and tourism importance (visited via the Gangtok–Nathu La highway).

Climatic/terrain note: Eastern Himalayan passes like Nathu La receive heavy snowfall and are ecologically sensitive; access is often seasonal and controlled for security and conservation reasons.

28 Which type of food does contain more energy?

- A. Carbohydrates
- B. Fats
- C. Proteins
- D. Minerals

B

Explanation:

- Fats provide the highest amount of energy among all food components.
- The energy value of fats is approximately 9 kilocalories (kcal) per gram, which is more than double the energy provided by carbohydrates and proteins (both about 4 kcal/g).

Nutrient	Energy Provided (per gram)	Main Function
Carbohydrates	4 kcal	Primary source of quick energy
Proteins	4 kcal	Body-building, repair, and maintenance
Fats	9 kcal	Energy storage and insulation
Minerals	0 kcal	No energy – help in metabolic functions

Why Fats Provide More Energy:

- Fats have more carbon-hydrogen bonds per molecule compared to carbohydrates and proteins.
- During metabolism, breaking these bonds releases a greater amount of energy.
- Therefore, fats act as energy reserves in the body, stored in adipose tissue.

Information Booster:

- Sources of Fats: Butter, ghee, oils (mustard, coconut, sunflower), nuts, seeds, and meat.
- Role of Fats in the Body:
 - Serve as long-term energy storage.
 - Provide insulation and help maintain body temperature.
 - Protect vital organs like the heart and kidneys.

Select the odd pair on the basis of mines minerals: and the related

- A. Jharia -Coal
- B. Koderma -Mica
- C. Sukinda -Manganese
- D. Damanjodi Bauxite

C

Explanation

- Jharia — Coal: Correct. Jharia (Jharkhand) is one of India's most famous coalfields (rich in metallurgical coal).
- Koderma — Mica: Correct. Koderma (Jharkhand) is known as part of India's mica belt and historically a major mica producer.
- Sukinda — Manganese: Incorrect pairing. Sukinda (Jajpur district, Odisha) is famous for chromite (chromium ore), not manganese.
- Damanjodi — Bauxite: Correct. Damanjodi (Koraput district, Odisha) is associated with bauxite mining (NALCO aluminium complex).

So the odd/wrong pair is Sukinda – Manganese (Sukinda actually → Chromite).

Information Booster

- Sukinda Valley (Odisha):
 - Contains one of the world's largest chromite reserves and hosts many chromite mines.
 - Has been in the news for environmental issues — contamination from chromium (including hexavalent chromium) affecting water and soil; remediation and stricter regulation have been required.
- Other correct pair notes:
 - Jharia (Coal): Major coal-producing area; however, it also suffers from long-running underground mine fires and land subsidence.
 - Koderma (Mica): Part of the mica belt extending into adjoining districts; mica used in electrical and cosmetic industries.
 - Damanjodi (Bauxite): Bauxite mined for alumina/aluminium production; NALCO (National Aluminium Company) operates in this region.

Where manganese is actually found in India: Major manganese deposits occur in places like Balaghat (Madhya Pradesh), Singhbhum/Bailadila (Jharkhand/Chhattisgarh region) and parts of Maharashtra and Karnataka — not Sukinda.

30 In which agricultural crop production has there been a lot of improvement after independence in India?

- A. Jute
- B. Cotton
- C. Wheat
- D. Sugarcane

C

Explanation

- After independence, wheat production in India improved dramatically, especially from the 1960s onward with the Green Revolution.
- The Green Revolution introduced high-yielding varieties (HYV) of wheat, together with expanded irrigation, chemical fertilizers, pesticides and improved agronomic practices.
- These changes transformed India from a food-deficit country into a self-sufficient and even grain-surplus nation in many years — wheat being the standout crop in this transformation.

Why not the others (briefly)

- Jute: Production and global demand fluctuated; it did not see the same breakthrough productivity gains as wheat.
- Cotton: Has seen important improvements (Bt cotton, better varieties) in later decades, but the post-independence, large-scale productivity jump is most associated with wheat.
- Sugarcane: Important and improved regionally, but improvements were more gradual and localized compared with the nationwide surge in wheat yields during the Green Revolution.

Information Booster

- When: Major gains began in the 1960s (Green Revolution era), concentrated in states like Punjab, Haryana, western Uttar Pradesh and later spread.
- How: Key factors — HYV seeds, tube wells and canal irrigation, chemical fertilizers, pesticides, mechanization, and improved credit & extension services.
- Impact: Wheat yields (tonnes per hectare) rose substantially; India moved toward food security and reduced reliance on imports of wheat.

Legacy: The Green Revolution is credited with averting famines but also raised issues (water use, soil health, regional inequalities) that inform current agricultural policy.

31 What is the number of diagonals of a convex polygon having ten sides?

- A. 20
- B. 25
- C. 30
- D. 35

D

A diagonal connects two non-adjacent vertices of a polygon.

- For an n -sided polygon, the total number of line segments joining any two vertices is $\binom{n}{2} = \frac{n(n-1)}{2}$.

- Of these, n are the sides of the polygon, so the number of diagonals is

$$\frac{n(n-1)}{2} - n = \frac{n(n-3)}{2}.$$

- Plug in $n = 10$:

$$\frac{10(10-3)}{2} = \frac{10 \times 7}{2} = 35.$$

So a convex 10-sided polygon has **35 diagonals**.

32 Some people were feeding a herd of cows. What is the total number of cows, if the total number of legs is 14 more than twice the total number of cows and the cow-keepers in the herd?

- A. 5
- B. 7
- C. 8
- D. 10

B

Step 1: Let variables

Let:

- Total number of cows = x
- Total number of people (cow-keepers) = y

Legs info:

- Each cow has 4 legs \rightarrow total cow legs = $4x$
- Each person has 2 legs \rightarrow total people legs = $2y$

Total legs:

$$\text{Total legs} = 4x + 2y$$

We are told:

Total number of legs = 14 more than twice the total number of cows and cow-keepers

Total number of cows + cow-keepers = $x + y$

So mathematically:

$$4x + 2y = 2(x + y) + 14$$

Step 2: Simplify the equation

$$4x + 2y = 2x + 2y + 14$$

Subtract $2x + 2y$ from both sides:

$$(4x + 2y) - (2x + 2y) = 14 \implies 2x = 14$$

$$x = 7$$

33 A and B have 780 altogether. After spending $\frac{1}{2}$ of A's and $\frac{1}{4}$ th of the B's money, both have left same amount of money. How much money did A have at first?

- A. ₹450
- B. ₹468
- C. ₹490
- D. ₹500

B

Step 1: Let variables for money

Let:

- A 's money = x
- B 's money = y

We are told:

$$x + y = 780 \quad (\text{total money})$$

After spending:

- A spends $\frac{1}{2}x \rightarrow$ money left = $\frac{1}{2}x$
- B spends $\frac{1}{4}y \rightarrow$ money left = $\frac{3}{4}y$

And the remaining money is equal:

$$\frac{1}{2}x = \frac{3}{4}y$$

Step 2: Solve the second equation

$$\frac{1}{2}x = \frac{3}{4}y \implies x = \frac{3}{2}y$$

Step 3: Use total money equation

$$x + y = 780$$

Substitute $x = \frac{3}{2}y$:

$$\frac{3}{2}y + y = 780 \implies \frac{5}{2}y = 780$$

$$y = 780 \times \frac{2}{5} = 312$$

Step 4: Find A 's money

$$x = 780 - y = 780 - 312 = 468$$

34

$$2^{13} + 2^{14} + 2^{15} + 2^{16}$$

is a multiple of which of the following number?

- A. 7
- B. 19
- C. 17
- D. 15

D

Step 1: Factor out the smallest power of 2

$$\begin{aligned} & 2^{13} + 2^{14} + 2^{15} + 2^{16} \\ &= 2^{13}(1 + 2 + 2^2 + 2^3) \\ &= 2^{13}(1 + 2 + 4 + 8) \\ &= 2^{13} \times 15 \end{aligned}$$

Step 2: Simplify

$$2^{13} \times 15$$

Clearly, the entire expression is a multiple of 15.

35 Many years ago, a village used to get 2 chickens instead of 10 rabbits, 2 goats instead of 6 chickens and 2 cows instead of 10 goats. Then how many rabbits will be found instead of 5 cows?

- A. 225
- B. 240
- C. 250
- D. 375

D

Given conversion rates

1. 2 chickens = 10 rabbits → 1 chicken = 5 rabbits
2. 2 goats = 6 chickens → 1 goat = 3 chickens
3. 2 cows = 10 goats → 1 cow = 5 goats

We are asked: How many rabbits = 5 cows?

Step 1: Convert cows to goats

$$1 \text{ cow} = 5 \text{ goats} \implies 5 \text{ cows} = 5 \times 5 = 25 \text{ goats}$$

Step 2: Convert goats to chickens

$$1 \text{ goat} = 3 \text{ chickens} \implies 25 \text{ goats} = 25 \times 3 = 75 \text{ chickens}$$

Step 3: Convert chickens to rabbits

$$1 \text{ chicken} = 5 \text{ rabbits} \implies 75 \text{ chickens} = 75 \times 5 = 375 \text{ rabbits}$$

36 In a five-digit number, by interchanging the place of the thousandth and tenth place digit, the value of the number decreases 3960. Find the difference between these two numbers.

- A. 7
- B. 6
- C. 5
- D. 4

D

Given:

- A five-digit number: $ABCDE$ (digits from left to right)
- Thousand's place: B
- Tenth's place: D
- Interchanging B and D decreases the number by 3960.
- We are asked: the difference between these two digits (i.e., $|B - D|$)?

Step 1: Express the number mathematically

Original number:

$$N = 10000A + 1000B + 100C + 10D + E$$

Number after interchanging thousand's place (B) and tenth place (D):

$$N' = 10000A + 1000D + 100C + 10B + E$$

Step 2: Find the difference

$$N - N' = (10000A + 1000B + 100C + 10D + E) - (10000A + 1000D + 100C + 10B + E)$$

Simplify:

$$N - N' = 1000B + 10D - (1000D + 10B) = 1000B - 1000D + 10D - 10B = 990B - 990D$$

Factor out 990:

$$N - N' = 990(B - D)$$

Step 3: Use the given decrease

$$N - N' = 3960$$

$$990(B - D) = 3960$$

$$B - D = \frac{3960}{990} = 4$$

37 The number $(2\frac{3}{40})$ is equidistant from which two fractional numbers on a number line?

A.

$$1\frac{2}{5} \text{ \& } 2\frac{3}{4}$$

B.

$$\frac{3}{5} \text{ \& } \frac{4}{5}$$

C.

$$1\frac{1}{4} \text{ \& } 2\frac{2}{5}$$

D.

$$2\frac{1}{5} \text{ \& } 3\frac{1}{4}$$

A

Convert everything to fractions with denominator 40 (or decimals):

- $2\frac{3}{40} = \frac{83}{40}$ (this is the given number).
- $1\frac{2}{5} = \frac{7}{5} = \frac{56}{40}$.
- $2\frac{3}{4} = \frac{11}{4} = \frac{110}{40}$.

Find the midpoint of the two candidate numbers:

$$\text{Midpoint} = \frac{56/40 + 110/40}{2} = \frac{166}{80} = \frac{83}{40},$$

which equals $2\frac{3}{40}$. So the given number is exactly equidistant from $1\frac{2}{5}$ and $2\frac{3}{4}$.

38 Which of the following number is similar to the number 363, 489 and 579?

- A. 562
- B. 471
- C. 382
- D. 281

B

Step 1: Examine the given numbers
The numbers are:

363, 489, 579

We are looking for a similar number from the options.

One useful approach is checking divisibility patterns because in many number reasoning questions, numbers in a series often share a common divisibility property.

Step 2: Check divisibility by 3

A number is **divisible by 3** if the **sum of its digits is divisible by 3**.

1. 363 → Sum of digits: $3 + 6 + 3 = 12$

- $12 \div 3 = 4 \rightarrow$ divisible by 3

2. 489 → Sum of digits: $4 + 8 + 9 = 21$

- $21 \div 3 = 7 \rightarrow$ divisible by 3

3. 579 → Sum of digits: $5 + 7 + 9 = 21$

- $21 \div 3 = 7 \rightarrow$ divisible by 3

All three numbers are divisible by 3.

Step 3: Check which option shares this property

Now check each option:

- (A) $562 \rightarrow 5 + 6 + 2 = 13 \rightarrow 13 \div 3 = 4$ remainder 1 not divisible by 3
- (B) $471 \rightarrow 4 + 7 + 1 = 12 \rightarrow 12 \div 3 = 4$ divisible by 3
- (C) $382 \rightarrow 3 + 8 + 2 = 13 \rightarrow 13 \div 3 = 4$ remainder 1 not divisible by 3
- (D) $281 \rightarrow 2 + 8 + 1 = 11 \rightarrow 11 \div 3 = 3$ remainder 2 not divisible by 3

Step 4: Identify the similar number

- Only **471** is divisible by 3, like 363, 489, and 579.

Therefore, **471 is the number similar to the given series.**

39 The minute and hour hands of a clock make a right angle. After how long will they form a right angle again?

- A. 30 min.
- B.

$32\frac{8}{11}$ min.

C.

$33\frac{3}{7}$ min.

- D. 34 min.

B

Step 1: Determine the relative speed of the minute and hour hands.

The minute hand completes a full circle (360°) in 60 minutes, so its speed is:

$$\text{Speed}_{\text{minute}} = \frac{360^\circ}{60 \text{ min}} = 6^\circ/\text{min}$$

The hour hand completes a full circle (360°) in 12 hours, which is $12 \times 60 = 720$ minutes. Its speed is:

$$\text{Speed}_{\text{hour}} = \frac{360^\circ}{720 \text{ min}} = 0.5^\circ/\text{min}$$

The relative speed of the minute hand with respect to the hour hand is:

$$\text{Relative speed} = 6^\circ/\text{min} - 0.5^\circ/\text{min} = 5.5^\circ/\text{min}$$

Step 2: Calculate the time required for the hands to form a right angle again.

The hands form a right angle (90°) twice every hour, except for the times around 3 o'clock and 9 o'clock. The hands form a 90° angle, and then they will form a 90° angle again when the minute hand has gained an additional 180° on the hour hand to form the next right angle, or 360° to form the same right angle again. The question asks for the time until they form a right angle **again**, which means the minute hand needs to gain 180° on the hour hand to form the next right angle, or 360° to form the same right angle again. The interval between two consecutive right angles is the time it takes for the minute hand to gain 180° on the hour hand.

$$\text{Time} = \frac{\text{Angle to be covered}}{\text{Relative speed}}$$

$$\frac{180^\circ}{5.5^\circ/\text{min}} = \frac{180}{5.5} \text{ min} = \frac{180}{\frac{11}{2}} \text{ min} = \frac{360}{11} \text{ min}$$

Step 3: Convert the time to a mixed fraction.

$$\frac{360}{11} = 32 \frac{8}{11} \text{ min}$$

40

If $3\frac{x}{8} + y\frac{7}{12} = 6\frac{5}{24}$:

Find the value of $x + y$.

- A. 5
- B. 9
- C. 7
- D. 6

C

Step 1: Convert the mixed numbers to improper fractions

The given equation is:

$$3\frac{x}{8} + y\frac{7}{12} = 6\frac{5}{24}$$

Convert the mixed numbers to improper fractions:

$$3 + \frac{x}{8} + y + \frac{7}{12} = 6 + \frac{5}{24}$$

Rearrange the terms:

$$(3 + y) + \frac{x}{8} + \frac{7}{12} = 6 + \frac{5}{24}$$

$$(3 + y) + \frac{x}{8} = 6 + \frac{5}{24} - \frac{7}{12}$$

Step 2: Simplify the right side of the equation

Find a common denominator for the fractions on the right side. The least common multiple of 24 and 12 is 24.

$$\frac{5}{24} - \frac{7}{12} = \frac{5}{24} - \frac{7 \times 2}{12 \times 2} = \frac{5}{24} - \frac{14}{24} = -\frac{9}{24}$$

The equation becomes:

$$(3 + y) + \frac{x}{8} = 6 - \frac{9}{24}$$

$$(3 + y) + \frac{x}{8} = 6 - \frac{3}{8}$$

$$(3 + y) + \frac{x}{8} = \frac{6 \times 8 - 3}{8} = \frac{48 - 3}{8} = \frac{45}{8}$$

The equation is now:

$$(3 + y) + \frac{x}{8} = \frac{45}{8}$$

Step 3: Solve for x and y

The equation can be written as:

$$(3 + y) + \frac{x}{8} = 5 + \frac{5}{8}$$

By comparing the integer and fractional parts of the equation, we can deduce the values of x and y.

Comparing the integer parts:

$$3 + y = 5$$

$$y = 5 - 3$$

$$y = 2$$

Comparing the fractional parts:

$$\frac{x}{8} = \frac{5}{8}$$

$$x = 5$$

Step 4: Find the value of x + y

Now, substitute the values of x and y to find their sum:

$$x + y = 5 + 2$$

$$x + y = 7$$

- A. 12
- B. 22
- C. 24
- D. 18

C

Step 1: Prime Factorization of 504

We factor 504 step by step:

1. Divide by 2: $504 \div 2 = 252$
2. Divide by 2 again: $252 \div 2 = 126$
3. Divide by 2 again: $126 \div 2 = 63 \rightarrow$ No longer divisible by 2
4. Divide by 3: $63 \div 3 = 21$
5. Divide by 3 again: $21 \div 3 = 7 \rightarrow$ Prime number

So, the prime factorization is:

$$504 = 2^3 \times 3^2 \times 7^1$$

Step 2: Use the formula for the number of factors

Formula:

If $n = p^a \times q^b \times r^c \dots$, then the number of factors is:

$$(a + 1)(b + 1)(c + 1) \dots$$

For 504:

$$(3 + 1) \times (2 + 1) \times (1 + 1) = 4 \times 3 \times 2 = 24$$

42 Which of the following statements about nature of Mathematics are most appropriate?

- (i) It helps the child to be creative.
- (ii) It helps in nurturing the child's imagination.
- (iii) It is based on deductive reasoning.
- (iv) It is always convergent.

Choose the correct option.

- A. (i) & (iii) are true.
- B. (i) & (ii) are true.
- C. (i), (ii) & (iii) are true.
- D. (ii) & (iii) are true.

C

Let's analyse each statement carefully to understand the nature of Mathematics:

(i) It helps the child to be creative. True

- Mathematics is not just about memorizing formulas — it involves problem-solving, pattern-finding, reasoning, and discovery.
- When students explore different methods to reach the same solution, they use creativity and independent thinking.
- Activities like puzzles, pattern-making, and model construction promote mathematical creativity.

Example: Finding multiple ways to solve a problem (using diagrams, equations, or reasoning) encourages creative thinking.

(ii) It helps in nurturing the child's imagination. True

- Mathematics develops imaginative and abstract thinking.
- Concepts such as symmetry, patterns, 3D shapes, and infinity stimulate children's visualisation skills and imagination.
- Through visualization, children can mentally represent and manipulate ideas (e.g., rotating a shape, imagining fractions of a whole).

Example: When a child imagines how a cube unfolds into a net, they are using spatial imagination—a key part of learning mathematics.

(iii) It is based on deductive reasoning. True

- Deductive reasoning means drawing conclusions logically from given premises or axioms.

- Mathematics is a deductive science — all theorems and results are derived logically from definitions and axioms.
- Euclidean geometry, algebraic proofs, and number theory are all examples where conclusions follow strict logical steps.

Example:
If all squares are rectangles (premise 1) and all rectangles have four sides (premise 2),
→ we can deduce that all squares have four sides.

(iv) It is always convergent. False

- Mathematics is not always convergent.
- Convergent thinking means finding one correct answer, but mathematics also involves divergent thinking — exploring multiple methods, generalizations, and open-ended problems.
- In modern math education (as per NCF 2005), creativity, exploration, and reasoning are encouraged — not just single-answer focus.

Example: "Find different ways to make 20" → 10+10, 15+5, 25-5, etc. (divergent thinking).

43 Concepts like more-less, far-near, big-small, long-short, etc. are

- A. Simply language adjectives
- B. Important pre-number concepts
- C. Vague terms for comparison
- D. Antonyms, not necessary for learning Mathematics

B

Terms like more-less, far-near, big-small, long-short are pre-number concepts — foundational ideas children must grasp before formal counting, arithmetic, or measurement. These concepts help young learners:

- Develop comparative thinking (e.g., which pile has more objects?),
- Build spatial awareness (near vs. far), and
- Form mental models of magnitude and order (bigger vs. smaller, longer vs. shorter).

They are not just adjectives to memorize; they are cognitive tools that support later number sense, measurement, estimation, and problem solving. For example, understanding more/less underpins the meaning of addition and subtraction; grasping long/short helps when children learn length measurement and units.

44 Who is regarded as the father of Demonstrative Geometry?

- A. Euclid
- B. Samuel
- C. Cuning Ham
- D. Bertrand Russel

A

Euclid (fl. c. 300 BCE) is widely regarded as the father of demonstrative geometry because his work Elements set the model for rigorous, axiomatic presentation of geometry. In the Elements Euclid:

- Begins with clearly stated definitions, postulates (axioms) and common notions.
- Uses logical deduction to prove propositions step by step from those axioms.
- Organises geometry into a coherent, systematic body of knowledge—definitions → axioms → theorems → proofs—which became the standard for mathematical exposition for centuries.

This demonstrative (i.e., proof-based) approach—showing why a statement is true rather than only that it is true—firmly established Euclid's reputation as the founder of demonstrative geometry.

45 Which of the following topics are not part of the primary school Mathematics curriculum as per NCF 2005?

- A. Tessellation
- B. Symmetry
- C. Patterns
- D. Ratio

D

NCF-2005 places topics like tessellation (tiling), symmetry, and patterns firmly within the primary mathematics curriculum because they support children's visualisation, spatial sense and early geometrical thinking. Ratio, however, is treated as a more advanced concept and is introduced later (upper-primary/secondary levels) when children are developmentally ready for multiplicative thinking rather than only additive reasoning.

Detailed reasoning

- Tessellation, symmetry and patterns are concrete, visual themes that NCF-2005 explicitly recommends for primary classrooms to build early mathematical intuition (recognising repetitions, mirror images, spatial structure). These help children mathematize everyday experiences through making, observing and describing shapes and arrangements.

Ratio requires multiplicative and relational thinking (understanding “times as many” or “parts of a whole” in a comparative sense). NCF-2005 and associated primary-stage materials introduce number sense, basic operations, measurement and simple geometry first — ratio is introduced later when learners have sufficient grounding in multiplication and fractions. Educational resources and CTET/teacher-prep guides that summarise NCF-2005 list ratio as not part of the primary-level topics.

46 A teacher uses role-play method in Mathematics class. Her aim is

- A. entertaining children
- B. maintaining discipline
- C. keeping children busy
- D. projecting ideas

D

Role-play is a learner-centred, dramatization technique where students act out situations to represent concepts, processes, or problem-contexts. In a Mathematics class the primary aim of role-play is to project ideas — that is, to make abstract mathematical concepts concrete, visible and meaningful through action and dialogue.

Why this fits best:

- Role-play helps students model real-world situations (shopping to teach money & arithmetic, measuring and planning to teach perimeter/area, voting scenarios to teach fractions/percentages).
- It encourages conceptual understanding by having learners embody roles (e.g., “shopkeeper” and “customer”) so they must apply mathematical reasoning, justify choices, and communicate results.
- It develops mathematical language, reasoning, and problem-solving, not merely entertainment or busywork.

Why the other options are not the best choice

- (A) Entertaining children: Role-play can be entertaining, but entertainment is a by-product, not the main instructional aim.
- (B) Maintaining discipline: Good classroom management may result, but role-play’s purpose is pedagogical, not disciplinary.

(C) Keeping children busy: Role-play is purposeful learning, not just a time-filler.

47 Who stated Mathematics as the “Queen of Sciences”?

- A. Aristotle
- B. L. Bers
- C. Friedrich Gauss
- D. Aryabhata

C

Why: The famous line “Mathematics is the queen of the sciences — and number theory is the queen of mathematics” is attributed to Carl Friedrich Gauss (1777–1855), one of the greatest mathematicians in history. Gauss’s remark emphasizes mathematics’ central role in providing precise methods, proofs, and structure that underpin many other scientific fields; he especially prized number theory, hence calling it the “queen” within mathematics.

Why the other options are incorrect

- (A) Aristotle: A foundational philosopher who wrote about logic and natural philosophy, but he is not the source of this particular aphorism.
- (B) L. Bers: Lipman Bers (sometimes cited as L. Bers) was a 20th-century mathematician known for work in complex analysis; he did not coin this line.
- (D) Aryabhata: An eminent classical Indian mathematician–astronomer (5th–6th century CE), but the quotation is a modern European formulation commonly attributed to Gauss.

48 The following questions are posed by the teacher in a Mathematics classroom:

(i) Find two numbers whose sum is 12..

(ii) Draw a triangle with a perimeter of 58 cm.

(iii) Write down the factors of 25.

(iv) What is the definition of ‘Perimeter’?

- A. (i) & (ii) are open ended and (iii) & (iv) are closed ended questions.
- B. (i) & (iii) are closed ended and (ii) & (iv) are open ended questions.
- C. (i), (ii) & (iii) are closed ended and (iv) is open ended questions.
- D. (i), (iii) & (iv) are closed ended and (ii) is open ended questions.

A

Why (i) and (ii) are open-ended

- (i) Find two numbers whose sum is 12.
This invites infinitely many correct responses (e.g. 555 and 777, 666 and 666, $-3-3-3$ and 151515, 4.54.54.5 and 7.57.57.5). Because students can give many different valid answers, the question is open-ended.
Classroom use: good for eliciting algebraic representation (xxx and $12-x12-x12-x$), checking number sense, and encouraging varied strategies.
- (ii) Draw a triangle with a perimeter of 58 cm.
There are many different triples of side lengths (satisfying triangle inequality) that give perimeter 58 (e.g. 20,20,1820,20,1820,20,18 or 19,19,2019,19,2019,19,20), so many different correct drawings are possible. That makes it open-ended.
Classroom use: useful for assessing understanding of perimeter, triangle inequality, and construction skills; encourages creativity and justification.

Why (iii) and (iv) are closed-ended

- (iii) Write down the factors of 25.
This has a small, fixed set of correct answers: 1,5,251,5,251,5,25 (and optionally $-1,-5,-25-1,-5,-25-1,-5,-25$ if negatives are requested). Because the response is a specific finite list, it is closed-ended.
Classroom use: good for quick checks of divisibility and knowledge of prime powers.

(iv) What is the definition of 'Perimeter'? The teacher expects a standard definition ("the total length of the boundary of a plane figure" or equivalent). While wording may vary slightly, the correct conceptual answer is specific, so this functions as a closed-ended question. Classroom use: assesses precise vocabulary and conceptual understanding; answer is easily marked right/wrong.

49 Which of the following is a nature of Mathematics?

- A. Ornamental
- B. Logical
- C. Philosophical
- D. Difficulty

B

Mathematics is primarily a logical discipline. Its structure is built on clear definitions, axioms, and rules of inference; from these premises we derive theorems by rigorous, step-by-step reasoning. That deductive, chain-of-reasoning character — where truth of conclusions follows from the truth of premises by logic — is the defining nature of mathematics. Examples:

- In Euclidean geometry, starting from basic axioms (postulates) we logically derive properties of triangles, circles, etc.
- In algebra, once definitions of groups or rings are set, logical proofs establish what must follow about their structure.
- Calculus uses precisely stated limits and theorems (proved logically) to justify differentiation and integration.

50 A class 3 student performs multiplication of 16×25 as follows:

$$16 \times 25 = 8 \times 2 \times 5 \times 5$$

$$= 8 \times 5 \times 2 \times 5$$

$$= 40 \times 10$$

$$= 400$$

Which property of multiplication has the student used in this question?

- A. Associative
- B. Repeated addition
- C. Inverse multiplication
- D. Distributive

A

A class 3 student performs multiplication of 16×25 as follows:

$$16 \times 25 = 8 \times 2 \times 5 \times 5 = 8 \times 5 \times 2 \times 5 = 40 \times 10 = 400$$

And we need to identify which property of multiplication was used.

Step 1: Observe the steps

1. The student breaks numbers into factors:

$$16 = 8 \times 2, \quad 25 = 5 \times 5$$

So the multiplication becomes:

$$16 \times 25 = (8 \times 2) \times (5 \times 5)$$

2. Then the student rearranges the factors:

$$8 \times 2 \times 5 \times 5 = 8 \times 5 \times 2 \times 5$$

3. Next, the student groups them differently:

$$(8 \times 5) \times (2 \times 5) = 40 \times 10 = 400$$

Step 2: Identify the property

The key observations:

- The student changed the order of multiplication: $8 \times 2 \times 5 \times 5 \rightarrow 8 \times 5 \times 2 \times 5$
- Then grouped factors differently: $(8 \times 5) \times (2 \times 5)$

Both of these are examples of the **Associative Property of Multiplication**, which states:

$$(a \times b) \times c = a \times (b \times c)$$

Here, the student grouped factors differently to make calculations easier.

Which number will lie in place of * in the given series? 7, 26, 63, 124, 215, 342, *

- A. 541
- B. 415
- C. 511
- D. 521

C

Step 1: Look for a pattern

We can try to see if these numbers are **related to cubes** because the numbers look close to cubes:

- $2^3 = 8$, close to 7
- $3^3 = 27$, close to 26
- $4^3 = 64$, close to 63
- $5^3 = 125$, close to 124
- $6^3 = 216$, close to 215
- $7^3 = 343$, close to 342

Step 1: Look for a pattern

We can try to see if these numbers are related to cubes because the numbers look close to cubes:

Yes! Each number is **1 less than a perfect cube**:

$$7 = 2^3 - 1, 26 = 3^3 - 1, 63 = 4^3 - 1, 124 = 5^3 - 1, 215 = 6^3 - 1, 342 = 7^3 - 1$$

Step 2: Find the next number

The next cube after 7^3 is $8^3 = 512$.

Subtract 1:

$$512 - 1 = 511$$

52. If the sum of the diagonals of a square is 100 cm, what will be its area?

- A. 5000 cm²
- B. 125 cm²
- C. $100\sqrt{2}$ cm²
- D. 1250 cm²

D

Given:

- Square
- Sum of the diagonals = 100 cm
- Find the area of the square

Step 1: Relation between diagonal and side of a square

Let the side of the square = a cm.

- Diagonal of a square:

$$d = a\sqrt{2}$$

- Since a square has **two diagonals**, sum of diagonals = $2d = 2a\sqrt{2}$

$$2a\sqrt{2} = 100$$

$$a\sqrt{2} = 50$$

$$a = \frac{50}{\sqrt{2}} = 25\sqrt{2} \text{ cm}$$

Step 3: Find the area of the square

$$\text{Area} = a^2 = (25\sqrt{2})^2 = 25^2 \times (\sqrt{2})^2 = 625 \times 2 = 1250 \text{ cm}^2$$

53 "Each prime number has two factors." What method should be followed to prove it at the primary level?

- A. Inductive
- B. Deductive
- C. Analysis
- D. Synthesis

A

Statement: "Each prime number has two factors."

At the primary level, students may not yet fully grasp abstract definitions. So, the inductive method is often used to introduce and "prove" concepts through examples:

1. Observe specific examples:

- Take the first few numbers: 2, 3, 5, 7, 11, 13...
- Ask students to list their factors:
 - 2 → 1, 2
 - 3 → 1, 3
 - 5 → 1, 5
 - 7 → 1, 7
- Students notice that all these numbers have exactly 2 factors.

2. Form a general conclusion:

- From these specific cases, students can infer that "all prime numbers have 2 factors."
- This is inductive reasoning: going from specific examples → general rule.

At the primary stage, this method is easier for students because it uses concrete examples rather than abstract definitions.

Why inductive is suitable at the primary level

- Children learn better through observation and examples before formal logic.
- Using examples helps them internalize the pattern.
- Teachers can later introduce the deductive definition once students understand the pattern.

54 The length, breadth & height of a cuboid are 18 cm, 14 cm and 16 cm, respectively. How many cubes having sides 4 cm each can be cut of this cuboid?

- A. 58
- B. 63
- C. 42
- D. 48

D

Cuboid dimensions:

- Length $L = 18$ cm
- Breadth $B = 14$ cm
- Height $H = 16$ cm

Cube side: 4 cm

Cubes along each dimension (integer fit only):

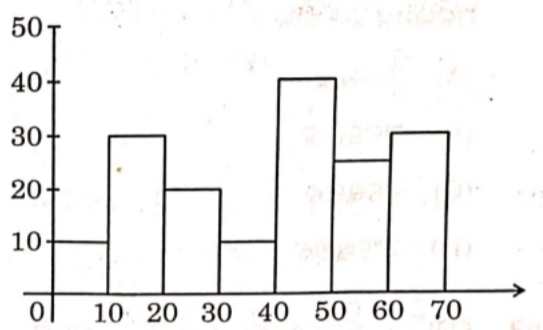
- Along length: $18 \div 4 = 4.5 \Rightarrow 4$ cubes
- Along breadth: $14 \div 4 = 3.5 \Rightarrow 3$ cubes
- Along height: $16 \div 4 = 4$ cubes

Only full cubes are counted; fractions mean leftover material cannot form a full cube.

Total number of cubes

$$\text{Total cubes} = 4 \times 3 \times 4 = 48$$

55 In the given graph, find the cumulative frequency of the interval 40-50.



A. 40

B. 70

C. 110

D. 120

C

Step 1: Find the frequencies of the intervals up to 40-50

The cumulative frequency of an interval is the sum of the frequencies of all the preceding intervals and the frequency of the interval itself.

- Frequency of interval 0-10 is 10.
- Frequency of interval 10-20 is 30.
- Frequency of interval 20-30 is 20.
- Frequency of interval 30-40 is 10.
- Frequency of interval 40-50 is 40.

Step 2: Calculate the cumulative frequency for the interval 40-50

Add the frequencies of all intervals up to and including 40-50.

$$\text{Cumulative Frequency} = 10 + 30 + 20 + 10 + 40$$

$$\text{Cumulative Frequency} = 110$$

56 If $x\%$ of y is equal to 1% of z , $y\%$ of z is equal to 1% of x and $z\%$ of x is equal to 1% of y , then what will be the value of $xy + yz + zx$?

A. 1

B. 2

C. 3

D. 0

C

Given equations:

1. $x\%$ of $y = 1\%$ of $z \Rightarrow \frac{xy}{100} = \frac{z}{100} \Rightarrow xy = z$
2. $y\%$ of $z = 1\%$ of $x \Rightarrow \frac{yz}{100} = \frac{x}{100} \Rightarrow yz = x$
3. $z\%$ of $x = 1\%$ of $y \Rightarrow \frac{zx}{100} = \frac{y}{100} \Rightarrow zx = y$

Step 1: Convert percentages to fractions

We know that $a\%$ of $b = \frac{a}{100} \cdot b$.

So the three equations become:

1. $\frac{x}{100} \cdot y = \frac{1}{100} \cdot z \Rightarrow xy = z$
2. $\frac{y}{100} \cdot z = \frac{1}{100} \cdot x \Rightarrow yz = x$
3. $\frac{z}{100} \cdot x = \frac{1}{100} \cdot y \Rightarrow zx = y$

So now we have a simpler system:

$$xy = z, \quad yz = x, \quad zx = y$$

Step 2: Solve the system of equations

From the three equations:

1. $z = xy$
2. $x = yz$
3. $y = zx$

Substitute $z = xy$ into $x = yz$:

$$x = y \cdot z = y \cdot (xy) = xy^2$$

Divide both sides by x (assuming $x \neq 0$):

$$1 = y^2 \Rightarrow y = 1$$

Step 3: Find x and z

From $y = 1$, use $z = xy \Rightarrow z = x \cdot 1 = x$.

From $zx = y \Rightarrow x \cdot z = 1 \Rightarrow x^2 = 1 \Rightarrow x = 1$

So finally:

$$x = y = z = 1$$

Step 4: Compute $xy + yz + zx$

$$xy + yz + zx = (1 \cdot 1) + (1 \cdot 1) + (1 \cdot 1) = 1 + 1 + 1 = 3$$

57 Two men and a woman can do a piece of work in 5 days. While a man and 2 women can do it in 6 days. If a man is paid at the rate of 2,800 a week, what should be the wages of a woman in a week?

- A. ₹ 1,000
- B. ₹ 1,200
- C. ₹ 1,600
- D. ₹ 1,800

C

Given:

1. Two men and a woman can complete a job in 5 days.
2. One man and two women can complete the same job in 6 days.
3. A man's weekly wage = ₹2,800.
4. Find a woman's weekly wage.

Step 1: Assign daily work rates

Let:

- Daily work done by 1 man = M
- Daily work done by 1 woman = W

Then:

1. Two men and one woman in 5 days:

$$(2M + W) \times 5 = 1 \quad (\text{total work} = 1 \text{ unit})$$

$$2M + W = \frac{1}{5} \quad (\text{Equation 1})$$

2. One man and two women in 6 days:

$$(M + 2W) \times 6 = 1$$

$$M + 2W = \frac{1}{6} \quad (\text{Equation 2})$$

Step 2: Solve for M and W

From Eq.1:

$$W = \frac{1}{5} - 2M$$

Substitute in Eq.2 :

$$\begin{aligned} M + 2\left(\frac{1}{5} - 2M\right) &= \frac{1}{6} \\ M + \frac{2}{5} - 4M &= \frac{1}{6} \\ -3M + \frac{2}{5} &= \frac{1}{6} \\ -3M &= \frac{1}{6} - \frac{2}{5} = \frac{5 - 12}{30} = -\frac{7}{30} \\ M &= \frac{7}{90} \end{aligned}$$

Then:

$$W = \frac{1}{5} - 2 \cdot \frac{7}{90} = \frac{18}{90} - \frac{14}{90} = \frac{4}{90} = \frac{2}{45}$$

Daily work: $M = 7/90$, $W = 2/45$

Step 3: Calculate daily wages

Assume 5 working days per week.

- Man's weekly wage = ₹2,800 → daily wage:

$$\text{Daily wage of man} = \frac{2800}{5} = 560$$

- Daily work done by man = $\frac{7}{90}$ → wage per unit of work:

$$\text{Wage per unit work} = \frac{560}{7/90} = 560 \times \frac{90}{7} = 7200$$

- Daily work done by woman = $\frac{2}{45}$ → daily wage:

$$\text{Daily wage of woman} = 7200 \times \frac{2}{45} = 320$$

- Weekly wage of woman = $320 \times 5 = ₹1,600$

58 The difference between the interior and exterior angles of a regular polygon is 60° . How many sides are there in that polygon?

- A. 5
- B. 6
- C. 7
- D. 8

B

Step 1: Recall formulas for interior and exterior angles

For a regular polygon with n sides:

- Interior angle:

$$\text{Interior angle} = \frac{(n-2) \cdot 180^\circ}{n}$$

- Exterior angle:

$$\text{Exterior angle} = 180^\circ - \text{Interior angle} = \frac{360^\circ}{n}$$

Important: Interior + Exterior = 180°

Step 2: Set up the difference

We are given that:

$$\text{Interior angle} - \text{Exterior angle} = 60^\circ$$

Substitute the formulas:

$$\frac{(n-2) \cdot 180}{n} - \frac{360}{n} = 60$$

Step 3: Simplify the equation

Combine terms:

$$\frac{180(n-2) - 360}{n} = 60$$

Simplify numerator:

$$180n - 360 - 360 = 180n - 720$$

So:

$$\frac{180n - 720}{n} = 60$$

Multiply both sides by n :

$$180n - 720 = 60n$$

Subtract $60n$ from both sides:

$$120n - 720 = 0$$

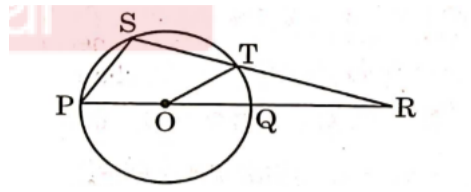
Add 720:

$$120n = 720$$

Divide by 120:

$$n = 6$$

In the given figure, O is the centre of the circle. If $\angle SPQ = 45^\circ$ and angle $\angle TOP = 140^\circ$, find $\angle TRQ$.



- A. 25°
- B. 35°
- C. 45°
- D. 70°

A

To find $\angle TRQ$, we can use the properties of angles in a circle. We know that the angle at the center of the circle is twice the angle at the circumference subtended by the same arc. Here, we will use the given angles to find the required angle.

Step-By-Step Solution

Step 1

We know that $\angle TOP = 140^\circ$. This angle is at the center of the circle and subtends the arc TP .

Step 2

The angle subtended by the same arc TP at the circumference (point R) is given by:

$$\angle TRP = \frac{1}{2} \angle TOP$$

Substituting the value:

$$\angle TRP = \frac{1}{2} \times 140^\circ = 70^\circ$$

Step 3

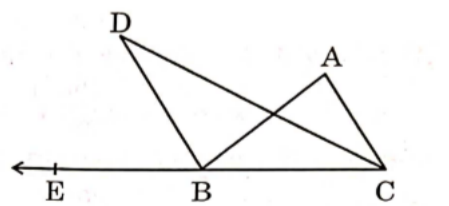
Now, we know that $\angle SPQ = 45^\circ$. The angle $\angle TRQ$ can be found using the fact that:

$$\angle TRQ = \angle TRP - \angle SPQ$$

Substituting the values:

$$\angle TRQ = 70^\circ - 45^\circ = 25^\circ$$

60 In the given figure, CD and BD are bisectors of angle ACB and angle ABE, respectively. If angle BDC = 28° , then the value of angle ABC + angle ACB is -



- A. 28°
- B. 56°
- C. 84°
- D. 124°

D

Let

- $\angle ABC = \alpha$ and
- $\angle ACB = \beta$.

We are asked to find $\alpha + \beta$.

Step 1 — express angles at C.

Because CD is the bisector of $\angle ACB$, the angle that CD makes with BC is

$$\angle BCD = \frac{\beta}{2}.$$

Step 2 — express the direction of BD .

Note that BE is the straight line through B to the left (it is the extension of BC in the opposite direction).

So the angle $\angle ABE$ (between BA and BE) equals $180^\circ - \alpha$. Since BD bisects $\angle ABE$,

$$\angle ABD = \frac{180^\circ - \alpha}{2}.$$

To find the angle inside triangle BDC at B (that is, $\angle DBC$), observe the directed angles from the rightward ray BC :

- the ray BA is at angle $+\alpha$ from BC ,
- the ray BE is at 180° from BC .

The bisector BD thus lies at angle

$$\alpha + \frac{180^\circ - \alpha}{2} = 90^\circ + \frac{\alpha}{2}$$

Step 2 — express the direction of BD .

Note that BE is the straight line through B to the left (it is the extension of BC in the opposite direction).
So the angle $\angle ABE$ (between BA and BE) equals $180^\circ - \alpha$. Since BD bisects $\angle ABE$,

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- the ray BA is at angle $+\alpha$ from BC ,
- the ray BE is at 180° from BC .

The bisector BD thus lies at angle

$$\alpha + \frac{180^\circ - \alpha}{2} = 90^\circ + \frac{\alpha}{2}$$

$$118^\circ + \frac{\alpha + \beta}{2} = 180^\circ \Rightarrow \frac{\alpha + \beta}{2} = 62^\circ.$$

Therefore

$$\alpha + \beta = 124^\circ.$$

So the required value $\angle ABC + \angle ACB = 124^\circ$. ✓

61 In the passage, the word, 'enamoured' means:

Read the following passage and indicate the options that offer the most appropriate answers to the questions:

Many years ago, when the art of stunting plants was quite unheard of except in remote areas of India, monks in isolated Buddhist monasteries in Tibet stunted trees like the oak, orange tree, peepal tree, watching with excitement, the tree still flowering and bearing fruit regardless of this "deformity". Subsequently the art was learnt by some Chinese monks who taught "Bonsai" making, an art which became most sought after in China. While China and India claimed rights to the art and its practice, Japan soon followed, enamoured by its beauty. Today Japan leads in Bonsai remains full-grown for even more than ten years, although it needs constant pruning, watering, shaping and a conducive environment.

- A. amazed
- B. surprised
- C. amused
- D. fascinated

D

Detailed explanation

Enamoured means being filled with love, admiration, or strong attraction — essentially captivated or fascinated. In context — “Japan soon followed, enamoured by its beauty” — Japan was captivated or fascinated by the beauty of the art. The other choices (amazed, surprised, amused) are related but not precise: amazed is stronger surprise; surprised implies unexpectedness; amused implies entertainment — none capture the sense of deep attraction that enamoured conveys.

Information booster

- Synonyms: enchanted, captivated, charmed, fascinated.
- Usage tip: enamoured of/with/by — common collocations: enamoured with the idea, enamoured of her work.
- Quick test: replace the word with fascinated — if the sentence still fits naturally, it's a good match.

62 Which of the following statements do not follow from the passage?

Read the following passage and indicate the options that offer the most appropriate answers to the questions:

Many years ago, when the art of stunting plants was quite unheard of except in remote areas of India, monks in isolated Buddhist monasteries in Tibet stunted trees like the oak, orange tree, peepal tree, watching with excitement, the tree still flowering and bearing fruit regardless of this "deformity". Subsequently the art was learnt by some Chinese monks who taught "Bonsai" making, an art which became most sought after in China. While China and India claimed rights to the art and its practice, Japan soon followed, enamoured by its beauty. Today Japan leads in Bonsai remains full-grown for even more than ten years, although it needs constant pruning, watering, shaping and a conducive environment.

- A. The art of stunting plants is much in demand in China.
- B. Bonsai plants remain full-grown for over a decade.
- C. Buddhist monks borrowed the art of stunting plants from India.
- D. India and China claimed credit for developing the art of stunting plants.

C

Detailed explanation

Read each option against what the passage actually says:

- (A) Follows — passage: bonsai "became most sought after in China" (in-demand).
- (B) Follows — passage: bonsai "remains full-grown for even more than ten years..." (survives/looks full-grown for over a decade with care).
- (D) Follows — passage explicitly: "While China and India claimed rights to the art..."
- (C) Does not follow — the passage mentions the art existed in remote India and that Tibetan monks practised it, but it does not state that Buddhist (Tibetan) monks borrowed the art from India. The passage gives no explicit borrowing sequence from India to those monks, so this causal/transfer claim is unsupported.

Information booster

- Exam strategy for "does not follow": look for any causal, sequential, or specific claim not explicitly stated. If the passage only mentions two facts without linking them causally, you cannot infer a specific borrowing/transfer.

Language caution: "does not follow" ≠ "is false" — it means the passage does not provide sufficient support for that statement.

63 "Stunting plants" means _____.

Read the following passage and indicate the options that offer the most appropriate answers to the questions:

Many years ago, when the art of stunting plants was quite unheard of except in remote areas of India, monks in isolated Buddhist monasteries in Tibet stunted trees like the oak, orange tree, peepal tree, watching with excitement, the tree still flowering and bearing fruit regardless of this "deformity". Subsequently the art was learnt by some Chinese monks who taught "Bonsai" making, an art which became most sought after in China. While China and India claimed rights to the art and its practice, Japan soon followed, enamoured by its beauty. Today Japan leads in Bonsai remains full-grown for even more than ten years, although it needs constant pruning, watering, shaping and a conducive environment.

- A. making plants grow luxuriantly
- B. arresting the growth of plants
- C. cutting them down
- D. pruning them down

B

Detailed explanation

Stunting literally means causing limited or retarded growth. The whole passage discusses deliberately keeping trees small (as in bonsai)—trees that still flower and fruit despite being kept small. This is not making plants grow luxuriantly (the opposite), nor merely cutting them down (removing them), nor the narrower notion of pruning (which trims but often encourages controlled growth). Stunting here refers to the deliberate restriction or arrest of normal growth.

Information booster

- Distinguish similar terms:
 - Stunting = restricting growth (result: permanently small stature).
 - Pruning = selective cutting for shape/health (can encourage better growth or fit a form).
 - Cutting down = felling/removing the plant.

In bonsai practice, multiple techniques (root pruning, restricted pots, reduced fertilization, pruning, wiring) are used together to limit overall growth while keeping the tree healthy and proportionate.

64 In the passage the expressions, "unheard of" and "sought after" are _____.

Read the following passage and indicate the options that offer the most appropriate answers to the questions:

Many years ago, when the art of stunting plants was quite unheard of except in remote areas of India, monks in isolated Buddhist monasteries in Tibet stunted trees like the oak, orange tree, peepal tree, watching with excitement, the tree still flowering and bearing fruit regardless of this "deformity". Subsequently the art was learnt by some Chinese monks who taught "Bonsai" making, an art which became most sought after in China. While China and India claimed rights to the art and its practice, Japan soon followed, enamoured by its beauty. Today Japan leads in Bonsai remains full-grown for even more than ten years, although it needs constant pruning, watering, shaping and a conducive environment.

- A. noun phrases
- B. adjective phrases
- C. adverb phrases
- D. phrasal verbs

B

Detailed explanation

Both phrases are built from past participles and are used to modify nouns (they describe the art). Example uses in the passage: "the art of stunting plants was quite unheard of..." and "an art which became most sought after in China." Here each phrase describes the state or quality of the noun art, so they function adjectivally. They are not functioning as nouns or adverbs in these contexts, nor are they phrasal verbs (there is no verb-object combination acting as a verbal unit).

Information booster

- Past-participle + preposition (or past participle alone) often forms adjective phrases: broken-hearted, well-known, sought-after.
- Quick test: If the phrase answers "what kind of ...?" or "how is the ... ?" about a noun, it's acting as an adjective phrase.
- Language tip: hyphenation (e.g., sought-after) is optional in descriptive contexts but won't change grammatical function.

65 The earliest practitioners of the art of stunting plants belonged to _____

Read the following passage and indicate the options that offer the most appropriate answers to the questions:

Many years ago, when the art of stunting plants was quite unheard of except in remote areas of India, monks in isolated Buddhist monasteries in Tibet stunted trees like the oak, orange tree, peepal tree, watching with excitement, the tree still flowering and bearing fruit regardless of this "deformity". Subsequently the art was learnt by some Chinese monks who taught "Bonsai" making, an art which became most sought after in China. While China and India claimed rights to the art and its practice, Japan soon followed, enamoured by its beauty. Today Japan leads in Bonsai remains full-grown for even more than ten years, although it needs constant pruning, watering, shaping and a conducive environment.

- A. India and Tibet
- B. China and Japan
- C. India and China
- D. India, China and Japan

A

The passage begins by saying the art was "quite unheard of except in remote areas of India," then immediately describes "monks in isolated Buddhist monasteries in Tibet" who stunted trees. That pinpoints the earliest known practitioners as coming from remote India and Tibet. The passage later mentions China and Japan learned or took up the art, so (B), (C) and (D) are not correct for "earliest."

Information booster

- Key phrase to note: "except in remote areas of India" → indicates presence in India before wider awareness.
- The description of Tibetan monks stunting trees places Tibet alongside India historically.

Exam tip: When a passage lists places/events in sequence, identify which are described first or as original — those are likely the "earliest."

66 The common order of arrangement of adverbs of Time, Place, and Manner is:

- A. Place, Manner, Time
- B. Manner, Time, Place
- C. Manner, Place, Time
- D. Time, Manner, Place

C

Detailed explanation — why "Manner, Place, Time" (M-P-T) is the common order

In English, when you use more than one adverbial after the verb, the normal (neutral) ordering is:

Manner → Place → Time

That is: how (manner) → where (place) → when (time).

Examples:

- She sang beautifully (manner) on the stage (place) last night (time).
- He drove carefully (manner) to Mumbai (place) yesterday (time).
- They worked rapidly (manner) in the lab (place) all morning (time).

Why this order?

- Manner tends to modify the action most directly (answers "how?"), so it normally comes closest to the verb.
- Place answers "where?" and logically follows manner.
- Time (when) is often given last because it provides the broader situational frame that applies to the whole clause.

Information booster — extra points students often get asked about

1. Variations & emphasis

- You can change the order for emphasis or style: Last night, she sang beautifully on the stage. (time fronted for emphasis).
 - If an adverbial is long or complex, speakers may rearrange for clarity.
2. Short adverbs (frequency)
- Frequency adverbs (always, usually, often) normally sit before the main verb (She often goes), or after auxiliary verbs (She has often gone). They don't follow the M-P-T pattern.
3. When there's an object
- If the sentence has an object, the M-P-T adverbials usually follow the object: He opened the door quietly (manner) in the corridor (place) this morning (time).
4. Question forms
- In questions you may use time/place first: When did she sing? / Where did he go? — word order changes because they are interrogatives.
5. Mnemonic
- Remember MPT (Manner → Place → Time) — short and exam-friendly.

67 We _____ living in Puri _____ 25 years now.

The best pair to be used respectively in the blanks is

- A. are, for
- B. are, since
- C. have been, since
- D. have been, for

D

Detailed explanation

The correct sentence is: "We have been living in Puri for 25 years now."

Why:

- Tense: The phrase "25 years" describes a period that started in the past and continues up to the present. English uses the present perfect continuous (have been + -ing) to express an action that began in the past and is still continuing: have been living.
 - Incorrect options: We are living in Puri for 25 years now is ungrammatical because the simple present (are living) or present continuous (are living) cannot correctly express an action that began long ago and continues to the present with a duration phrase.
- Preposition choice: Use for with a duration (e.g., for 5 minutes / for 2 years / for 25 years). Use since with a specific starting point in time (e.g., since 2000 / since last June / since 1999).
 - Here we have a duration — 25 years — so for is correct, not since.

68 As humans grow older, the _____ of learning declines. The most appropriate word to be used in the blank is:

- A. power
- B. quantity
- C. speed
- D. quality

C

Detailed explanation — why "speed" fits best

- The sentence — "As humans grow older, the _____ of learning declines." — asks for a general attribute of how learning changes with age.
- Speed of learning refers to how quickly a person can acquire new information or master a new skill. Psychological and cognitive-development literature consistently shows that processing speed and the rapidity with which new material is learned tend to decline with age. Older learners often need more time to absorb, rehearse and integrate novel information than younger learners do.
- The other options are less appropriate in context:
 - Power of learning is vague and less commonly used in this phrase; it could mean many things (capacity, intensity) and so is not the best single-word fit.
 - Quantity of learning suggests how much one learns (volume), which often does not decline — life experience and long-term knowledge frequently increase with age.
 - Quality of learning implies the standard or depth of what is learned. Quality doesn't necessarily decline with age; in many cases older learners learn more meaningfully because of prior knowledge and better context.

information booster

- Cognitive aging research highlights a few reliable changes over adulthood:
 - Processing speed decreases (people take longer to perceive, encode, and respond to information).
 - Working memory capacity and some aspects of episodic memory often show age-related decline, which makes fast, novel learning harder.
 - Crystallized intelligence (accumulated knowledge, vocabulary, expertise) generally remains stable or improves, so older adults often compensate with higher background knowledge and strategies.
- Important theory: Salthouse's processing-speed theory proposes that many age differences in cognition are driven by slower processing speed.

Practical teaching implications

- Give older learners more time, break material into smaller chunks, and use repetition and spaced practice.
- Leverage prior knowledge and connect new content to familiar contexts (this uses crystallized intelligence).
- Use multimodal instruction (visual + verbal + hands-on) and frequent retrieval practice to strengthen encoding.

69 Which of the following statements is not true:

- A. Development is a qualitative process.
- B. Growth is a biological process.
- C. Education is a goal-oriented process.
- D. Learning is a process of behavioural changes.

A

Detailed explanation

Each statement needs a quick check against standard definitions in educational psychology:

- (B) Growth is a biological process. — True.
Growth refers mainly to physical/biological changes (height, weight, organ maturation) driven by genetics and physiology.
- (C) Education is a goal-oriented process. — True.
Education is planned and purposive: curriculum, objectives, instruction and assessment are directed toward intended learning outcomes.
- (D) Learning is a process of behavioural changes. — True (in the behavioural/functional sense).
Learning is usually defined as a relatively permanent change in behaviour, knowledge, skills or attitudes resulting from experience or practice.
- (A) Development is a qualitative process. — Not true when stated alone.
Why: Development is both quantitative and qualitative.
 - Quantitative aspects: measurable changes (height, weight, vocabulary size, number of words read per minute).
 - Qualitative aspects: changes in structure, organization and complexity of behaviour or thinking (e.g., moving from concrete to abstract thought, increasing logical reasoning, social maturity).
Saying development is a qualitative process is misleading because it omits the quantitative dimension; therefore the statement as given is not correct.

Example: A child's vocabulary grows from 200 words to 2,000 words (quantitative). At the same time the child moves from naming objects to constructing narratives and understanding metaphors (qualitative).

70 What is the fundamental objective of teaching poetry?

- A. to utilize new techniques of teaching.
- B. to entertain the students.
- C. to give students a chance to express their emotions and enjoy them.
- D. to break the monotony of routine-bound life.

C

Detailed Explanation

Step 1: Understanding the Purpose of Teaching Poetry

Poetry is a literary form that combines language, rhythm, and emotion. The teaching of poetry in schools aims to:

1. Develop emotional sensitivity and awareness
2. Enhance language skills (vocabulary, expression, figurative language)
3. Stimulate imagination and creativity
4. Provide aesthetic enjoyment and appreciation

The fundamental objective is emotional expression and enjoyment, not merely entertainment or novelty techniques.

Step 2: Why Option (C) is Correct

- Poetry allows students to connect with their feelings, express their thoughts, and experience their emotions through words.
- Enjoying poetry is a key goal, as it encourages lifelong appreciation of literature.
- Example: Reciting a poem about nature allows students to express awe, joy, or melancholy, enhancing emotional and artistic development.

Step 3: Why Other Options Are Less Suitable

Option	Reason
(A) to utilize new techniques of teaching	This is a method, not the fundamental objective.
(B) to entertain the students	Entertainment is secondary; the main aim is emotional expression and understanding.

(D) to break the monotony of routine-bound life While poetry may provide relief from monotony, it is not the primary educational objective.

71 Which of the following is an important stage in the writing process?

- A. Memorization
- B. Editing
- C. Calligraphy
- D. Comprehension

B

Detailed Explanation

Step 1: Understanding the Writing Process

The writing process is a systematic approach to producing written content. It consists of several stages that help improve clarity, coherence, and correctness. The main stages are:

1. Prewriting – Planning, brainstorming, outlining ideas
2. Drafting – Writing the first version of the text
3. Revising – Improving content, structure, and style
4. Editing – Correcting grammar, punctuation, spelling, and sentence structure
5. Publishing/Finalizing – Producing the final, clean copy

Among these, editing is a crucial stage because it ensures accuracy, readability, and professional quality.

Step 2: Why Editing is the Correct Stage

- Editing involves:
 - Correcting grammatical errors
 - Fixing punctuation and spelling mistakes
 - Improving word choice and sentence flow
 - Ensuring consistency and coherence
- Without editing, even well-written drafts may be unclear or error-prone, affecting the reader's understanding.

Step 3: Why Other Options Are Incorrect

Option	Reason
(A) Memorization	Memorization is not a stage of writing; it is related to learning or recalling content.
(C) Calligraphy	Calligraphy is the art of handwriting, not a step in the writing process.
(D) Comprehension	Comprehension is reading skill, not part of writing production.

72 According to _____ U.S. embassy official, _____ U.S.A. wants peace in _____ Middle East.

- A. a, the, the
- B. the, the, the
- C. an, the, the
- D. a, the, a

A

Detailed Explanation

- a U.S. embassy official — a is used because "U.S." is pronounced "you-ess", starting with a consonant sound (so a, not an).
- the U.S.A. — the names of countries that are acronyms or include words like States usually take the (the United States / the U.S.A.).
- the Middle East — regions that are named with common nouns like East, West, Middle usually take the.

Information booster (quick article rules & examples):

- Use a / an for non-specific, singular countable nouns: a doctor, an engineer, a U.S. official (choose an when the following word begins with a vowel sound, e.g., an hour — /aʊər/ starts with a vowel sound).
- Use the for definite, specific nouns or unique entities: the sun, the government, the United States, the Middle East.
- Country names: most country names don't take the (e.g., India, France), but use the with names that are plural or descriptive: the Netherlands, the Philippines, the United States (of America), the United Kingdom.

Region names: often take the when they refer to a recognized region: the Middle East, the Arctic, the Balkans; single-word continents don't: Asia, Africa.

The youngman was wearing a _____, _____, _____ jacket.

- A. black, leather, tight
- B. tight, leather, black
- C. black, tight, leather
- D. tight, black, leather

D

Why (short): English follows a common adjective order — opinion → size/fit → age → shape → color → origin → material → purpose.
Here tight (fit/size) comes first, black (color) next, and leather (material) last: a tight, black, leather jacket.

Information booster (quick study tips):

- Mnemonic: OSASCOMP = Opinion, Size, Age, Shape, Color, Origin, Material, Purpose.
- More examples:
 - a beautiful small old round red Italian leather box → opinion (beautiful), size (small), age (old), shape (round), color (red), origin (Italian), material (leather), noun (box).
 - a lovely long blue silk dress → opinion, length (size), color, material.
- Exam tip: identify each adjective's type (fit/size vs color vs material) and place them in OSASCOMP order — that will pick the correct option quickly.

74 When I met Manav, he _____ for ten years.

- A. married
- B. was married
- C. had been married
- D. would have been married

C

Step 1: Understanding the Sentence Structure
The sentence is:

"When I met Manav, he _____ for ten years."

- The main event: "I met Manav" → past simple tense
- The other event: "he married" → duration of his marriage before this past event

We are dealing with two past events, one of which started before the other and continued up to it.

Step 2: Choosing the Correct Tense

1. Past Simple – married

- Example: "He married last year."
- Indicates a completed action, not a duration.

2. Past Continuous – was married

- Example: "He was married at the party."
- Focuses on the state at a past moment, not duration.

3. Past Perfect Continuous – had been married

- Example: "He had been married for ten years when I met him."
- Expresses an action/state that started in the past and continued up to another past event.
- "for ten years" → duration → matches past perfect continuous.

4. Conditional Perfect – would have been married

- Used for hypothetical situations, not applicable here.

Step 3: Correct Sentence

"When I met Manav, he had been married for ten years."

Shows that Manav's marriage started 10 years before the meeting.

75 Which one of the following sentences is correctly punctuated?

- A. To be frank, we don't care for our nation, do we!
- B. To be frank, we don't care for our nation, do we?
- C. To be frank, we don't care for our nation! do we?

D. To be frank; we don't care for our nation; do we?

B

Step 1: Understanding the Sentence Structure
The sentence is:

"To be frank, we don't care for our nation, do we?"

- Main clause: "we don't care for our nation"
- Introductory phrase: "To be frank" → sets the tone
- Tag question: "do we?" → used to confirm or seek agreement

Step 2: Rules of Punctuation

1. Commas with Introductory Phrases

- Always use a comma after introductory phrases:
 - Example: "To be honest, I cannot agree."
- Correct: "To be frank, ..."

2. Commas in Tag Questions

- Tag questions are separated from the main clause with a comma:
 - Example: "You are coming, aren't you?"
- Correct: "We don't care for our nation, do we?"

3. Ending Punctuation

- Tag questions are ended with a question mark, not an exclamation mark.
- Option (A) incorrectly uses !
- Option (C) splits the sentence improperly
- Option (D) incorrectly uses semicolons instead of commas

Step 3: Why Other Options Are Incorrect

Option	Reason
(A) To be frank, we don't care for our nation, do we!	Tag question must end with ?, not !.
(C) To be frank, we don't care for our nation! do we?	Splits sentence incorrectly; exclamation mark is unnecessary.
(D) To be frank; we don't care for our nation; do we?	Semicolons are incorrect here; commas should be used.

76 Which of the following was not a direct consequence of the volcanic eruption?

Read the following passage and answer the questions:

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behaviour of the volcano, Vesuvius, eruption of which wreaked havoc on these cities in 79 A.D. By analysing data, scientists have concluded that the eruption changed large portions of the area's geography. It turned the Samo River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate. In addition to these, archaeologists have studied the skeletons of the victims and have drawn conclusions about the diet and lifestyles of the residents.

- A. It caused the death of the residents.
- B. It changed the course of River Samo.
- C. It had an impact on the world's climate.
- D. It raised the level of the sea beach along the Bay of Naples.

C

Explanation:

- Direct consequences: deaths, river course change, beach level change (all immediate effects).
- Indirect consequence: affecting the world's climate — it is a result studied later, not immediate.

Information Booster:

- Direct vs Indirect Consequences:
 - Direct: immediate, observable effects on people and the environment.

Indirect: delayed or secondary effects, often observed scientifically later.

The expression, "wreaked havoc", as used in the passage, means:_____.

Read the following passage and answer the questions:

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behaviour of the volcano, Vesuvius, eruption of which wreaked havoc on these cities in 79 A.D. By analysing data, scientists have concluded that the eruption changed large portions of the area's geography. It turned the Samo River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate. In addition to these, archaeologists have studied the skeletons of the victims and have drawn conclusions about the diet and lifestyles of the residents.

- A. caused changes
- B. caused great destruction
- C. caused untold misery
- D. caused a destructive tidal wave

B

Explanation:

- "Wreak havoc" is an idiomatic expression meaning to cause widespread destruction or damage.
- In this context, it refers to the eruption destroying property, lives, and infrastructure.

Information Booster:

- Common idioms:
 - "Wreak havoc" = cause destruction
 - "Bite the dust" = die or fail
 - "Hit the roof" = become angry

78 Pompeii and Herculaneum are _____ cities. Read the following passage and answer the questions:

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behaviour of the volcano, Vesuvius, eruption of which wreaked havoc on these cities in 79 A.D. By analysing data, scientists have concluded that the eruption changed large portions of the area's geography. It turned the Samo River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate. In addition to these, archaeologists have studied the skeletons of the victims and have drawn conclusions about the diet and lifestyles of the residents.

- A. Greek
- B. French
- C. Italian
- D. Spanish

C

Bay of Naples, which is in Italy. Historically, they were Roman cities.

Information Booster:

Pompeii and Herculaneum are important archaeological sites that provide insights into Roman urban life, architecture, and daily habits.

79 Which of the following statements is not related to the passage:

Read the following passage and answer the questions:

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behaviour of the volcano, Vesuvius, eruption of which wreaked havoc on these cities in 79 A.D. By analysing data, scientists have concluded that the eruption changed large portions of the area's geography. It turned the Samo River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate. In addition to these, archaeologists have studied the skeletons of the victims and have drawn conclusions about the diet and lifestyles of the residents.

- A. The volcanic eruption elevated a sea beach.
- B. It completely destroyed Pompeii and Herculaneum
- C. It changed the course of a river.
- D. It affected the global climate.

B

-
-

Information Booster:

- Reading comprehension questions often ask for information explicitly mentioned vs inferred.

Q.80 The impact of the volcanic eruption was _____.

Read the following passage and answer the questions:

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behaviour of the volcano, Vesuvius, eruption of which wreaked havoc on these cities in 79 A.D. By analysing data, scientists have concluded that the eruption changed large portions of the area's geography. It turned the Samo River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate. In addition to these, archaeologists have studied the skeletons of the victims and have drawn conclusions about the diet and lifestyles of the residents.

- A. local
- B. global
- C. regional
- D. both local and global

D

Local effects: Devastation of Pompeii and Herculaneum, changing the Samo River and raising beach levels.

- Global effects: The eruption caused a huge tidal wave and affected the world's climate.
- Therefore, the impact was both local and global.

Information Booster:

Volcanic eruptions can have multiple levels of impact:

1. Local: destruction of towns, agriculture, and immediate fatalities.
2. Regional: altering rivers, soil fertility, and nearby ecosystems.

Global: climate change due to volcanic ash and gases entering the atmosphere.

81 In the context of English, 'Speaking Skill' is the ability to speak English _____.

- A. intelligibly
- B. confidently
- C. courageously
- D. with an English accent

A

Step 1: Understanding Speaking Skill in English

Speaking skill refers to the ability to communicate effectively in English. This includes:

1. Pronunciation – Producing sounds correctly
2. Fluency – Speaking smoothly without unnecessary pauses
3. Clarity – Being easily understood by the listener
4. Vocabulary and Grammar – Using correct words and sentence structures

The ultimate goal is intelligibility — making sure the listener can understand the speaker.

Step 2: Why Intelligibility is Key

- Intelligibility means that the listener can comprehend what the speaker is saying, regardless of accent or style.
- Effective English communication does not require a perfect accent but clear pronunciation, correct grammar, and coherent expression.
- Example:
 - Intelligible: "I went to the market yesterday." → Listener understands easily.
 - Unintelligible: "I went market yesterday" → Listener may get confused.

82 In the system of language teaching and learning the system of constructing words is called _____.

- A. Semantics
- B. Morphology
- C. Syntax
- D. Phonetics

B

Step 1: Understanding Language Systems

Language consists of various levels of structure, each dealing with a different aspect of language:

Aspect	Definition	Example
Phonetics	Study of sounds of speech	/p/, /b/, /t/
Morphology	Study of word formation and structure	play → player, teach → teacher
Syntax	Study of sentence structure and word order	"She eats an apple."

Semantics Study of meaning of words and sentences "Bank" (river bank vs financial bank)

Step 2: What is Morphology?

Morphology is the branch of linguistics that deals with:

1. The internal structure of words
2. How words are formed from smaller units called morphemes
3. Rules for combining morphemes to make new words

Example of Morphemes:

Word	Morphemes	Type
Players	play + er + s	Root + derivational + plural suffix
Unhappiness	un + happy + ness	Prefix + root + suffix

Key Points:

- Morphology includes prefixes, suffixes, infixes, and root words.
- Helps learners understand word meaning, grammatical function, and word formation rules.

Step 3: Why Other Options Are Incorrect

Option	Reason
(A) Semantics	Focuses on meaning of words/sentences, not structure of words.
(C) Syntax	Deals with sentence structure, i.e., how words are combined to form sentences.
(D) Phonetics	Studies speech sounds, not the formation of words.

83 The post-modifier in the noun phrase of the following sentence is

"The man next door is a very fine gentleman".

- next door
- The
- Very
- fine

A

Step 1: Understanding Modifiers in a Noun Phrase

A noun phrase (NP) consists of a noun (head) and modifiers. Modifiers give more information about the noun.

- Types of Modifiers:
 1. Pre-modifiers – placed before the noun
 - Examples: adjectives, determiners
 - Example: "The tall man" → "The" and "tall" are pre-modifiers
 2. Post-modifiers – placed after the noun
 - Examples: prepositional phrases, relative clauses, participles
 - Example: "The man next door" → "next door" is post-modifier

Step 2: Analyze the Sentence

"The man next door is a very fine gentleman."

- Head noun: man
- Modifiers:
 - The → determiner, pre-modifier
 - next door → gives location of the man, placed after the noun → post-modifier

Other words ("very fine") modify gentleman, not man, so they are not part of this noun phrase.

84 We ____ New Delhi by this time tomorrow. (Fill in the blank)

- A. will reach
- B. will be reaching.
- C. will have reached
- D. would have reached

C

The sentence is:

"We ____ New Delhi by this time tomorrow."

We need the correct future tense to describe an action that will be completed at a specific time in the future.

Step 1: Understanding the Tenses

1. Future Simple: will reach
 - Refers to an action that will happen in the future.
 - Example: "I will reach Delhi tomorrow."
 - Not ideal here because the sentence emphasizes completion by a specific time.
2. Future Continuous: will be reaching
 - Refers to an ongoing action at a specific future time.
 - Example: "I will be reaching Delhi at 5 PM."
 - Focuses on progress, not completion.
3. Future Perfect: will have reached
 - Refers to an action that will be completed by a specific time in the future.
 - Example: "We will have reached New Delhi by 5 PM tomorrow."
 - Fits perfectly because "by this time tomorrow" indicates completion.
4. Conditional Perfect: would have reached
 - Refers to hypothetical or conditional situations in the past or future.
 - Example: "We would have reached New Delhi if the train had been on time."
 - Not suitable here because the sentence is stating certainty, not a condition.

Step 2: Correct Sentence

"We will have reached New Delhi by this time tomorrow."

- Action: reaching New Delhi
- Time reference: by this time tomorrow
- Tense: future perfect (completed action by a future time)

Step 3: Information Booster — Future Perfect Tense

Future Perfect Tense is used to:

1. Indicate that an action will be completed before a certain future time.
2. Often used with time expressions like:
 - by tomorrow, by next week, by 5 PM, by the end of the year

Structure:

Subject + will have + past participle + (object/time reference)

Examples:

- "She will have finished her homework by 8 PM."
- "By next month, I will have learned French."

85 Apart from the four basic language skills, what are the other skills of language?

- A. Learning and memorizing
- B. Creativity and imagination
- C. Grammar and principles
- D. Thinking and reasoning

D

Step 1: Understanding Language Skills
The four basic language skills are:

1. Listening – Understanding spoken language
2. Speaking – Expressing ideas orally
3. Reading – Understanding written text
4. Writing – Expressing ideas in written form

These skills focus on communication and expression, but effective language use also depends on cognitive skills like thinking and reasoning.

Step 2: Role of Thinking and Reasoning in Language

1. Thinking

- Language is a tool to express thoughts.
- Clear and logical thinking is essential to form meaningful sentences and convey ideas effectively.
- Example: Organizing ideas before writing an essay or explaining a concept.

2. Reasoning

- Helps learners analyze, compare, and infer while using language.
- Supports critical reading, comprehension, argumentation, and problem-solving.
- Example: Justifying an opinion in a debate or interpreting a passage critically.

86 Listening and speaking are known as _____.

- A. Primitive skills
- B. Modern skills
- C. Primary skills
- D. Advanced skills

C

Step 1: Understanding Language Skills
Language skills are typically categorized into primary and secondary skills:

1. Primary Skills

- Listening and Speaking
- These are the first skills acquired naturally, usually before formal schooling.
- They are essential for communication and understanding language.
- Examples:
 - Listening to instructions or stories.
 - Conversing with family and peers.

2. Secondary Skills

- Reading and Writing
- These are learned later, usually after entering school, and require formal instruction.
- Examples: Reading textbooks, writing essays or letters.

Step 2: Why Listening and Speaking are Primary Skills

- Developmental Sequence: Children first listen to language, then learn to speak, followed by reading and writing.
- Natural Acquisition: Listening and speaking happen without formal teaching through interaction with caregivers and environment.

Foundation for Other Skills: Mastery of primary skills supports reading and writing development.

87 What type of evaluation identifies learning deficiencies of the learners?

- A. Summative
- B. Diagnostic
- C. Continuous
- D. Placement

B

1. Summative Evaluation

- Conducted at the end of a learning period.
- Measures overall achievement or performance.
- Example: Final exams, end-of-term tests.
- Does not identify specific learning gaps.

2. Diagnostic Evaluation

- Conducted during or before learning.
- Focuses on identifying learning deficiencies, misconceptions, or weak areas.
- Helps teachers design remedial instruction.
- Example: Pre-tests, diagnostic quizzes, error analysis in assignments.

3. Continuous Evaluation

- Involves ongoing monitoring of learning progress (formative + summative).
- Focuses on overall development rather than just deficiencies.

4. Placement Evaluation

- Determines the appropriate level or grade for a learner.
- Example: Entry-level tests for new students.

Step 2: Why Diagnostic Evaluation is Correct

- The primary purpose of diagnostic evaluation is to identify learning gaps and deficiencies in a learner's understanding.
- Once deficiencies are identified, teachers can provide targeted remedial instruction.
- Example:
 - A math diagnostic test reveals that a student cannot apply the concept of fractions.
 - Teacher can then plan specific exercises or interventions to address this gap.

Step 3: Differences in Brief

	Purpose	When Used	Example
Summative	Measure achievement	End of term	Final exam
Diagnostic	Identify learning deficiencies	Before or during learning	Pre-test, error analysis

Information Booster — Diagnostic Evaluation in Practice

1. Key Characteristics

- Focuses on individual learner needs.
- Pinpoints specific misconceptions or weak areas.
- Helps in personalized instruction.

2. Tools for Diagnostic Evaluation

- Pre-tests or entry tests
- Quizzes targeting specific concepts
- Error analysis in written work
- Observation and interviews

3. Benefits

- Helps in improving learning outcomes.
- Reduces frustration and failure by addressing gaps early.

Supports teacher decision-making for remedial or enrichment strategies.

88 Which of the following is suitable for conducting in Formative Assessment scholastic domain?

- A. Multiple Choice Questions
- B. Oral Questions
- C. Conversation Skills
- D. Projects

B

understanding, let the teacher probe misconceptions, and help adjust instruction on the spot. They are flexible (quick checks, targeted probing, Socratic questioning) and easy to use during lessons.

- Formative purpose: Oral questioning checks ongoing learning, reveals misconceptions, stimulates thinking, and guides next teaching steps — it's formative because it informs instruction rather than just recording a final score.
- How to use effectively: ask a mix of recall, application, and higher-order questions; use wait-time (3–5 seconds) after a question; cold-calling or random selection (fairly) to keep all students engaged; follow up incorrect answers with scaffolded prompts.
- Advantages: immediate feedback, low-prep, adaptable to class size, supports differentiated follow-up, promotes classroom discussion.
- Limitations & how to mitigate them: may favour vocal/confident students — use think-pair-share, written mini-responses, or exit slips so quieter students can show understanding.
- Role of other options:
 - (A) Multiple choice questions — useful for quick formative quizzes and objective checks, but can encourage guessing and sometimes fail to probe deep understanding unless well-designed.
 - (C) Conversation skills — more of a competency (skill area) than a direct tool for scholastic formative assessment.
 - (D) Projects — excellent for formative and summative assessment of complex skills and application, but they are resource- and time-intensive and not always practical for frequent, on-the-spot formative checks.

89 Which of the following is grammatically acceptable?

- A. The commandos entered the enemy territory after midnight stealthily.
- B. The commandos entered the enemy territory stealthily after midnight.
- C. The commandos entered stealthily the enemy territory after midnight.
- D. The commandos entered after midnight stealthily the enemy territory.

B

Step 1: Identify the Components

- The commandos
- Verb: entered
- Object: the enemy territory
- Adverb of manner: stealthily (how they entered)
- Adverb of time: after midnight (when they entered)

1.

Subject + Verb + Object + Manner + Place + Time

2.

- Usually come after the verb or after the object .
- Example: "He completed the work carefully ."

3.

- Usually come at the end of the sentence , after manner and place.
- Example: "She arrived yesterday ."

Step 3: Analyze Options

Option	Analysis	Correct/Incorrect
(A) ...after midnight stealthily	Time comes before manner ; less natural and awkward.	
(B) ...stealthily after midnight	Manner first, then time; follows standard English word order .	
(C) ...entered stealthily the enemy territory	Placing adverb between verb and object is grammatically awkward; less idiomatic.	
(D) ...entered after midnight stealthily the enemy territory	Adverbs misplaced; sentence is confusing .	

Step 4: Correct Sentence

"The commandos entered the enemy territory stealthily after midnight."

- Clear, natural, and grammatically correct.
- Follows S + V + O + Manner + Time structure.

Information Booster — Adverb Placement in English

1. Types of Adverbs

Type	Placement	Example
Manner (how)	After verb or object	"He drove carefully ."
Time (when)	Usually at end	"He left yesterday ."
Place (where)	After verb or object	"She sat on the chair ."
Frequency (how often)	Usually before main verb	"He always arrives on time."

-
-
-
-
-
-

The man bumped into the pretty young lady not _____ accident, but _____ purpose. The prepositions to be used in the above sentence, respectively, are:

- A. by, with
- B. on, by
- C. by, on
- D. in, on

C

Information booster (quick grammar notes & examples):

- by accident = unintentionally / accidentally.
 - Example: I broke the vase by accident.
- on purpose = intentionally / deliberately.
 - Example: She left early on purpose to avoid traffic.

Some speakers (especially in informal American English) say "on accident" to mean the same as "by accident" — this is common in casual speech but "by accident" is the traditional, widely accepted form in formal writing.

91 କେଉଁମାନେ ପଶୁ ସହିତ ସମାନ ?

ନିମ୍ନ ପ୍ରଦତ୍ତ କବିତାଟି ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ି ।
ବଳଆଉଁ କେହି ନିଶ୍ଚୟ ମଉନ ଥାଇ ନ କରନ୍ତି ଜୀବନ ନିରନ ।

ସୁସ୍ତ ସିଂହ ମୁ ମୁଖେ ନ ପଶେ ଶେ ଆହାର, ଶ୍ରମେ ପିପାଳିକା ପୁରାଏ ଭଣ୍ଡାର ।

ମେଲିଥିଲେ ପାଟି ଶୋଇ ବୃକ୍ଷଚଳେ, ବୃକ୍ଷଚୂପତ ଫଳ ନ ପଡ଼େ କବଳେ ।

ଗଜ, ସିଂହ, ବ୍ୟାଘ୍ର ଦେହେ ଅଛି ବଳ, ତାକୁ ବାନ୍ଧି ନର ପ୍ରକାଶି କୌଶଳ ।

କୌଶଳ ଜନକ ଜ୍ଞାନ ଅଟେ ସିନା, ଜନନି ନପାରେ ଜ୍ଞାନ ଭାଷା ବିନା ।

ଭାଷାଯୋଗୁଁ ସିନା ଦମି ଜୀବଗଣ, ମାନବ କରଇ ବିଶ୍ୱେ ରାଜ ପଣ ।

ଯା ଭାଷା ଦୁର୍ବଳା ସେ ନିଶ୍ଚେ ଅଧମ, କାହିଁ ହେବ ଆନେ ପ୍ରତିଯୋଗେ କ୍ଷମ ?

ଉଚ୍ଚଭାଷା ଲୋକେ ତାକୁ ନୀଚ ଗଣି, ଉଚ୍ଚ ସମାଜରେ ହୁଅନ୍ତି ଅଗ୍ରଣୀ ।

ଯେ ନର ନରୁଝେ ମାନ ଅପମାନ, ହୁଏଇ କି ସେହୁ ପଶୁର ସମାନ ?

- A. ଶିକ୍ଷାଲାଭରୁ ବଞ୍ଚିତ ବ୍ୟକ୍ତି
- B. ମାନ ଅପମାନ ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଦେଖୁନଥିବା ବ୍ୟକ୍ତି
- C. ବଣ ଜଙ୍ଗଲରେ ଯେଉଁମାନେ ବାସ କରୁଛନ୍ତି
- D. ଅଳ୍ପସ୍ତୁଆ ବ୍ୟକ୍ତି

B

ମାନ ଅପମାନ ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଦେଖୁନଥିବା ବ୍ୟକ୍ତି

କାହାଦ୍ୱାରା ମଣିଷ ଅନ୍ୟଜୀବକୁ ଦମନକରି ବିଶ୍ୱରେ ରାଜତ୍ୱ କରୁଛି ?

ନିମ୍ନ ପ୍ରଦତ୍ତ କବିତାଟି ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ି ।
ବଳଆଉଁ କେହି ନିଶ୍ଚୟ ମଉନ ଥାଇ ନ କରନ୍ତି ଜୀବନ ନିରନ ।

ସୁସ୍ତ ସିଂହ ମୁ ମୁଖେ ନ ପଶେ ଶେ ଆହାର, ଶ୍ରମେ ପିପାଳିକା ପୁରାଏ ଭଣ୍ଡାର ।

ମେଲିଥିଲେ ପାଟି ଶୋଇ ବୃକ୍ଷଚଳେ, ବୃକ୍ଷଚୂପତ ଫଳ ନ ପଡ଼େ କବଳେ ।

ଗଜ, ସିଂହ, ବ୍ୟାଘ୍ର ଦେହେ ଅଛି ବଳ, ତାକୁ ବାନ୍ଧି ନର ପ୍ରକାଶି କୌଶଳ ।

କୌଶଳ ଜନକ ଜ୍ଞାନ ଅଟେ ସିନା, ଜନମି ନପାରେ ଜ୍ଞାନ ଭାଷା ବିନା ।

ଭାଷାଯୋଗୁଁ ସିନା ଦମି ଜୀବଗଣ, ମାନବ କରଇ ବିଶ୍ୱେ ରାଜ ପଣ ।

ଯା ଭାଷା ଦୁର୍ବଳା ସେ ନିଶ୍ଚେ ଅଧମ, କାହିଁ ହେବ ଆନେ ପ୍ରତିଯୋଗେ କ୍ଷମ ?

ଉଚ୍ଚଭାଷା ଲୋକେ ତାକୁ ନୀଚ ଗଣି, ଉଚ୍ଚ ସମାଜରେ ହୁଅନ୍ତି ଅଗ୍ରଣୀ ।

ଯେ ନର ନରୁଝେ ମାନ ଅପମାନ, ନୁହଁଇ କି ସେହୁ ପଶୁର ସମାନ ?

- A. ଭାଷା
- B. ଦୁର୍ବଳ
- C. ଜ୍ଞାନ
- D. କୌଶଳ

A

ଭାଷା

ଜ୍ଞାନର ଜନନୀ କିଏ ?

ନିମ୍ନ ପ୍ରଦତ୍ତ କବିତାଟି ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ି ।
ବଳଆଉଁ କେହି ନିଶ୍ଚୟ ମଉନ ଥାଇ ନ କରନ୍ତି ଜୀବନ ନିଭନ ।

ସ୍ୱପ୍ନ ସିଂହ ମୁ ପୁଖେ ନ ପଶେ ଶେ ଆହାର, ଶ୍ରମେ ପିପାଳିକା ପୂରାଏ ଭଣ୍ଡାର ।

ମେଲିଥିଲେ ପାଟି ଶୋଇ ବୃକ୍ଷଚଳେ, ବୃକ୍ଷଚ୍ୟୁତ ଫଳ ନ ପଡ଼େ କବଳେ ।

ଗଜ, ସିଂହ, ବ୍ୟାଘ୍ର ଦେହେ ଅଛି ବଳ, ତାକୁ ବାନ୍ଧି ନର ପ୍ରକାଶି କୌଶଳ ।

କୌଶଳ ଜନକ ଜ୍ଞାନ ଅଟେ ସିନା, ଜନମି ନପାରେ ଜ୍ଞାନ ଭାଷା ବିନା ।

ଭାଷାଯୋଗୁଁ ସିନା ଦମି ଜୀବଗଣ, ମାନବ କରଇ ବିଶ୍ୱେ ରାଜ ପଣ ।

ଯା ଭାଷା ଦୁର୍ବଳା ସେ ନିଶ୍ଚେ ଅଧମ, କାହିଁ ହେବ ଆନେ ପ୍ରତିଯୋଗେ କ୍ଷମ ?

ଉଚ୍ଚଭାଷା ଲୋକେ ତାକୁ ନୀଚ ଗଣି, ଉଚ୍ଚ ସମାଜରେ ହୁଅନ୍ତି ଅଗ୍ରଣୀ ।

ଯେ ନର ନରୁଝେ ମାନ ଅପମାନ, ନୁହଁଇ କି ସେହୁ ପଶୁର ସମାନ ?

- A. ଶିକ୍ଷା
- B. ପରିଶ୍ରମ
- C. ସାଧନା
- D. ଭାଷା

D

ଭାଷା

ଗଜ, ସିଂହ ଓ ବ୍ୟାଘ୍ର ଭଳି ଶକ୍ତିଶାଳୀ ପ୍ରାଣୀକୁ ମଣିଷ କିପରି ବାନ୍ଧିପାରେ ?

ନିମ୍ନ ପ୍ରଦତ୍ତ କବିତାଟି ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ି ।
ବଳଆଉଁ କେହି ନିଶ୍ଚୟ ମଉନ ଥାଇ ନ କରନ୍ତି ଜୀବନ ନିଭନ ।

ସ୍ୱପ୍ନ ସିଂହ ମୁ ପୁଖେ ନ ପଶେ ଶେ ଆହାର, ଶ୍ରମେ ପିପାଳିକା ପୂରାଏ ଭଣ୍ଡାର ।

ମେଲିଥିଲେ ପାଟି ଶୋଇ ବୃକ୍ଷଚଳେ, ବୃକ୍ଷଚ୍ୟୁତ ଫଳ ନ ପଡ଼େ କବଳେ ।

ଗଜ, ସିଂହ, ବ୍ୟାଘ୍ର ଦେହେ ଅଛି ବଳ, ତାକୁ ବାନ୍ଧି ନର ପ୍ରକାଶି କୌଶଳ ।

କୌଶଳ ଜନକ ଜ୍ଞାନ ଅଟେ ସିନା, ଜନମି ନପାରେ ଜ୍ଞାନ ଭାଷା ବିନା ।

ଭାଷାଯୋଗୁଁ ସିନା ଦମି ଜୀବଗଣ, ମାନବ କରଇ ବିଶ୍ୱେ ରାଜ ପଣ ।

ଯା ଭାଷା ଦୁର୍ବଳା ସେ ନିଶ୍ଚେ ଅଧମ, କାହିଁ ହେବ ଆନେ ପ୍ରତିଯୋଗେ କ୍ଷମ ?

ଉଚ୍ଚଭାଷା ଲୋକେ ତାକୁ ନୀଚ ଗଣି, ଉଚ୍ଚ ସମାଜରେ ହୁଅନ୍ତି ଅଗ୍ରଣୀ ।

ଯେ ନର ନରୁଝେ ମାନ ଅପମାନ, ନୁହଁଇ କି ସେହୁ ପଶୁର ସମାନ ?

- A. ସାହସ ଚାରି
- B. କଠିନ ପରିଶ୍ରମ ଚାରି
- C. କୌଶଳ ଚାରି
- D. ଦୁର୍ବଳା ଚାରି

C

କୌଶଳ ଚାରି

କେଉଁମାନେ ମୌନରହି ଜୀବନକୁ ନ୍ୟୁନ କରନ୍ତି ନାହିଁ ?

ନିମ୍ନ ପ୍ରଦତ୍ତ କବିତାଟି ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ ।
ବଳଥାଇଁ କେହି ନିଶ୍ଚୟ ମଉନ ଥାଇ ନ କରନ୍ତି ଜୀବନ ନିଉନ ।

ସୁସ୍ତ ସିଂହ ପୁ ମୁଖେ ନ ପଶେ ଶେ ଆହାର, ଶ୍ରମେ ପିପାଳିକା ପୁରାଏ ଭଣ୍ଡାର ।

ମେଲିଥିଲେ ପାଟି ଶୋଇ ବୃକ୍ଷତଳେ, ବୃକ୍ଷତ୍ୟାଚ ଫଳ ନ ପଡ଼େ କବଳେ ।

ଗଜ, ସିଂହ, ବ୍ୟାଘ୍ର ଦେହେ ଅଛି ବଳ, ତାଙ୍କୁ ବାନ୍ଧି ନର ପ୍ରକାଶି କୌଶଳ ।

କୌଶଳ ଜନକ ଜ୍ଞାନ ଅଟେ ସିନା, ଜନମି ନପାରେ ଜ୍ଞାନ ଭାଷା ବିନା ।

ଭାଷାଯୋଗୁଁ ସିନା ଦମି ଜୀବଗଣ, ମାନବ କରଇ ବିଶ୍ୱେ ରାଜ ପଣ ।

ଯା ଭାଷା ଦୁର୍ବଳା ସେ ନିଶ୍ଚେ ଅଧମ, କାହିଁ ହେବ ଆନେ ପ୍ରତିଯୋଗେ କ୍ଷମ ?

ଉଚ୍ଚଭାଷା ଲୋକେ ତାକୁ ନୀଚ ଗଣି, ଉଚ୍ଚ ସମାଜରେ ହୁଅନ୍ତି ଅଗ୍ରଣୀ ।

ଯେ ନର ନବୁଝେ ମାନ ଅପମାନ, ନୁହଁଇ କି ସେହୁ ପଶୁର ସମାନ ?

- A. ବୁଦ୍ଧିମାନ୍ଦ ବ୍ୟକ୍ତି
- B. ବଳଶାଳୀ ବ୍ୟକ୍ତି
- C. ଭଦ୍ରମା ବ୍ୟକ୍ତି
- D. ଶିକ୍ଷିତ ବ୍ୟକ୍ତି

B

ବଳଶାଳୀ ବ୍ୟକ୍ତି

ମାନବ ଜାତିର ପ୍ରଗତିପଥକୁ କେଉଁ ନୀତି ସଂପୂର୍ଣ୍ଣ ଦୁର୍ବଳ କରି ଦେଇଥାଏ ?

ପ୍ରଦତ୍ତ ଅନୁଲେଖନୀକୁ ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ ।

ଆଜି ଭାରତବର୍ଷର ଜାତୀୟ ସଂହତି ଘୋର ବିପଦର ସମ୍ମୁଖୀନ ହୋଇଛି । କାରଣ ବିଭିନ୍ନଜାତିବାଦୀ, ସଂରାସବାଦୀ ଓ ସାମ୍ପ୍ରଦାୟିକ ଶକ୍ତି ମାନଙ୍କ ସହିତ ଭାଷାଗତ ଅନ୍ଧବିଶ୍ୱାସମାନେ ଅନେକ ସମୟରେ ଆହୁନ ସୃଷ୍ଟି କରୁଛନ୍ତି । ଏଣୁ ବର୍ତ୍ତମାନ ସବୁଠାରୁ ବେଶୀ ଆବଶ୍ୟକ ହେଉଛି ସହନଶୀଳତା ତଥା ସମବୃଦ୍ଧ ରକ୍ଷା ଚିନ୍ତାଧାରାକୁ ପୁନର୍ଜୀବିତ କରିବା ଯାହା ଭାରତୀୟ ଜୀବନଧାରାର ମୂଳ ମନ୍ତ୍ର ଏବଂ ଯାହା ସାଂସ୍କୃତିକ ପରମ୍ପରାକୁ ଅକ୍ଷୁଣ୍ଣ ରଖି ପାରିବ । ଏହା ମଧ୍ୟ ମନେ ରଖିବା ଉଚିତ ଯେ ଭାରତ ସର୍ବଦା ବିବିଧ ଆଚରଣ ପରମ୍ପରାକୁ ଅନୁମୋଦନ କରୁଥିବା ରାଜନୈତିକ, ଅର୍ଥନୈତିକ ଓ ସାମାଜିକ ଗୋଷ୍ଠୀମାନଙ୍କ ବାସସ୍ଥାନ ହୋଇ ରହି ଆସିଛି । ତେଣୁ ଜାତୀୟ ଏକତା ଅଭିବୃଦ୍ଧି ଉପରେ ପ୍ରତିଷ୍ଠିତ ନ ହୋଇ ବରଂ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର

ଭିତ୍ତିପ୍ରସ୍ତର ଉପରେ ସୁଦୃଢ଼ ହେବା ବାଞ୍ଛନୀୟ । ଅନ୍ୟ ଦେଶମାନଙ୍କ ଭଳି ଭାରତରେ ଅଭିନ୍ନ ଏକତ୍ୱ ନୁହେଁ,

ବରଂ ରଚନାତ୍ମକ ଐକ୍ୟ ପ୍ରତିଷ୍ଠା କରାଯିବା ଜରୁରୀ । ଆହୁରିମଧ୍ୟ ଏହା ଜୀବନଧାରା ସହିତ ଅଙ୍ଗାଙ୍ଗି

ଭାବେ ସଂପୂର୍ଣ୍ଣ ହେବା ଉଚିତ କାରଣ ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ଯୋଗୁଁ ରୋମ

ସାମ୍ରାଜ୍ୟ ଭୁଣ୍ଡୁଡ଼ି ପଡ଼ିଥିଲା । ମାନବ ଜାତିର ପ୍ରଗତି ପଥକୁ ଏହି ନୀତି ସଂପୂର୍ଣ୍ଣ ଦୁର୍ବଳ କରି ଦେଇଥାଏ ।

ଏ ଦେଶ ବିଭିନ୍ନ ରାଜ୍ୟର ଏକ ସଂଘ ହେବା ସହିତ ବିବିଧ ସଂସ୍କୃତିର ଏକ ମିଳନ କ୍ଷେତ୍ର ହେବା

ଆବଶ୍ୟକ । ଏହାଦ୍ୱାରା ପ୍ରଶାସନିକ କିମ୍ବା ରାଜନୈତିକ ଏକତା ସହିତ ଚିରାଚରିତ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତା ମଧ୍ୟରେ ଭାରସାମ୍ୟ ରକ୍ଷା କରାଯାଇ ପାରିବ ।

- A. ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ନୀତି
- B. ବିସ୍ତାରବାଦୀ ନୀତି
- C. ସଂରାସବାଦୀ ନୀତି
- D. ଭପନିବେଶବାଦୀ ନୀତି

A

ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ନୀତି

ଭାରତୀୟ ଜୀବନଧାରା ସହିତ କ'ଣ ଅଙ୍ଗାଙ୍ଗିଭାବେ ସଂପୂର୍ଣ୍ଣ ହେବା ଉଚିତ ?

ପ୍ରଦତ୍ତ ଅନୁଲେଖନୀକୁ ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦାଢ଼ ।

ଆଜି ଭାରତବର୍ଷର ଜାତୀୟ ସଂହତି ଘୋର ବିପଦର ସମ୍ମୁଖୀନ ହୋଇଛି । କାରଣ ବିଭିନ୍ନଜାତିବାଦୀ, ସଂରାସବାଦୀ ଓ ସାମ୍ପ୍ରଦାୟିକ ଶକ୍ତି ମାନଙ୍କ ସହିତ ଭାଷାଗତ ଅନ୍ଧବିଶ୍ୱାସମାନେ ଅନେକ ସମୟରେ ଆହୁନ ସୃଷ୍ଟି କରୁଛନ୍ତି । ଏଣୁ ବର୍ତ୍ତମାନ ସବୁଠାରୁ ବେଶୀ ଆବଶ୍ୟକ ହେଉଛି ସହନଶୀଳତା ତଥା ସମବୃଦ୍ଧ ରକ୍ଷା ଚିନ୍ତାଧାରାକୁ ପୁନର୍ଜୀବିତ କରିବା ଯାହା ଭାରତୀୟ ଜୀବନଧାରାର ମୂଳ ମନ୍ତ୍ର ଏବଂ ଯାହା ସାଂସ୍କୃତିକ ପରମ୍ପରାକୁ ଅକ୍ଷୁଣ୍ଣ ରଖି ପାରିବ । ଏହା ମଧ୍ୟ ମନେ ରଖିବା ଉଚିତ ଯେ ଭାରତ ସର୍ବଦା ବିବିଧ ଆଚରଣ ପରମ୍ପରାକୁ ଅନୁମୋଦନ କରୁଥିବା ରାଜନୈତିକ, ଅର୍ଥନୈତିକ ଓ ସାମାଜିକ ଗୋଷ୍ଠୀମାନଙ୍କ ବାସସ୍ଥାନ ହୋଇ ରହି ଆସିଛି । ତେଣୁ ଜାତୀୟ ଏକତା ଅଭିବୃଦ୍ଧି ଉପରେ ପ୍ରତିଷ୍ଠିତ ନ ହୋଇ ବରଂ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର

ଭିତ୍ତିପ୍ରସ୍ତର ଉପରେ ସୁଦୃଢ଼ ହେବା ବାଞ୍ଛନୀୟ । ଅନ୍ୟ ଦେଶମାନଙ୍କ ଭଳି ଭାରତରେ ଅଭିନ୍ନ ଏକତ୍ୱ ନୁହେଁ,

ବରଂ ରଚନାତ୍ମକ ଐକ୍ୟ ପ୍ରତିଷ୍ଠା କରାଯିବା ଜରୁରୀ । ଆହୁରିମଧ୍ୟ ଏହା ଜୀବନଧାରା ସହିତ ଅଙ୍ଗାଙ୍ଗି

ଭାବେ ସଂପୂର୍ଣ୍ଣ ହେବା ଉଚିତ କାରଣ ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ଯୋଗୁଁ ରୋମ

ସାମ୍ରାଜ୍ୟ ଭୁଣ୍ଡୁଡ଼ି ପଡ଼ିଥିଲା । ମାନବ ଜାତିର ପ୍ରଗତି ପଥକୁ ଏହି ନୀତି ସଂପୂର୍ଣ୍ଣ ଦୁର୍ବଳ କରି ଦେଇଥାଏ ।

ଏ ଦେଶ ବିଭିନ୍ନ ରାଜ୍ୟର ଏକ ସଂଘ ହେବା ସହିତ ବିବିଧ ସଂସ୍କୃତିର ଏକ ମିଳନ କ୍ଷେତ୍ର ହେବା

ଆବଶ୍ୟକ । ଏହାଦ୍ୱାରା ପ୍ରଶାସନିକ କିମ୍ବା ରାଜନୈତିକ ଏକତା ସହିତ ଚିରାଚରିତ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତା ମଧ୍ୟରେ ଭାରସାମ୍ୟ ରକ୍ଷା କରାଯାଇ ପାରିବ ।

- A. ନିର୍ଜୀବ ସମାଜତା
- B. ରଚନାତ୍ମକ ଐକ୍ୟ
- C. ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ
- D. ଜାତୀୟ ଭାବନା

B

ରଚନାତ୍ମକ ଐକ୍ୟ

ଭାରତରେ ଜାତୀୟ ଏକତା କାହା ଉପରେ ପ୍ରତିଷ୍ଠିତ ?ପ୍ରବର ଅନୁଲେଖକଙ୍କୁ ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ବାଛି ।
ଆଜି ଭାରତବର୍ଷର ଜାତୀୟ ସଂହତି ଘୋର ବିପଦର ସମ୍ମୁଖୀନ ହୋଇଛି । କାରଣ ବିଭିନ୍ନଭାଷାବାଦୀ, ସଂଗ୍ରାସବାଦୀ ଓ ସାମ୍ପ୍ରଦାୟିକ ଶକ୍ତି ମାନଙ୍କ ସହିତ ଭାଷାଗତ ଅନ୍ଧବିଶ୍ୱାସୀମାନେ ଅନେକ ସମୟରେ ଆହ୍ୱାନ ସୃଷ୍ଟି କରୁଛନ୍ତି । ଏଣୁ ବର୍ତ୍ତମାନ ସବୁଠାରୁ ବେଶୀ ଆବଶ୍ୟକ ହେଉଛି ସହନଶୀଳତା ତଥା ସମନ୍ୱୟ ରକ୍ଷା ଚିନ୍ତାଧାରାକୁ ପୁନର୍ଜୀବିତ କରିବା ଯାହା ଭାରତୀୟ ଜୀବନଧାରାର ମୂଳ ମନ୍ତ୍ର ଏବଂ ଯାହା ସାଂସ୍କୃତିକ ପରମ୍ପରାକୁ ଅକ୍ଷୁଣ୍ଣ ରଖି ପାରିବ । ଏହା ମଧ୍ୟ ମନେ ରଖିବା ଉଚିତ ଯେ ଭାରତ ସର୍ବଦା ବିବିଧ ଆଚରଣ ପରମ୍ପରାକୁ ଅନୁମୋଦନ କରୁଥିବା ରାଜନୈତିକ, ଅର୍ଥନୈତିକ ଓ ସାମାଜିକ ଗୋଷ୍ଠୀମାନଙ୍କ ବାସସ୍ଥାନ ହୋଇ ରହି ଆସିଛି । ତେଣୁ ଜାତୀୟ ଏକତା ଅଭିକ୍ରମ ଉପରେ ପ୍ରତିଷ୍ଠିତ ନ ହୋଇ ବରଂ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର

ଭିତ୍ତିପ୍ରସ୍ତର ଉପରେ ସୁଦୃଢ଼ ହେବା ବାଞ୍ଛନୀୟ । ଅନ୍ୟ ବେଶମାନଙ୍କ ଭଳି ଭାରତରେ ଅଭିନ୍ନ ଏକତା ନୁହେଁ,

ବରଂ ରଚନାତ୍ମକ ଐକ୍ୟ ପ୍ରତିଷ୍ଠା କରାଯିବା ଜରୁରୀ । ଆହୁରିମଧ୍ୟ ଏହା ଜୀବନଧାରା ସହିତ ଅଙ୍ଗାଙ୍ଗି

ଭାବେ ସଂପୂର୍ଣ୍ଣ ହେବା ଉଚିତ କାରଣ ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ଯୋଗୁ ରୋମ

ସାମ୍ରାଜ୍ୟ ଭୁଣ୍ଡୁଡ଼ି ପଡ଼ିଥିଲା । ମାନବ ଜାତିର ପ୍ରଗତି ପଥକୁ ଏହି ନୀତି ସଂପୂର୍ଣ୍ଣ ଦୁର୍ବଳ କରି ଦେଇଥାଏ ।

ଏ ଦେଶ ବିଭିନ୍ନ ରାଜ୍ୟର ଏକ ସଂଘ ହେବା ସହିତ ବିବିଧ ସଂସ୍କୃତିର ଏକ ମିଳନ କ୍ଷେତ୍ର ହେବା

ଆବଶ୍ୟକ । ଏହାଦ୍ୱାରା ପ୍ରଶାସନିକ କିମ୍ବା ରାଜନୈତିକ ଏକତା ସହିତ ଚିରାଚରିତ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତା ମଧ୍ୟରେ ଭାରସାମ୍ୟ ରକ୍ଷା କରାଯାଇ ପାରିବ ।

- A. ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର ଭିତ୍ତି
- B. ଅଭିକ୍ରମ
- C. ସମାନ ବିଚାରଧାରା
- D. ଧର୍ମୀୟ ଭାବନା

A

ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର ଭିତ୍ତି

ଭାରତୀୟ ଜୀବନଧାରାର ମୂଳମନ୍ତ୍ର କ'ଣ ?ପ୍ରବର ଅନୁଲେଖକଙ୍କୁ ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ବାଛି ।
ଆଜି ଭାରତବର୍ଷର ଜାତୀୟ ସଂହତି ଘୋର ବିପଦର ସମ୍ମୁଖୀନ ହୋଇଛି । କାରଣ ବିଭିନ୍ନଭାଷାବାଦୀ, ସଂଗ୍ରାସବାଦୀ ଓ ସାମ୍ପ୍ରଦାୟିକ ଶକ୍ତି ମାନଙ୍କ ସହିତ ଭାଷାଗତ ଅନ୍ଧବିଶ୍ୱାସୀମାନେ ଅନେକ ସମୟରେ ଆହ୍ୱାନ ସୃଷ୍ଟି କରୁଛନ୍ତି । ଏଣୁ ବର୍ତ୍ତମାନ ସବୁଠାରୁ ବେଶୀ ଆବଶ୍ୟକ ହେଉଛି ସହନଶୀଳତା ତଥା ସମନ୍ୱୟ ରକ୍ଷା ଚିନ୍ତାଧାରାକୁ ପୁନର୍ଜୀବିତ କରିବା ଯାହା ଭାରତୀୟ ଜୀବନଧାରାର ମୂଳ ମନ୍ତ୍ର ଏବଂ ଯାହା ସାଂସ୍କୃତିକ ପରମ୍ପରାକୁ ଅକ୍ଷୁଣ୍ଣ ରଖି ପାରିବ । ଏହା ମଧ୍ୟ ମନେ ରଖିବା ଉଚିତ ଯେ ଭାରତ ସର୍ବଦା ବିବିଧ ଆଚରଣ ପରମ୍ପରାକୁ ଅନୁମୋଦନ କରୁଥିବା ରାଜନୈତିକ, ଅର୍ଥନୈତିକ ଓ ସାମାଜିକ ଗୋଷ୍ଠୀମାନଙ୍କ ବାସସ୍ଥାନ ହୋଇ ରହି ଆସିଛି । ତେଣୁ ଜାତୀୟ ଏକତା ଅଭିକ୍ରମ ଉପରେ ପ୍ରତିଷ୍ଠିତ ନ ହୋଇ ବରଂ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର

ଭିତ୍ତିପ୍ରସ୍ତର ଉପରେ ସୁଦୃଢ଼ ହେବା ବାଞ୍ଛନୀୟ । ଅନ୍ୟ ବେଶମାନଙ୍କ ଭଳି ଭାରତରେ ଅଭିନ୍ନ ଏକତା ନୁହେଁ,

ବରଂ ରଚନାତ୍ମକ ଐକ୍ୟ ପ୍ରତିଷ୍ଠା କରାଯିବା ଜରୁରୀ । ଆହୁରିମଧ୍ୟ ଏହା ଜୀବନଧାରା ସହିତ ଅଙ୍ଗାଙ୍ଗି

ଭାବେ ସଂପୂର୍ଣ୍ଣ ହେବା ଉଚିତ କାରଣ ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ଯୋଗୁ ରୋମ

ସାମ୍ରାଜ୍ୟ ଭୁଣ୍ଡୁଡ଼ି ପଡ଼ିଥିଲା । ମାନବ ଜାତିର ପ୍ରଗତି ପଥକୁ ଏହି ନୀତି ସଂପୂର୍ଣ୍ଣ ଦୁର୍ବଳ କରି ଦେଇଥାଏ ।

ଏ ଦେଶ ବିଭିନ୍ନ ରାଜ୍ୟର ଏକ ସଂଘ ହେବା ସହିତ ବିବିଧ ସଂସ୍କୃତିର ଏକ ମିଳନ କ୍ଷେତ୍ର ହେବା

ଆବଶ୍ୟକ । ଏହାଦ୍ୱାରା ପ୍ରଶାସନିକ କିମ୍ବା ରାଜନୈତିକ ଏକତା ସହିତ ଚିରାଚରିତ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତା ମଧ୍ୟରେ ଭାରସାମ୍ୟ ରକ୍ଷା କରାଯାଇ ପାରିବ ।

- A. ଶାନ୍ତି ଓ ମୈତ୍ରୀ ପ୍ରତିଷ୍ଠା
- B. ଇଶ୍ୱର ବିଶ୍ୱାସ
- C. ସରଳ ଜୀବନ ଓ ଉଚ୍ଚ ଚିନ୍ତନ
- D. ସହନଶୀଳତା ତଥା ସମନ୍ୱୟରକ୍ଷା ଚିନ୍ତାଧାରା

D

ସହନଶୀଳତା ତଥା ସମନ୍ୱୟରକ୍ଷା ଚିନ୍ତାଧାରା

ବିଭିନ୍ନଭାଷାବାଦୀ, ସଂଗ୍ରାସବାଦୀ ଓ ସାଂପ୍ରଦାୟିକ ଶକ୍ତିମାନଙ୍କ ଯୋଗୁ କ'ଣ ଘଟୁଛି ?ପ୍ରବର ଅନୁଲେଖକଙ୍କୁ ପଢ଼ି ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ବାଛି ।
ଆଜି ଭାରତବର୍ଷର ଜାତୀୟ ସଂହତି ଘୋର ବିପଦର ସମ୍ମୁଖୀନ ହୋଇଛି । କାରଣ ବିଭିନ୍ନଭାଷାବାଦୀ, ସଂଗ୍ରାସବାଦୀ ଓ ସାମ୍ପ୍ରଦାୟିକ ଶକ୍ତି ମାନଙ୍କ ସହିତ ଭାଷାଗତ ଅନ୍ଧବିଶ୍ୱାସୀମାନେ ଅନେକ ସମୟରେ ଆହ୍ୱାନ ସୃଷ୍ଟି କରୁଛନ୍ତି । ଏଣୁ ବର୍ତ୍ତମାନ ସବୁଠାରୁ ବେଶୀ ଆବଶ୍ୟକ ହେଉଛି ସହନଶୀଳତା ତଥା ସମନ୍ୱୟ ରକ୍ଷା ଚିନ୍ତାଧାରାକୁ ପୁନର୍ଜୀବିତ କରିବା ଯାହା ଭାରତୀୟ ଜୀବନଧାରାର ମୂଳ ମନ୍ତ୍ର ଏବଂ ଯାହା ସାଂସ୍କୃତିକ ପରମ୍ପରାକୁ ଅକ୍ଷୁଣ୍ଣ ରଖି ପାରିବ । ଏହା ମଧ୍ୟ ମନେ ରଖିବା ଉଚିତ ଯେ ଭାରତ ସର୍ବଦା ବିବିଧ ଆଚରଣ ପରମ୍ପରାକୁ ଅନୁମୋଦନ କରୁଥିବା ରାଜନୈତିକ, ଅର୍ଥନୈତିକ ଓ ସାମାଜିକ ଗୋଷ୍ଠୀମାନଙ୍କ ବାସସ୍ଥାନ ହୋଇ ରହି ଆସିଛି । ତେଣୁ ଜାତୀୟ ଏକତା ଅଭିକ୍ରମ ଉପରେ ପ୍ରତିଷ୍ଠିତ ନ ହୋଇ ବରଂ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତାର

ଭିତ୍ତିପ୍ରସ୍ତର ଉପରେ ସୁଦୃଢ଼ ହେବା ବାଞ୍ଛନୀୟ । ଅନ୍ୟ ବେଶମାନଙ୍କ ଭଳି ଭାରତରେ ଅଭିନ୍ନ ଏକତା ନୁହେଁ,

ବରଂ ରଚନାତ୍ମକ ଐକ୍ୟ ପ୍ରତିଷ୍ଠା କରାଯିବା ଜରୁରୀ । ଆହୁରିମଧ୍ୟ ଏହା ଜୀବନଧାରା ସହିତ ଅଙ୍ଗାଙ୍ଗି

ଭାବେ ସଂପୂର୍ଣ୍ଣ ହେବା ଉଚିତ କାରଣ ନିର୍ଜୀବ ସମାଜତା ଏବଂ ସଂପୂର୍ଣ୍ଣ କେନ୍ଦ୍ରୀକରଣ ଯୋଗୁ ରୋମ

ସାମ୍ରାଜ୍ୟ ଭୁଣ୍ଡୁଡ଼ି ପଡ଼ିଥିଲା । ମାନବ ଜାତିର ପ୍ରଗତି ପଥକୁ ଏହି ନୀତି ସଂପୂର୍ଣ୍ଣ ଦୁର୍ବଳ କରି ଦେଇଥାଏ ।

ଏ ଦେଶ ବିଭିନ୍ନ ରାଜ୍ୟର ଏକ ସଂଘ ହେବା ସହିତ ବିବିଧ ସଂସ୍କୃତିର ଏକ ମିଳନ କ୍ଷେତ୍ର ହେବା

ଆବଶ୍ୟକ । ଏହାଦ୍ୱାରା ପ୍ରଶାସନିକ କିମ୍ବା ରାଜନୈତିକ ଏକତା ସହିତ ଚିରାଚରିତ ସାଂସ୍କୃତିକ ବିଭିନ୍ନତା ମଧ୍ୟରେ ଭାରସାମ୍ୟ ରକ୍ଷା କରାଯାଇ ପାରିବ ।

- A. ଦେଶରେ ଅରାଜକତା ବ୍ୟାପିଛି ।
- B. ଧନ ଜୀବନର ସାମି ହେଉଛି ।
- C. ଜାତୀୟ ସଂହତି କ୍ଷେତ୍ରରେ ଆହ୍ୱାନ ସୃଷ୍ଟି ହେଉଛି ।
- D. ଦେଶର ବିକାଶ ବାଧାପ୍ରାପ୍ତ ହେଉଛି ।

C

ଜାତୀୟ ସଂହତି କ୍ଷେତ୍ରରେ ଆହ୍ୱାନ ସୃଷ୍ଟି ହେଉଛି ।

କେଉଁଟି ଉତ୍ତର ସଂସ୍କାସର ଲିଖନର ଲକ୍ଷଣ ନୁହେଁ ?

- A. ଶବ୍ଦ ଶବ୍ଦ ମଧ୍ୟରେ ଉଚିତ ବ୍ୟବଧାନ ରଖିବା
- B. ଅକ୍ଷରଗୁଡ଼ିକୁ ନିର୍ଭୁଲ କରି ଲେଖିବା
- C. ଧାଡ଼ି ଗୁଡ଼ିକୁ ସିଧାକରି ଲେଖିବା
- D. ବିରାମ ଚିହ୍ନର ବ୍ୟବହାର କରିବା

D

ବିସ୍ତାରିତ ବ୍ୟାଖ୍ୟା

ଉତ୍ତର ସ୍ଥାନର ଗୁଣ ଓ ହେଉଛି

- ଅକ୍ଷର ସଠିକ ଓ ସ୍ପଷ୍ଟ ଲେଖିବା,
- ଶବ୍ଦମଧ୍ୟରେ ଉଚିତ ବ୍ୟବଧାନ ରଖିବା,
- ଧାଡ଼ିଗୁଡ଼ିକୁ ସିଧା ରଖି ଲେଖିବା।

କିନ୍ତୁ ବିରାମ ଚିହ୍ନର ବ୍ୟବହାର ହସ୍ତାକ୍ଷରର ଗୁଣ ନୁହେଁ — ଏହା ଲେଖନ ଶୈଳୀ ଓ ଭାଷା ବିଦ୍ୟା ସହ ସମ୍ପର୍କିତ।

କେଉଁଟି ମୂଲ୍ୟାୟନର ଉଦ୍ଦେଶ୍ୟ ନୁହେଁ ?

- A. ଶିକ୍ଷାର୍ଥୀମାନେ କ'ଣ ଜାଣିଛନ୍ତି ନିର୍ଣ୍ଣୟ କରିବା
- B. ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ବୋଧଗମ୍ୟତା ଓ ଅଗ୍ରଗତିର ମୂଲ୍ୟ ନିର୍ଦ୍ଧାରଣ କରିବା
- C. ଭାବର ଆଦାନ ପ୍ରଦାନ କ୍ଷମତାକୁ ଆକଳନ ନ କରିବା
- D. ଶିକ୍ଷାର୍ଥୀମାନେ କ'ଣ ଶିଖିଲେ ତାହା ନିର୍ଣ୍ଣୟ କରିବା

C

ମୂଲ୍ୟାୟନର ଦେଶ୍ୟ ହେଉଛି

- ଶିକ୍ଷାର୍ଥୀ କ'ଣ ଜାଣିଛନ୍ତି ଓ କ'ଣ ଶିଖିଛନ୍ତି ତାହା ନିର୍ଣ୍ଣୟ କରିବା,
- ତାଙ୍କର ବୋଧଗମ୍ୟତା ଓ ଅଗ୍ରଗତି ମାପିବା,
- ଶିକ୍ଷା ପ୍ରକ୍ରିୟାର ଗୁଣୋତ୍ତର ବୃଦ୍ଧି କରିବା।

କିନ୍ତୁ "ଭାବର ଆଦାନ ପ୍ରଦାନ କ୍ଷମତାକୁ ଆକଳନ ନ କରିବା" — ଏହା ମୂଲ୍ୟାୟନର ଉଦ୍ଦେଶ୍ୟ ନୁହେଁ, ବରଂ ଏକ ଅନୁଚିତ ପଦକ୍ଷେପ।

ଗୋଟିଏ ଶବ୍ଦ, ପଦ ବା ବାକ୍ୟ ବ୍ୟବହାରର ଉଦାହରଣ ଦେଇ ଠିକ୍ ସେହିପରି ରୂପ ଶବ୍ଦ, ପଦ ବା ବାକ୍ୟର ବ୍ୟବହାର କରିବାକୁ କୁହାଯାଇଥିବା ପ୍ରଶ୍ନ କେଉଁ ପ୍ରକାର ପ୍ରଶ୍ନ ?

- A. ବର୍ଗୀକରଣ ମୂଳକ
- B. ଦୃଷ୍ଟାନ୍ତ ମୂଳକ
- C. ପୁନଃ ସମ୍ପାଦନା ମୂଳକ
- D. ସତ୍ୟସତ୍ୟ

B

ଯେପରି ଏକ ଉଦାହରଣ ଦେଇ ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ଏହାର ଅନୁସାରେ ରୂପ ଶବ୍ଦ, ପଦ ବା ବାକ୍ୟ ବ୍ୟବହାର କରିବାକୁ କୁହାଯାଏ, ସେହି ପ୍ରକାର ପ୍ରଶ୍ନକୁ ଦୃଷ୍ଟାନ୍ତମୂଳକ ପ୍ରଶ୍ନ କୁହାଯାଏ। ଏହି ପ୍ରଶ୍ନ ଛାତ୍ରଙ୍କୁ ବୁଝିବା ଓ ଅନୁସରଣ କ୍ଷମତା ଯାଞ୍ଚ କରେ।

104 ବହୁଭାଷୀ ସମସ୍ୟା ଦୂର କରିବାପାଇଁ କେଉଁ ପଦକ୍ଷେପ ଗ୍ରହଣୀୟ ନୁହେଁ ?

- A. ପିଲାଙ୍କ ଘରର ଭାଷାକୁ ଉପେକ୍ଷା
- B. ବିଭିନ୍ନ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରସ୍ତୁତି
- C. ଆଞ୍ଚଳିକତା ଉପରେ ଗୁରୁତ୍ୱ
- D. ଆଞ୍ଚଳିକ ଉପକରଣ ଉପରେ ଗୁରୁତ୍ୱ

A

ବହୁଭାଷୀ ସମସ୍ୟା ଦୂର କରିବାରେ ଶିକ୍ଷାଳୟରେ ପିଲାଙ୍କ ଘରୋଇ ଭାଷାକୁ ସମ୍ମାନ ଓ ସମାବେଶ ଦେବା ଅତ୍ୟାବଶ୍ୟକ। ପିଲାଙ୍କୁ ଉପେକ୍ଷା କଲେ ଶିକ୍ଷାରେ ଅବଧାନୀ ଆସେ। ତେଣୁ ଏହି ପଦକ୍ଷେପ ଗ୍ରହଣୀୟ ନୁହେଁ।

105 ଲେଖା ମଧ୍ୟରେ କୌଣସି ଶବ୍ଦର ଅର୍ଥ ଅଧିକ ସ୍ପଷ୍ଟ କରିବାର ସୂଚନା ଦେବାକୁ ହେଲେ କେଉଁ ଚିହ୍ନ ଦିଆଯାଏ ?

- A. ଉଦ୍ଧୃତି (")
- B. ତ୍ୟାସ (-)
- C. କମା (,)
- D. ବନ୍ଧନୀ (())

D

ଲେଖା ମଧ୍ୟରେ ଯଦି କୌଣସି ଶବ୍ଦ ବା ବାକ୍ୟଗୁଡ଼ିକର ଅର୍ଥକୁ ଅଧିକ ସ୍ପଷ୍ଟ କରିବା ପାଇଁ ଅତିରିକ୍ତ ସୂଚନା ଦିଆଯାଏ, ସେହି ଅଂଶଟି ବନ୍ଧନୀ () ମଧ୍ୟରେ ଲେଖାଯାଏ। ଉଦାହରଣ — "ଆମେ କଟକ (ଓଡ଼ିଶାର ପୁରାତନ ସହର) ଯାଇଥିଲୁ।"

କେଉଁଟି ବର୍ଣ୍ଣାଶୁଦ୍ଧି ନିରାକରଣର ଉପାୟ ନୁହେଁ ?

- A. ଶୁଭ୍ର ଲିଖନ
- B. ଦୃଷ୍ଟଲିଖନ
- C. ହୃତ ପଠନ
- D. ଅଭିଧାନର ବ୍ୟବହାର

C

ବର୍ଣ୍ଣାଶୁଦ୍ଧି ନିରାକରଣ (spelling correction) ପାଇଁ ଶୁଭ୍ରଲିଖନ, ଦୃଷ୍ଟଲିଖନ ଓ ଅଭିଧାନ ବ୍ୟବହାର — ଏମାନେ ଦକ୍ଷ ଉପାୟ। କିନ୍ତୁ ହୃତ ପଠନ ବର୍ଣ୍ଣାଶୁଦ୍ଧି ଶିକ୍ଷାରେ ସାହାଯ୍ୟ କରେ ନାହିଁ; ଏହା ବୁଝିବା ଗତି ବଦଳାଇବାର ଉପାୟ ନାହିଁ।

107 ଶବ୍ଦାର୍ଥ ଖୋଜି କରାଇବାପାଇଁ ପିଲାମାନଙ୍କର କେଉଁ ଦକ୍ଷତାର ଅଭିବୃଦ୍ଧି ଘଟିଥାଏ ?

- A. ଧାରଣାର ବୋଧଗମ୍ୟତା
- B. ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ
- C. ସ୍ୱର୍ଣ୍ଣିକତା ଦକ୍ଷତା
- D. ଭାଷା ବ୍ୟବହାର କରିବାର ଦକ୍ଷତା

B

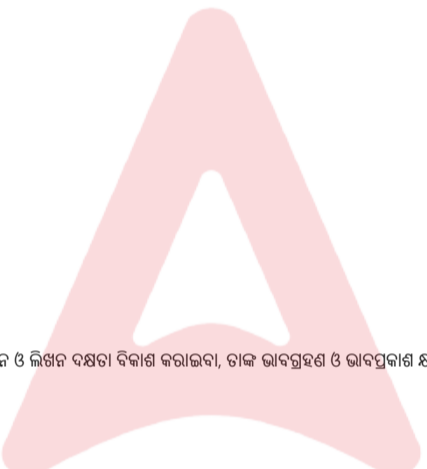
- ଶବ୍ଦକୁ ବାକ୍ୟରେ ଠିକ୍ ବ୍ୟବହାର (parts of speech, agreement) ଅଭ୍ୟାସ ହୁଏ।
- Collocation ଓ preposition ଭଳି ବ୍ୟାବହାରିକ ନିୟମ ମଜବୁତ ହୁଏ।
- ପରିପ୍ରେକ୍ଷ୍ୟାଧାରିତ ବାକ୍ୟ ଗଠନ ଦ୍ୱାରା functional grammar ପ୍ରଶିକ୍ଷଣ ହୁଏ।

108 ପ୍ରାଥମିକ ସ୍ତରରେ ମାତୃଭାଷା ଶିକ୍ଷଣର କେଉଁଟି ଲକ୍ଷ୍ୟ ନୁହେଁ ?

- A. ଯୌତୁକତାର ବିକାଶ ସାଧନ
- B. ଶ୍ରବଣ, କଥନ, ପଠନ ଓ ଲିଖନ ଶକ୍ତିର ଅଭିବୃଦ୍ଧି କରାଇବା
- C. ଭାବ ଗ୍ରହଣ ଓ ଭାବ ପ୍ରକାଶ ଶକ୍ତିର ବୃଦ୍ଧି କରିବା
- D. ମାନବୀୟ ଗୁଣ ଗୁଡ଼ିକର ବିକାଶ କରାଇବା

A

ପ୍ରାଥମିକ ସ୍ତରରେ ମାତୃଭାଷା ଶିକ୍ଷଣର ମୁଖ୍ୟ ଲକ୍ଷ୍ୟ ହେଉଛି — ଶିଶୁଙ୍କ ଶ୍ରବଣ, କଥନ, ପଠନ ଓ ଲିଖନ ଦକ୍ଷତା ବିକାଶ କରାଇବା, ତାଙ୍କ ଭାବଗ୍ରହଣ ଓ ଭାବପ୍ରକାଶ କ୍ଷମତା ବୃଦ୍ଧି କରିବା ଏବଂ ମାନବୀୟ, ମୂଲ୍ୟବୋଧ ଗଢ଼ି ଡୋଳିବା। ଯୌତୁକତାର ବିକାଶ ହେଉଛି ଗଣିତ ଓ ବିଜ୍ଞାନ ଶିକ୍ଷଣର ଲକ୍ଷ୍ୟ, ମାତୃଭାଷା ଶିକ୍ଷଣର ନୁହେଁ।



କେଉଁଟି ବ୍ୟାପକ ପଠନର ଉଦାହରଣ ?

- A. କେବଳ ପାଠ୍ୟପୁସ୍ତକର ବିଷୟଗୁଡ଼ିକୁ ପଢ଼ିବା
- B. ପାଠ୍ୟପୁସ୍ତକ ପଠନ ସହିତ ଶବ୍ଦାନ୍ତରାଳନ କରିବା
- C. ପାଠ୍ୟପୁସ୍ତକରୁ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ ସଂବନ୍ଧରେ ଅବଗତ ହେବା
- D. ପାଠ୍ୟ ପୁସ୍ତକ ସହିତ ବିଭିନ୍ନ ପୁସ୍ତକ ପଠନ କରିବା

D

ବ୍ୟାପକ ପଠନ ର ଅର୍ଥ ହେଉଛି — ଜ୍ଞାନ ଓ ଆଗ୍ରହ ବୃଦ୍ଧି ପାଇଁ ବିଭିନ୍ନ ପ୍ରକାର ଗ୍ରନ୍ଥ, କାହାଣୀ, ପତ୍ରିକା, ଇତ୍ୟାଦି ପଢ଼ିବା। ଏହା କେବଳ ପାଠ୍ୟପୁସ୍ତକ ମଧ୍ୟରେ ସୀମିତ ନୁହେଁ।

ବିଦ୍ୟାଳୟ ଆସିବା ପୂର୍ବରୁ ଶିଶୁ କେଉଁ ପ୍ରକାର ଭାଷାଜ୍ଞାନ ହାସଲ କରିଥାଏ ?

- A. ଶ୍ରବଣ ଓ ପଠନ
- B. କଥନ ଓ ଲିଖନ
- C. ଲିଖନ ଓ ପଠନ
- D. ଶ୍ରବଣ ଓ କଥନ

D

ଶିଶୁ ବିଦ୍ୟାଳୟ ଯିବା ପୂର୍ବରୁ ପରିବେଶରେ ଥିବା ଲୋକମାନଙ୍କୁ ଶୁଣି ଓ ତାଙ୍କ ସହ କଥା କହି ଭାଷା ଶିଖେ। ସେ ଲେଖିବା ଓ ପଢ଼ିବା ଶିଖୁଥାଏ ନାହିଁ, କିନ୍ତୁ ଶ୍ରବଣ ଓ କଥନ କ୍ଷମତା ଉନ୍ନତ କରିଥାଏ।

ସ୍ୱତନ୍ତ୍ର ମିଛ ହରି ନାମଟି ସତ ।

ବାକ୍ୟର ରେଖାଙ୍କିତ ପଦଟି କେଉଁ ସହି ବାକ୍ୟ ପ୍ରକାର ସର୍ବନାମ ?

- A. ଆପେକ୍ଷିକ
- B. ନିର୍ଦ୍ଦେଶାତ୍ମକ
- C. ନିର୍ଣ୍ଣାୟକ
- D. ପ୍ରଶ୍ନବାଚକ

C

ଏଠାରେ 'ସବୁଟି' ସର୍ବନାମ ପଦଟି 'ହରି' ନାମକୁ ନିର୍ଣ୍ଣୟ କରୁଛି ।
ଯେଉଁ ସର୍ବନାମ ପଦଟି ବାକ୍ୟରେ ବ୍ୟବହୃତ ହୋଇ ବିଶେଷ୍ୟ ପଦକୁ ନିର୍ଣ୍ଣୟ କରିଥାଏ, ତାହାକୁ ନିର୍ଣ୍ଣାୟକ ସର୍ବନାମ ପଦ କୁହାଯାଏ ।

112 କେଉଁଟି 'ସୂର୍ଯ୍ୟ' ଶବ୍ଦର ପ୍ରତିଶବ୍ଦ ରୁହେଁ ?

- A. ଭାସର
- B. ବିଭାବସ୍ତୁ
- C. ବିକର୍ତ୍ତନ
- D. ମିହିର

B

'ସୂର୍ଯ୍ୟ' ଶବ୍ଦର ପ୍ରତିଶବ୍ଦ - ଭାସର, ବିକର୍ତ୍ତନ, ମିହିର
'ବିଭାବସ୍ତୁ' ଶବ୍ଦଟି ସଠିକ୍ ଭାବେ 'ବିଭାବସ୍ତୁ' ହେଉଛି ।

ଅର୍ଥ - ଅସ୍ମି

"ମନଲୋକ ମନ ପରିବେଶରୁ ଫାଇଦା ଉଠାଇବା" ଅର୍ଥ ପ୍ରକାଶକ ରୁଦ୍ଧିକୁ ବାଛି ।

- A. କଙ୍କଡ଼ାକୁ ଗୋଳିପାଣି ସୁହାଇବା
- B. ଧୂଆମୂଳା ଅଧିଆ ମୂଳା ସମାନ
- C. ମାଛ ଚେଲରେ ମାଛ ଭାଙ୍ଗିବା
- D. କେରାଣ୍ଡି ଗୁଛି ବାଳିଆ ଧରିବା

A

କଙ୍କଡ଼ାକୁ ଗୋଳିପାଣି ସୁହାଇବା

'ଉଡ଼' ଶବ୍ଦର ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦଟିକୁ ଚିହ୍ନଟାଅ ।

- A. ଅନୁଡ଼
- B. ସ୍ଵନୁଡ଼
- C. ଅରଡ଼
- D. ସତ୍ୟ

A

ଅନୁଡ଼

'ଗହମ ଗୋଟି ଗଣିତା' _____ ଏହି ରୁଦ୍ଧିର ଅର୍ଥ କ'ଣ ?

- A. ନିବିଡ଼ ସଂପର୍କ
- B. ଦୂଆ ପରିଶ୍ରମ
- C. ସାମାନ୍ୟ ଲାଭପାଇଁ କଠିନ ପରିଶ୍ରମ
- D. ନିତାନ୍ତ କମ୍ ଖର୍ଚ୍ଚ

D

ନିତାନ୍ତ କମ୍ ଖର୍ଚ୍ଚ

ନିମ୍ନୋକ୍ତ ମଧ୍ୟରୁ କେଉଁ ଶବ୍ଦଟି ତଦ୍ଧିତ ପ୍ରତ୍ୟୟ ଦ୍ଵାରା ଗଠିତ ହୋଇନାହିଁ ?

- A. ଆର୍ଜବ
- B. ଆଳସ୍ୟ
- C. ଶିକ୍ଷିତ
- D. ପ୍ରାତ୍ୟ

C

ଆର୍ଜବ - ରଜ୍ + ଅ

ଆଳସ୍ୟ - ଅଳସ + ଯ

ପ୍ରାତ୍ୟ - ପ୍ରାତ୍ + ଯ

ଉପର ଚିହ୍ନିତ ଶବ୍ଦ ଗୁଡ଼ିକ ତଦ୍ଧିତ ପ୍ରତ୍ୟୟ ଦ୍ଵାରା ଗଠିତ ହୋଇଛନ୍ତି ।

ଶିକ୍ଷିତ - ଶିକ୍ଷ + ତ

କେଉଁ ଶବ୍ଦଟି 'ଯ' ପ୍ରତ୍ୟୟ ଯୋଗରେ ଗଠିତ ?

- A. ଭୟ
B. ଦେୟ
C. ଲୟ
D. କ୍ଷୟ

B

ଭୟ - ଭୀ + ଅ

ଲୟ - ଲୀ + ଅ

କ୍ଷୟ - କ୍ଷୀ + ଅ

ଦେୟ - ଦା+ୟ(ଯ)

118 କେଉଁଟି ବିଶେଷ୍ୟ ପଦ ନୁହେଁ ?

- A. ସରଳ
B. ବନ୍ଦାଣ
C. ଦୟା
D. ଗମନ

A

ଦୟା - ଏହା ଗୁଣ ବାଚକ ବିଶେଷ୍ୟ ଅଟେ ।

ବନ୍ଦାଣ ଏବଂ ଗମନ - ଏହା କ୍ରିୟା ବାଚକ ବିଶେଷ୍ୟ ଅଟେ ।

ସରଳ - ଏହା ବିଶେଷ୍ୟ ପଦ ନୁହେଁ । "ସରଳତା" - ଏହା ବିଶେଷ୍ୟ ପଦ ହେବ ।

119 ସଂଯୋଜକ ଅବ୍ୟୟ ପଦଟିକୁ ଚିହ୍ନାଅ ।

- A. ସର୍ବଦା
B. ସିନା
C. ପରା
D. ଏବଂ

D

ସର୍ବଦା - ଏହା ହେଉଛି ସମୟ ସୂଚକ ଅବ୍ୟୟ ।

ସିନା ଏବଂ ପରା - ଏହା ହେଉଛି ବିଯୋଜକ ଅବ୍ୟୟ ।

ଏବଂ - ଏହା ହେଉଛି ସଂଯୋଜକ ଅବ୍ୟୟ ।

120 ବାକ୍ୟ ମଧ୍ୟରେ ଅବ୍ୟୟ ରୂପେ ସ୍ୱତନ୍ତ୍ର ଭାବରେ କେଉଁ ଉପସର୍ଗଟି ବ୍ୟବହୃତ ହୋଇପାରେ ନାହିଁ ?

- A. ପ୍ରତି
B. ଅତି
C. ଅଭି
D. ପରି

C

20 ଟି ଉପସର୍ଗ ମଧ୍ୟରୁ ଅତି, ପ୍ରତି, ପରା, ପରି ଧାତୁର ପୂର୍ବରେ ବ୍ୟବହୃତ ହୋଇ ସ୍ୱତନ୍ତ୍ର ପଦ ରୂପେ ବାକ୍ୟରେ ବ୍ୟବହୃତ ହୁଅନ୍ତି ।
ଅତି - ଅତି କଷ୍ଟରେ ଲୋକଟି ଘର କାମ କରୁଛି ।

ପ୍ରତି - ପ୍ରତି ଛାତ୍ରଛାତ୍ରୀ ବିଦ୍ୟାଳୟକୁ ଆସିବେ ।

ପରା - ରାମ ପରା ଆଜି ଛୁଟିରେ ରହିବେ ?

ପରି - ଗାନ୍ଧୀଙ୍କ ପରି ଲୋକ ସମାଜରେ ନାହାନ୍ତି ।

121 What is the normal intelligence range that most people possess?

- A. 80 to 100 IQ
B. 90 to 110 IQ
C. 100 to 120 IQ
D. 70 to 100 IQ

B

intelligence tests

is a numerical measure of a person's cognitive abilities in relation to their age group. It is usually measured using

standardized

Normal IQ Range:

1. average IQ score is 100.
2. 68% of the population score within one standard deviation of the mean, which is roughly 90–110 IQ.
3. “normal” or “average intelligence”.

	Classification	Approx. % of Population
Below 70	Intellectual disability	2–3%
70–89	Below average	14%
90–110	Average / Normal intelligence	68%
111–120	Above average	14%
121–130	Superior	2–3%
130+	Gifted / Very superior	2–3%

- Includes lower-than-average range; underestimates the upper half of normal intelligence.
- (C) 100–120 IQ Captures average to slightly above average; excludes lower half of normal range.
- (D) 70–100 IQ Includes below-average range (70–89); not fully representative of normal intelligence.

Conclusion: The normal intelligence range is approximately 90–110 IQ, encompassing the majority of people.

- is the ability to learn, reason, solve problems, and adapt to new situations.
- IQ tests, which assess verbal, mathematical, spatial, and logical reasoning abilities.
- learning needs and educational interventions.
- IQ alone does not measure creativity, emotional intelligence, or social skills.
- plays a major role.
- Environmental factors like nutrition, education, and stimulation also influence cognitive development.
- 90–110, so teaching should be designed for average learners.
- Differentiated instruction may be needed for below-average or gifted students.

Recognize that IQ is just one aspect of student potential; emotional and social skills are equally important.

122 Which one comes under the activity-based approach?

- A. Discussion Method
- B. Project Method
- C. Practice Method
- D. Narration Method

B

The Activity-Based Approach in education emphasizes learning by doing, where students actively participate in tasks that integrate knowledge, skills, and creativity. This approach encourages hands-on experience, critical thinking, collaboration, and real-world application.

Key Features of Activity-Based Learning:

1. Learner-Centered: Focus is on the child as an active participant rather than a passive listener.
2. Practical Application: Students apply concepts to real-life situations.
3. Integration of Skills: Encourages problem-solving, creativity, social, and cognitive skills.
4. Motivation and Engagement: Activities make learning enjoyable and meaningful.

Why the Project Method fits

- In the Project Method, students plan, investigate, and execute a project, often over several days or weeks.
- Example: Creating a model of a solar system, conducting a small scientific experiment, or preparing a community awareness campaign.
- Students actively engage in research, experimentation, discussion, and presentation, which aligns perfectly with activity-based learning principles.

Why are the other options less aligned?

1. (A) Discussion Method
 - Primarily verbal interaction and exchange of ideas; may not involve hands-on activities.
2. (C) Practice Method
 - Focuses on repetition and skill development; partially active, but limited in creativity and real-life application.
3. (D) Narration Method
 - Teacher lectures or narrates content; students are mostly passive listeners.

Information Booster— Activity-Based Approach in Practice

Benefits

1. Enhanced Retention: Active involvement improves memory and understanding.
2. Skill Development: Promotes critical thinking, problem-solving, collaboration, and creativity.
3. Real-World Connection: Helps students relate classroom learning to real-life contexts.

Motivation: Makes learning enjoyable and meaningful.

123 What is the first stage of cognitive development?

- A. Sensory motor stage
- B. Pre-operational stage
- C. Concrete operational stage
- D. Formal operational stage

A

The first stage of cognitive development is described by Jean Piaget, a pioneering developmental psychologist. This stage is known as the Sensory-Motor Stage, and it occurs from birth to approximately 2 years of age.

Key Features of the Sensory-Motor Stage:

1. Learning through senses and motor activities
 - Infants explore the world using their senses (sight, touch, taste, hearing, smell) and motor actions (grasping, crawling, sucking).
 - Example: A baby learns that shaking a rattle produces sound.
2. Development of object permanence
 - By the end of this stage, children understand that objects continue to exist even when out of sight.
 - Example: Hiding a toy under a blanket; the child searches for it.
3. Coordination of sensory input and motor actions
 - Early reflexive behaviors gradually develop into goal-directed actions.
 - Example: Reaching for a toy deliberately rather than accidentally.
4. Beginning of symbolic thought
 - Toward the end of the sensory-motor stage, children start using mental images or symbols to represent objects and events.

Why are the other stages incorrect:

1. (B) Pre-operational stage
 - Occurs 2–7 years; children begin using symbols, language, and imagination, but thinking is still egocentric.
2. (C) Concrete operational stage
 - Occurs 7–11 years; children develop logical thinking about concrete objects and can perform operations like classification and conservation.
3. (D) Formal operational stage
 - Occurs 12 years and above; children develop abstract reasoning, hypothetical thinking, and problem-solving skills.

Conclusion: The Sensory-Motor Stage is the first stage of cognitive development where infants learn through direct interaction with their environment.

Information Booster — Piaget's Cognitive Development Stages Overview

	Age	Key Characteristics	Examples
Sensory-Motor	0–2 yrs	Learning through senses & motor actions; object permanence	Shaking rattle, exploring objects
Pre-Operational	2–7 yrs	Symbolic thinking, egocentrism, imagination	Pretend play, drawing
Concrete Operational	7–11 yrs	Logical thinking about concrete events; conservation	Sorting objects, math problems
Formal Operational	12+ yrs	Abstract & hypothetical reasoning	Algebra, debating abstract concepts

Practical Classroom Implications for Sensory-Motor Stage

1. Provide hands-on exploration
 - Safe toys, textures, shapes, and colors encourage sensory learning.
2. Encourage motor activities
 - Crawling, reaching, stacking, or grasping objects helps cognitive and physical development.
3. Introduce cause-and-effect learning
 - Toys that respond to actions (pressing buttons, shaking, rolling) support early problem-solving.
4. Observe object permanence and intentional actions
 - Games like "peek-a-boo" reinforce understanding that objects exist even when hidden.

124 According to Hurlock, which of the following is not a characteristic of social development during pre-adolescence?

- A. Elders' recommended behaviour
- B. Social values
- C. Distribute toys among peers
- D. Social behaviour

C

Information booster (practical points):

- Typical pre-adolescence features (per developmental literature/Hurlock):
 - Growing importance of peer groups and friendships.
 - Development and internalization of social values (fairness, cooperation, loyalty).
 - More complex social behaviour: teamwork, rule following, role taking, concern for reputation.
 - Greater responsiveness to elders' recommendations and societal norms (though peer influence also rises).
- Why (C) fits earlier stages: simple object-sharing (like allocating toys) is a hallmark of early social play seen in preschool and early childhood, when social skills are concrete and centred on immediate play contexts.
- Classroom implications: for pre-adolescents use group projects, role plays, debates and value-based discussions to teach cooperation and social responsibility rather than only organizing toy-sharing activities.

Assessment tip: evaluate social development with observation of group problem solving, peer relationship quality, and value expressions (journals/reflective tasks), not just simple sharing tasks.

125 Which of the following is not a principle of development?

- A. Head to feet
- B. Near to distant
- C. Principle of predictability
- D. Principle of discontinuity

D

Key Principles of Development:

1. Cephalocaudal (Head to Foot) Principle

- Development starts from the head and moves downward to the feet.
- Example: Infants first control their head and neck muscles before crawling or walking.

2. Proximodistal (Near to Distant) Principle

- Development progresses from the center of the body outward to the extremities.
- Example: Arm control develops before hand/finger dexterity.

3. Principle of Predictability

- Development follows a predictable sequence, though timing may vary among individuals.
- Example: Walking typically occurs after crawling; speaking typically follows babbling.

Why the (D) Principle of Discontinuity is incorrect:

- Discontinuity implies development happens in jumps or unrelated steps, which contradicts observed continuous and sequential growth.
- Development is generally gradual, orderly, and continuous, although the rate may vary.
- Therefore, there is no recognized “principle of discontinuity” in standard developmental theories.

Why are other options correct?

- (A) Head to feet → Correct, aligns with cephalocaudal principle.
- (B) Near to distant → Correct, aligns with proximodistal principle.
- (C) Principle of predictability → Correct, development follows a predictable sequence.

Information Booster — Practical Classroom Implications

1. Physical Development

- Activities should respect head-to-foot and near-to-distant progression.
- Example: Teach writing (finger control) after gross motor skills are developed (hand-arm coordination).

2. Cognitive & Social Development

- Predictable patterns allow teachers to scaffold learning according to age-appropriate stages.
- Example: Introduce abstract concepts when children have reached concrete operational thinking (Piaget).

3. Individual Differences

- Though predictable, timing varies: some children walk or speak earlier or later.

Teachers should adapt expectations and provide support for individual learners.

126 Which of the following is an external factor of growth and development?

- A. Environment in the womb of a mother.
- B. Intelligence
- C. Emotional factor
- D. Biological factor

A

- External factors come from the environment surrounding the child and affect physical, cognitive, emotional, and social development.
- Internal factors are inherited traits, intelligence, biological make-up, and emotional characteristics.

Analysis of options:

1. (A) Environment in the womb of a mother

- The prenatal environment is an external factor.
- Examples: maternal nutrition, stress, exposure to toxins, infections, or drugs — all affect fetal growth and development.
- Although the womb is part of the body, these influences are external environmental conditions impacting the developing fetus.

2. (B) Intelligence

- Intelligence is largely influenced by genetic inheritance and internal maturation, so it is an internal factor.

3. (C) Emotional factor

- Emotional temperament and predisposition have both internal and external components, but innate emotional tendencies are internal.

4. (D) Biological factor

- Biological factors include genes, hormones, and physical growth patterns, which are internal factors.

Conclusion: Among the options, the prenatal environment is the clearest example of an external factor affecting growth and development.

Information Booster — External Factors Affecting Growth and Development

1. Prenatal Environment

- Maternal nutrition: adequate protein, vitamins, and minerals support fetal growth.
- Maternal health: chronic illnesses, infections, or stress can affect development.
- Exposure to toxins: alcohol, drugs, smoking, and environmental pollutants can cause birth defects.

2. Postnatal Environment

- Nutrition: A Balanced diet affects height, weight, and brain development.
- Socio-economic conditions: Access to education, healthcare, and safe surroundings.
- Stimulation: Learning opportunities, play, and social interaction enhance cognitive and emotional growth.
- Cultural and family influences: Values, customs, and parenting style shape personality and social skills.

3. Education and School Environment

- Quality of teaching, peer interactions, and extracurricular activities affect intellectual, social, and emotional development.

Q.127 In which stage of human development does physical development become slower?

- A. Infancy
- B. Pre-childhood
- C. Later childhood
- D. Adolescence

C

- Infancy (0–2 yrs) — fastest physical growth (big gains in height & weight).
- Pre/early childhood (≈2–6 yrs) — growth continues fairly quickly and steadily.
- Later/middle childhood (≈6–11 yrs) — growth becomes slower and steadier; gains in height/weight are smaller year-to-year.
- Adolescence — next rapid phase (pubertal growth spurt).

Information booster (useful points for study/teaching):

- Typical later childhood age range: about 6–11 years (varies by source).
- Changes in this stage emphasize motor skill refinement (coordination, handwriting, sports technique) rather than big size changes.
- Classroom implications: longer focused tasks, activities building endurance/coordination, and using milestone checklists for motor skills rather than expecting large height/weight changes each term.
- Quick mnemonic: Rapid → Steady → Slower → Rapid (Infancy → Early childhood → Later childhood → Adolescence).

What is the average time period of the prenatal stage?

- A. 350 days
- B. 320 days
- C. 310 days
- D. 280 days

D

- On average, pregnancy lasts about 40 weeks, which is equivalent to 280 days.
- This stage is crucial for physical, cognitive, and physiological development.

Breakdown of the Prenatal Stage:

1. Germinal Stage (0–2 weeks)

- Begins at fertilization, the formation of the zygote, and implantation in the uterus.

2. Embryonic Stage (3–8 weeks)

- Major organs and structures begin to develop; the embryo is highly sensitive to teratogens (harmful substances).

3. Fetal Stage (9 weeks – birth)

- Growth and maturation of organs, skeletal formation, and development of sensory systems.

Average duration:

- $40 \text{ weeks} \times 7 \text{ days/week} = 280 \text{ days}$
- Variations exist (normal range: 37–42 weeks), but 280 days is considered the standard average.

Why are the other options incorrect:

- (A) 350 days → Much longer than a typical pregnancy (~50 days extra).
- (B) 320 days → Longer than average; not the standard prenatal period.
- (C) 310 days → Slightly overestimates average duration.

Information Booster— Importance of the Prenatal Stage

Key Aspects of Development

1. Physical Development

- Formation of organs, limbs, facial features, and the neural system.
- Rapid cell division and differentiation.

2. Cognitive & Sensory Development

- The brain starts forming; neural connections begin.
- Sensory systems (hearing, touch) start developing in the fetal stage.

3. Factors Affecting Prenatal Development

- Nutrition: Adequate maternal nutrition supports growth.
- Teratogens: Alcohol, drugs, infections, and toxins can harm development.
- Maternal Health: Chronic illness, stress, and lifestyle affect fetal growth.

Practical Implications for Parents & Educators

- Early prenatal care and regular medical check-ups ensure proper growth.
- Understanding the prenatal period helps anticipate developmental milestones and early interventions if needed.

Awareness of critical periods of organ development (e.g., heart and brain) guides avoidance of harmful substances.

129 The name of the period that lasts from the age of two to puberty is -

- A. Infancy
- B. Childhood
- C. Adolescence
- D. Adult

B

Age-wise breakdown of development stages:

	Age Range	Key Characteristics
Infancy	0–2 years	Rapid physical growth, sensory-motor development, and attachment formation
Childhood	2 years – puberty (approx. 12 years for girls, 13–14 for boys)	Language development, socialization, cognitive development, moral understanding, and basic academic skills
Adolescence	Puberty – 18 years	Hormonal changes, identity formation, abstract thinking, emotional and social development
Adulthood	18 years onwards	Physical and emotional maturity, career, and family responsibilities

Why are the other options incorrect:

1. (A) Infancy → Covers birth to 2 years, before the stage in question.
2. (C) Adolescence → Starts at puberty, after childhood.
3. (D) Adult → Begins after adolescence, generally 18+ years, and is not related to early development stages.

Conclusion: The period from 2 years to puberty is childhood.

Information Booster— Childhood Development Highlights

1. Physical Growth

- Slower than infancy but steady.
- Fine and gross motor skills improve (running, climbing, writing).
- Brain development continues; myelination enhances neural efficiency.

2. Cognitive Development

- Language skills expand rapidly; vocabulary grows.
- Children develop logical thinking (Piaget: preoperational to concrete operational stages).
- Memory, problem-solving, and learning skills strengthen.

3. Social & Emotional Development

- Peer relationships become important.
- Moral reasoning begins to develop (understanding rules and fairness).
- Emotional regulation improves with adult guidance.

4. Education Implications

- Foundation for lifelong learning: Literacy, numeracy, and social skills.
- Teachers should provide structured learning with play-based activities to engage children.
- Early interventions can support children with learning difficulties or behavioral challenges.

5. Practical Classroom Tips

- Use active, hands-on learning (blocks, experiments, art).
- Encourage peer collaboration for social development.
- Scaffold tasks according to cognitive ability (Piaget’s concrete operational thinking).

Monitor physical growth and well-being; integrate gross/fine motor exercises.

130 According to Palmer, behaviour pattern of a child changes with _____.

- Adulthood
- Infancy
- Climate
- Maturity

D

- Maturity refers to the natural growth and development of the nervous system, cognitive abilities, and emotional regulation that occurs as the child ages.
- As children mature physically, mentally, and emotionally, their behaviour, thinking, and learning capacity evolve.

Analysis of other options:

1. (A) Adulthood

- Adulthood is a later stage in development; Palmer's focus is on changes occurring during childhood.

2. (B) Infancy

- Infancy is a developmental stage, not a factor causing behavioral change across childhood.

3. (C) Climate

- Climate or environment may influence certain behaviours, but according to Palmer, innate developmental changes due to maturation are the primary driver.

Conclusion: The child's behaviour changes naturally with maturity, reflecting developmental stages in cognition, social interaction, and emotional regulation.

Information Booster— Maturity and Behaviour in Child Development

Key Points:

1. Physical Maturity

- The growth of the brain and motor systems affects coordination, reaction time, and the capacity for complex tasks.
- Example: Improved hand-eye coordination allows older children to write neatly or play musical instruments.

2. Cognitive Maturity

- Development of attention, memory, reasoning, and problem-solving skills.
- Example: Younger children use trial-and-error; older children use logic and planning.

3. Emotional & Social Maturity

- Ability to regulate emotions, understand social norms, and empathize.
- Example: A 5-year-old may throw tantrums; a 10-year-old expresses frustration verbally.

4. Behavioural Implications

- Learning styles, attention span, and social interactions evolve naturally.
- Teachers must match expectations and instruction to the child's maturity level.

131 Which of the following statements does not reflect the nature of learning?

- A. Learning is purposive.
- B. Learning is universal.
- C. Learning is an adjustment.
- D. Learning is memorisation of facts.

D

- (A) Learning is purposive.
Learning typically occurs with some aim — to solve a problem, acquire a skill, satisfy curiosity, or achieve a goal. Purpose directs attention and effort.
- (B) Learning is universal.
All people learn throughout their lifespan. Learning happens in formal settings (school) and informally (play, work, social interaction).
- (C) Learning is an adjustment.
Learning involves changes in behaviour, thinking, or emotions to adapt to new information or situations — adjusting strategies, beliefs, or responses.
- (D) Learning is memorisation of facts. (Not correct as a defining nature)
Memorisation is only one aspect of learning (useful for recall), but it is neither necessary nor sufficient to describe learning as a whole. True learning includes understanding, application, analysis, synthesis, and transfer to new situations. Memorising facts without comprehension or the ability to use them does not meet the fuller educational goals of meaningful learning.

Quick example

- A student can memorize dates of a historical event (rote recall) but cannot explain causes, consequences, or apply lessons to current events — that's limited memorisation, not deep learning.

Information booster — Teaching for meaningful learning (not just memorisation)

Key classroom strategies

1. Focus on understanding: Use questions that ask why and how, not only what.
2. Encourage application: Include tasks that require students to use facts in new contexts (projects, problem-solving).
3. Promote higher-order thinking: Design activities for analysis, evaluation, and creation (Bloom's higher levels).
4. Use spaced practice & retrieval: To support memory and understanding, space reviews and use low-stakes quizzes that require retrieval, not just recognition.
5. Foster metacognition: Teach students to plan, monitor, and evaluate their learning (e.g., learning journals, self-checklists).

Connect to prior knowledge: Activate what learners already know and build new learning on it (constructivist approach).

132 Which pair is not related to the three components of learning?

- A. Acquisition - selection
- B. Acquisition - retention
- C. Acquisition - application
- D. Retention - application

A

1. Acquisition — the process of taking in new information or skills (encoding).
2. Retention — storing that information so it can be recalled later (memory).
3. Application (or Transfer) — using learned knowledge/skills in new situations or to solve problems.

Pairs (B), (C), and (D) all match these components:

- Acquisition — retention (you first learn something, then store it).
- Acquisition — application (after learning, you apply the new skill).
- Retention — application (what's stored is later retrieved and applied).

"Selection" is not one of the standard three components of learning — it may refer to choosing what information to attend to, or selecting strategies, but it is not part of the canonical triad (acquisition, retention, application). Therefore, (A) is the pair that is not related to the three components of learning.

Information booster — Practical classroom implications

How the three components show up in lessons

- Acquisition (teach & model)
 - Use clear explanations, demonstrations, examples, and guided practice.
 - Classroom actions: direct instruction, experiments, storytelling.
- Retention (help memory)
 - Reinforce via spaced practice, summaries, mnemonic devices, and visual organizers.
 - Classroom actions: short review at the start of the lesson, weekly cumulative quizzes, concept maps.
- Application / Transfer (use learning)
 - Provide problem-solving tasks, projects, real-world tasks, and varied contexts so students transfer learning.
 - Classroom actions: project-based tasks, role-plays, novel problems that require applying concepts.

133 Which of the following is not an educational provision for talented learners?

- A. Accelerated education
- B. Small Group Instruction
- C. Enrichment Programme
- D. Ability Grouping

B

- Accelerated education — moving a student through the curriculum at a faster pace (grade skipping, compacting curriculum).
- Enrichment programme — providing depth and extension activities beyond the standard curriculum (projects, mentorships, specialized clubs).

- Ability grouping — grouping students by achievement/ability for certain lessons so high-ability learners can be taught at an appropriately challenging level.

These three are commonly used specifically to meet the needs of talented learners.

Small Group Instruction, by contrast, is a generic instructional strategy used for many purposes — remedial teaching, regular differentiated instruction, peer tutoring, language support, and also sometimes for extension. It is not uniquely an educational provision designed specifically for talented learners. Because it serves broad classroom management and differentiation goals, it's the best choice for "not an educational provision for talented learners."

Information booster — Practical guidance for supporting talented learners

Typical provisions (quick overview)

- Acceleration: Grade skip, subject acceleration, curriculum compacting. Best when the student has mastered the required prerequisites and social/emotional readiness is considered.
- Enrichment: Depth activities (research projects, problem-based tasks), cross-curricular themes, mentorships, competitions (math olympiad, science fairs).
- Ability grouping: Flexible grouping for specific subjects so advanced students receive faster/ deeper instruction without lowering standards for others.

Why each works

- Acceleration reduces boredom and provides faster intellectual growth.
- Enrichment increases complexity, creativity, and higher-order thinking without removing students from peer contexts.
- Ability grouping allows targeted instruction and pacing matched to learners' readiness.

When to use (and when to avoid) ability grouping

- Use for: particular skills/subjects where large ability differences slow instruction (e.g., advanced math).
- Avoid rigid tracking across all subjects — long-term tracking can widen opportunity gaps and harm social integration.

How small group instruction can be used for talented learners

Although not a specific "talent provision," small groups can be arranged to benefit gifted students when deliberately designed:

- Challenge groups that tackle extension problems.
- Socratic seminars for deep discussion in small cohorts.

Project teams where talented learners take leadership roles.

134 To meet the diversity, we should have

- A. Spiral curriculum
- B. Inclusive curriculum
- C. Special curriculum
- D. Core curriculum

B

meet diversity in classrooms (differences in abilities, backgrounds, language, culture, learning styles, socio-economic status, and needs), an inclusive curriculum is the best choice. An inclusive curriculum is deliberately designed to welcome, reflect, and accommodate all learners so that everyone can participate and achieve meaningful learning outcomes.

Why (B) is best:

- An inclusive curriculum embeds multiple pathways to learning (content, process, product) and removes barriers so learners with varied needs can access the same core aims. It explicitly plans for differentiation, accommodations, and culturally responsive materials.
- It aligns with principles like Universal Design for Learning (UDL), differentiated instruction, and equitable assessment — all aimed at meeting learner diversity.

Why are the other options less appropriate:

- (A) Spiral curriculum — revisits topics at increasing depth and is useful for cognitive progression, but it doesn't by itself address diversity of needs, language, or accessibility.
- (C) Special curriculum — targets learners with specific disabilities or needs by providing an alternate pathway; while necessary in some contexts, it can lead to segregation and does not meet diversity within the mainstream classroom.
- (D) Core curriculum — focuses on essential content that all must learn; important for common standards, but without an inclusive design, it may exclude or disadvantage diverse learners.

Information booster — Practical ways an inclusive curriculum meets diversity

Key elements of an inclusive curriculum

1. Multiple means of representation — present material in text, audio, visuals, hands-on, and interactive formats.
2. Multiple means of engagement — offer choices, culturally relevant contexts, project-based tasks, and varied challenge levels.
3. Multiple means of expression — allow students to show learning via writing, speaking, drawing, performance, video, or models.
4. Flexible assessment & pacing — use formative assessments, portfolios, and mastery-based progression.

5. Culturally responsive content — include examples, stories, and contexts from learners' lives and backgrounds.
6. Scaffolds & accommodations — provide assistive tech, simplified language, glossaries, extra time, peer support.

Classroom strategies (quick practical list)

- Use UDL checklists when planning each lesson.
- Start lessons with a learning goal and 2–3 options for how students will engage and demonstrate learning (choice boards).
- Provide mini-lessons + station rotations so the teacher can give targeted support.
- Create tiered tasks: same core outcome, different complexity.

Keep a student profile with preferred modes of learning, languages, and accommodations.

135 Which of the following best explains the meaning of learning?

- A. Learning is a construction of knowledge.
- B. Learning is a memorisation of facts.
- C. Learning is a change due to maturation.
- D. Learning is a change in native tendencies.

A

Analysis of options:

1. (A) Learning is a construction of knowledge Correct
 - Constructivist theories (Piaget, Vygotsky) describe learning as an active process where learners build new understanding based on prior knowledge.
 - Learners engage, experiment, and create meaning, making knowledge personal and applicable.
 - Example: Students conducting experiments to understand the principles of motion, rather than just memorizing formulas.
2. (B) Learning is a memorisation of facts
 - Memorization alone is not learning. It may lead to short-term recall but does not ensure understanding, application, or problem-solving skills.
3. (C) Learning is a change due to maturation
 - Maturation (e.g., physical or cognitive growth) is a natural biological process, not learning.
 - While maturation can enable learning, it does not itself constitute learning.
4. (D) Learning is a change in native tendencies
 - "Native tendencies" are innate traits. Changes in instincts or reflexes occur naturally, not through experience or instruction, so this does not define learning.

Information Booster— Modern Understanding of Learning

Key Features of Learning

1. Active Process – Learners construct knowledge rather than passively receive it.
 2. Experience-based – Occurs through interaction, practice, and experimentation.
 3. Relatively Permanent – Leads to lasting changes in behavior, understanding, or skills.
 4. Change in Knowledge, Skills, or Attitude – Can be cognitive, affective, or psychomotor.
- Goal-directed and meaningful – Helps solve problems, make decisions, or adapt to new situations.

136 Which of the following behavioural examples best illustrates the concept of motivation?

- A. Paresh has shown steady progress in his ability to relate past and present historical trends.
- B. Sitanshu has increased his practice time on the electric guitar from one hour to two hours per day.
- C. Rita has always shown a keen interest and capacity in reading.
- D. Manisha long ago developed the habit of looking up unfamiliar words in the dictionary.

B

Analysis of the options:

1. (A) Paresh has shown steady progress in his ability to relate past and present historical trends

- This reflects learning achievement or cognitive development, not necessarily motivation.
 - Steady progress may be due to prior teaching, curriculum, or skills, but it doesn't explicitly indicate an increase in effort driven by internal desire.
2. (B) Sitanshu has increased his practice time on the electric guitar from one hour to two hours per day
- This shows active, goal-directed behavior.
 - The increase in effort (practice time) is a direct manifestation of motivation — the drive to improve his skill.
 - Motivation is about effort and persistence, which this example clearly illustrates.
3. (C) Rita has always shown a keen interest and capacity in reading
- This indicates interest or aptitude, but it does not demonstrate a change in behavior or increased effort, which is critical for identifying motivation.
4. (D) Manisha long ago developed the habit of looking up unfamiliar words in the dictionary
- This represents a habit or learned behavior, not necessarily an ongoing motivational drive.
- Conclusion: Option B is the best example of motivation because it shows a clear increase in effort due to internal drive or goal-directed behavior.

Information Booster — Understanding Motivation in Education

Types of Motivation

1. Intrinsic Motivation – Driven by internal satisfaction or interest.
 - Example: Learning guitar because Sitanshu enjoys music.
2. Extrinsic Motivation – Driven by external rewards or recognition.
 - Example: Practicing guitar to win a competition or get praise.

Characteristics of Motivated Behavior

- Effort increases over time.
- Persistence despite challenges.
- Goal-directed actions.
- Willingness to engage in learning or skill-building activities.

Practical Classroom Implications

- Encourage goal setting: Let students set short-term and long-term goals.
- Provide meaningful choices: Give students autonomy in selecting tasks or projects.
- Use rewards and recognition wisely: Praise effort, not just outcomes.
- Foster intrinsic motivation through engaging, relevant, and challenging activities.
- Observe behavioral changes (like increased practice, participation, or voluntary engagement) as indicators of motivation.

137 UDL stands for

- A. Universal Demand for Learning
- B. Universal Design for Leadership
- C. Uniform Design for Learning
- D. Universal Design for Learning

D

_____ is an educational framework aimed at _____ making learning accessible and effective for all students _____, regardless of their abilities, learning styles, or backgrounds. It originates from principles of _____ universal design in architecture _____, where buildings are designed to be usable by everyone (e.g., ramps for wheelchairs, tactile indicators for the visually impaired). Similarly, _____ UDL in education removes learning barriers _____ by providing flexible teaching methods, materials, and assessments.

Key Points:

1. Universal: Applies to all learners, including those with disabilities or special needs.
2. Design: Curriculum and instruction are proactively designed, rather than retrofitted for specific learners.
3. Learning: Focuses on achieving learning goals through multiple means of engagement, representation, and expression.

Why the other options are incorrect?

- (A) Universal Demand for Learning
 - No such educational concept exists; "demand" is unrelated.
- (B) Universal Design for Leadership
 - Leadership frameworks may exist, but this is not what UDL stands for.

- (C) Uniform Design for Learning
 - “Uniform” contradicts UDL’s principle of flexibility and differentiation.

Information Booster— Understanding UDL

The Three Core Principles of UDL

1. Multiple Means of Representation (the “what” of learning)
 - Present information in various ways to meet diverse needs.
 - Examples: Text, audio, video, diagrams, real objects, interactive simulations.
2. Multiple Means of Engagement (the “why” of learning)
 - Motivate learners in different ways to sustain attention and effort.
 - Examples: Choice of tasks, collaborative activities, games, challenges.
3. Multiple Means of Expression (the “how” of learning)
 - Allow learners to demonstrate what they know in different ways.
 - Examples: Oral presentations, written reports, posters, videos, models, digital creations.

138 Inclusive education does not believe in

- A. Accept difference and celebrate diversity
- B. Diversity is a social responsibility, accept it.
- C. Learning individually is beneficial for every child.
- D. Handicap is a social construct; deconstruct handicap.

C

Inclusive education is an approach that ensures all children, regardless of their abilities, backgrounds, or challenges, have equal access to quality education in regular classrooms. It emphasizes diversity, equity, and participation rather than segregation or one-size-fits-all methods.

Why each option is correct or incorrect:

1. (A) Accept difference and celebrate diversity
 - Inclusive education encourages recognizing differences (learning styles, abilities, cultures) and valuing them as strengths.
2. (B) Diversity is a social responsibility, accept it
 - Society and schools have the responsibility to accommodate and include all children, promoting equality and social justice.
3. (C) Learning individually is beneficial for every child
 - Inclusive education does not advocate complete individual learning for all.
 - While some children may need individualized support, the philosophy emphasizes collaborative learning, peer interaction, and participation in group settings.
 - Overemphasizing individual learning for all children can lead to isolation and reduce opportunities for social learning and community integration.
4. (D) Handicap is a social construct; deconstruct handicap
 - Inclusive education views disability as an interaction between the individual and the environment, not solely as an inherent limitation.
 - Removing environmental and societal barriers allows learners to participate fully.

Conclusion: The statement about “learning individually is beneficial for every child” contradicts the inclusive education principle of social participation and shared learning.

Information Booster— Key Principles of Inclusive Education

Core Principles

1. Equity – Every child has access to quality education, regardless of ability, gender, or background.
2. Participation – All children learn together in mainstream classrooms.
3. Support & Accommodation – Individualized adjustments (teaching methods, materials) are provided as needed, not as a universal approach.
4. Celebration of Diversity – Differences are recognized as assets, not deficits.
5. Barrier-Free Environment – Physical, social, and attitudinal barriers are removed.

Practical Strategies in Classrooms

- Universal Design for Learning (UDL): Offer multiple ways to engage, represent, and express learning.
- Peer-assisted learning: Students help and learn from each other.

- Flexible grouping: Mixed-ability groups promote collaboration.
- Assistive Technology: Use tools to support participation for learners with special needs.

Differentiated instruction: Provide scaffolds and modifications while maintaining group learning experiences.

139 According to Bandura, which of the following is not a process in observational learning?

- A. Organising the behaviour
- B. Attending to and perceiving the behaviour
- C. Remembering the behaviour
- D. Converting the memory into action

A

He identified four key processes in observational learning:

1. Attention (Attending to and perceiving the behavior)
 - The learner must notice the model's behavior and the consequences.
 - Factors influencing attention: model's attractiveness, relevance, distinctiveness, and learner's motivation.
2. Retention (Remembering the behavior)
 - Learner stores the observed behavior in memory for future use.
 - It can involve mental rehearsal, symbolic coding, or imagery.
3. Reproduction (Converting memory into action / performing the behavior)
 - The learner must have the ability to reproduce the observed behavior, translating memory into actual action.
 - Physical skills, practice, and feedback are necessary.
4. Motivation / Reinforcement
 - The learner must want to perform the behavior, often influenced by rewards, punishments, or intrinsic motivation.

Why (A) Organising the behaviour is incorrect

- Bandura's theory does not explicitly include "organising the behaviour" as one of the four core processes.
- Organizing behavior may be a concept in other learning theories (like Thorndike or skill acquisition models), but in observational learning, the steps are: Attention → Retention → Reproduction → Motivation.

Information Booster—Observational Learning in Practice

Key Features

- Learning occurs without direct reinforcement.
- Learners can acquire both simple and complex behaviors.
- Modeling can be live (real people) or symbolic (videos, stories, cartoons).

Practical Classroom Applications

1. Teacher Modeling:
 - The teacher demonstrates a skill (e.g., solving a math problem, reading aloud, conducting an experiment).
2. Peer Modeling:
 - Students observe classmates performing a task and learn from them.
3. Video/Digital Modeling:
 - Educational videos showing correct behavior, experiments, or social skills.
4. Role-Play & Simulation:
 - Students imitate behaviors, e.g., conflict resolution or safety drills.

140 Which of the following is not a continuous assessment?

- A. Motivation
- B. Learning
- C. Development

D. Growth

A

Analysis of options:

1. (A) Motivation Not continuous assessment

- Motivation refers to the internal drive or willingness of a learner to engage in learning.
- While it influences learning outcomes, motivation itself is not directly measured or assessed as part of CA.
- It is a psychological factor, not a continuous metric of achievement or growth.

2. (B) Learning Continuous assessment

- CA tracks ongoing learning achievements via assignments, quizzes, and classroom activities.

3. (C) Development Continuous assessment

- Development includes cognitive, social, emotional, and physical growth that teachers observe and record over time.

4. (D) Growth Continuous assessment

- Growth is a measurable improvement in academic and co-scholastic performance over a period.

Conclusion: Among the given options, motivation is not a direct target of continuous assessment, though it may influence it.

Information Booster— Understanding Continuous Assessment

Key Features of Continuous Assessment

1. Ongoing: Evaluates students regularly, not just at the end of the term.
2. Holistic: Covers both scholastic (knowledge, skills) and co-scholastic (attitudes, values, life skills) domains.
3. Formative: Focuses on improvement through timely feedback.
4. Criterion-referenced: Measures performance against pre-defined objectives or competencies, not against other students.
5. Diagnostic: Helps identify learning gaps and areas needing support.

Common Tools for Continuous Assessment

- Scholastic: Quizzes, written assignments, oral questions, projects, and practical tests.
- Co-scholastic: Observation checklists, rating scales, peer and self-assessment, portfolios.

Practical Classroom Tips

1. Record progress systematically: Keep a simple tracker for each student's learning, development, and growth.
2. Give timely feedback: Focus on improvement, not only grades.
3. Include co-scholastic assessment: Observe teamwork, communication, creativity, and physical skills.
4. Set achievable learning targets: Students should know their goals for the week/month.

Use reflection: Encourage students to self-assess their learning and set personal improvement goals.

141 Which method of evaluation is effective for the assessment of scholastic and other CQ-scholastic areas?

(A)

(B)

(C)

(D)

- A. Placement
- B. Comprehensive
- C. Aptitude
- D. Diagnostic

B

is an approach that assesses a learner across multiple dimensions, including:

1. Scholastic areas – academic learning such as reading, writing, math, and science.
2. Co-scholastic areas – life skills, attitudes, values, creativity, physical education, sports, art, and social skills.

It is a key component of modern educational assessment systems like Continuous and Comprehensive Assessment (CCA). The aim is to provide a holistic picture of the learner's progress, rather than focusing only on academic achievement.

Why are the other options less suitable:

- (A) Placement – Determines the starting level of a student (class, stream, or course). It does not assess multiple dimensions of performance.
- (C) Aptitude – Measures specific abilities or potential (e.g., verbal, numerical, mechanical) but does not cover broad scholastic and co-scholastic domains.
- (D) Diagnostic – Identifies specific strengths and weaknesses in learning, often to remediate difficulties, but is not intended to give a comprehensive assessment of all areas.

Hence, a Comprehensive evaluation is the only method suited for both scholastic and co-scholastic assessment.

Information Booster — Understanding Comprehensive Evaluation

Core Features

- Holistic – Covers cognitive, affective, and psychomotor domains.
- Continuous – Carried out throughout the academic year.
- Formative and Summative – Includes ongoing assessments (projects, quizzes, observations) and end-of-term evaluations.
- Feedback-Oriented – Provides constructive feedback to support learner growth.
- Flexible Tools – Uses diverse methods like tests, assignments, checklists, portfolios, peer-assessment, performance tasks, and self-assessment.

142 Which of the following is not correct about creativity?

- Creativity is universal.
- Creativity is open thinking/& adventurous.
- Creativity and sociability are positively correlated.
- Creativity and school achievement are not correlated.

C

That statement is not reliably true. Research shows the relationship between creativity and sociability is mixed — creativity more consistently links with traits like openness to experience, divergent thinking, and intrinsic motivation, not simply sociability (extraversion). Many highly creative people are introverted; social interaction can help idea generation for some tasks but can also inhibit deep individual reflection needed for others. So saying they are positively correlated as a blanket statement is incorrect.

Information booster (quick, usable points for teachers):

- Creativity = domain + process: it's the ability to produce novel and useful ideas in a domain (art, science, problem-solving). Personality traits that best predict creativity include openness, perseverance, and tolerance for ambiguity — not just being outgoing.
- Why sociability can be misleading: sociability helps idea sharing, collaboration, and spreading creative work, but it doesn't guarantee original idea production. Introverted students may produce deeply original work when given quiet time.
- Classroom implication: design tasks that allow both social collaboration (brainstorming, group projects) and individual reflection (journals, think-time). This supports different creativity pathways.
- Assessment tip: use varied methods — portfolios and project rubrics that reward originality, risk-taking, and process documentation — so both socially active and reflective students can demonstrate creativity.
- Quick rubric items you can use (score 1–4): Originality of idea; Relevance/usefulness; Evidence of risk-taking/novel approach; Development of idea (process notes/iteration).

143 Continuous and comprehensive assessment mainly aims at

- Holistic development
- Scholastic development
- Cognitive development
- Conative development

A

- Continuous — assessment is ongoing across the academic year (daily, weekly, termly) so teachers can track progress, give timely feedback, and adjust instruction.
- Comprehensive — assessment covers all dimensions of development: scholastic (knowledge, concepts, skills) and co-scholastic (personality, attitudes, values, creativity, physical education, social skills).

Because CCA intentionally measures and supports multiple dimensions of a learner's growth (cognitive, affective, psychomotor, social, emotional), its main aim is holistic development — nurturing well-rounded learners who are not judged only by tests but by overall growth.

Why are the other options narrower?

- (B) Scholastic development — only part of CCA's focus (academic learning) but not the whole aim.

- (C) Cognitive development — again, important but limited to thinking/knowledge.
- (D) Conative development — refers to will/motivation/action; it's one element of holistic growth, but not the single main aim.

Information booster — Practical guidance for implementing CCA

Key components to include

1. Multiple assessment modes
 - Formative: quizzes, exit slips, observations, classwork, peer/self-assessment.
 - Summative: periodic tests, projects, performance tasks.
 - Co-scholastic: portfolios, behaviour checklists, sports records, art/music rubrics.
2. Regular feedback & remediation
 - Short descriptive feedback after tasks; targeted interventions for learners who lag; enrichment for advanced learners.
3. Record-keeping
 - Maintain simple trackers: competency checklists, behavior logs, portfolio folders showing growth.
4. Student involvement
 - Self-assessment, goal setting, and reflection journals to build ownership and metacognition.
5. Parent communication
 - Share strengths, areas to improve, and next steps—use conferences, sample work, or short reports.

Practical classroom routines

- Weekly mini-assessments: 5–10 minute checks (exit slips) to track understanding.
- Portfolio day (monthly): students add one best piece of work, reflect in one sentence.
- Co-scholastic rotation: each week, focus on one area (e.g., teamwork, creativity, punctuality) with rubrics and short observations.
- Student-led conference every term: learner presents portfolio highlights and sets goals.

144 The use of TLM is not associated with:

- To make teaching learning pleasurable.
- To cover the course content in time.
- To create motivation for learning.
- To teach concrete concept.

B

TLM (Teaching–Learning Materials) are instructional resources (charts, models, manipulatives, flashcards, audio-visual aids, realia, digital tools, etc.) used to clarify, illustrate, motivate, and concretize learning. Their primary functions are to make learning meaningful, concrete, and engaging — not to serve as a scheduling tool. Why are the other options associated with TLM?

- (A) To make teaching–learning pleasurable.
Well-designed TLMs (games, role-play props, colorful charts, hands-on manipulatives) increase interest and enjoyment, so this is strongly associated.
- (C) To create motivation for learning.
TLMs spark curiosity and provide immediate sensory/experiential feedback (e.g., a science demo), which motivates learners.
- (D) To teach concrete concepts.
One of the key roles of TLMs is to concretize abstract ideas (fractions with pie models, grammar with sentence cards, geography with maps/models).

Why (B) is the best answer:

- Covering the syllabus or finishing course content on time is primarily a function of planning, pacing, class management, and curriculum decisions. TLMs can support efficient teaching (a clear diagram may speed up explanation), but they do not inherently guarantee on-time syllabus completion. In fact, unpacking concepts with rich TLMs can sometimes take more class time if not well planned. Therefore, “to cover the course content in time” is not a core purpose of TLM.

Information booster — Practical guide to using TLM effectively

Core purposes of TLM (quick)

- Visualize abstract ideas
- Provide hands-on experience
- Encourage active learning and participation
- Support diverse learning styles (visual, auditory, kinesthetic)
- Aid retention through multi-sensory input

Common types of TLM and examples

- Low-cost/manufactured: charts, flashcards, puppets, blocks, and an abacus.
- Locally available / Realia: leaves, seeds, coins, packaging, local maps.
- Audio-visual: short videos, recorded stories, audio lessons.
- Digital: interactive slides, simulations, educational apps.
- Printed materials: worksheets, storybooks, posters.
- Manipulatives: fraction bars, counters, geometric solids.

145 Which one is not an assessment tool?

- A. Checklist
- B. Rating scale
- C. Progress card
- D. Homework

C

A progress card is a record/report that documents a student's performance over time — it summarizes assessment outcomes. It is not an assessment instrument itself.

Information booster (quick primer):

- Assessment tools (instruments) are methods used to collect evidence about learning. Examples:
 - Checklist — a simple list of skills/behaviours you tick as observed; great for observing discrete skills.
 - Rating scale — a scale (e.g., 1–5) to judge quality or frequency of a behaviour/performance; useful for subjective or continuous attributes.
 - Homework — tasks given to students that can be marked to assess understanding (formative if used for feedback; summative if graded).
- Progress card — a reporting mechanism that presents results from various assessments (tests, projects, observations, checklists, rating scales, homework). It communicates progress to students/parents/administration.
- Formative vs Summative:
 - Formative tools (e.g., checklists, homework, quick quizzes) are used during learning to give feedback and guide instruction.
 - Summative tools (e.g., end-term tests, projects) evaluate learning at the end of a unit. Progress cards present the summed-up outcomes.
- Practical tip for teachers: use a mix of tools — objective (quizzes, rubrics) + subjective (rating scales, observations) — then record key results in the progress card for clear, actionable feedback.

146 What type of assessment is the entrance test?

- A. Summative
- B. Diagnostic
- C. Formative
- D. Placement

D

entrance test is primarily used to determine the most appropriate starting level or section for a learner within a program, school, course, or stream. That is the definition of placement assessment: it helps place students into classes or tracks where instruction matches their current knowledge and skills. Why are the other options less appropriate:

- (A) Summative: Summative assessments evaluate learning at the end of an instructional period (e.g., final exam). An entrance test occurs before instruction and so is not summative.
- (B) Diagnostic: Diagnostic tests identify specific strengths and weaknesses to guide remediation. While an entrance test can include diagnostic items or be followed by diagnostic testing, its core purpose is assignment/placement rather than detailed diagnosis.
- (C) Formative: Formative assessment is ongoing, used during instruction to adjust teaching and give feedback. Entrance tests are one-off before instruction starts, so they are not formative.

That said, in practice, an entrance test can serve multiple functions: primarily placement, and secondarily screening/brief diagnosis (to highlight large gaps to address immediately). But the best single answer here is Placement.

Information booster — Practical guidance for designing & using entrance tests

Clear purpose & policy

- State the test purpose clearly (e.g., place into Grade 6-level mathematics group A/B/C).
- Define what placement decisions follow from which score ranges (transparent cut-offs or banding).

Test design principles

- Align to objectives: Cover the core knowledge/skills needed to succeed in the course/program.
- Sample breadth, not depth: Test the major topics/skills rather than ask highly advanced problems.
- Fairness & accessibility: Avoid culturally biased or context-dependent items; provide language support if needed.
- Reliable & valid: Use clear items, consistent scoring rubrics, and a mix of item types (MCQ for breadth, short tasks for application).

Typical blueprint (example for a 60-minute Grade/Subject entrance test)

- 40–50% basic skills (facts, procedures, vocabulary) — multiple-choice or short-answer.
- 30–40% applied problems (problem-solving, short tasks) — short-answer or one extended item.
- 10–20% reasoning/critical thinking — one or two items requiring explanation or steps.

147 Which one is not related to competency-based teaching-learning?

- A. A lesson is divided into some smaller units.
 B. Competencies are arranged serially from simple to complex.
 C. Each competency is based on the previous competency.
 D. Teaching-learning of all competencies is done simultaneously.

D

(CBTL) focuses on clear, measurable competencies (skills, knowledge, attitudes) that learners must demonstrate. Key features include breaking lessons into smaller units, sequencing competencies from simple to complex, and building new competencies on previously mastered ones so learners progress logically and reliably.

Why the other options are related?

- (A) A lesson is divided into some smaller units.
CBTL breaks larger outcomes into observable, teachable sub-competencies (learning objectives). This makes instruction and assessment manageable.
- (B) Competencies are arranged serially from simple to complex.
Sequencing ensures learners develop foundational skills before tackling higher-order tasks — a central CBTL principle.
- (C) Each competency is based on the previous competency.
Dependencies (prerequisites) are identified so instruction scaffolds learning; new competencies assume earlier ones have been learned.

Why (D) is not related:

- Teaching all competencies simultaneously contradicts CBTL's core ideas of sequencing, scaffolding, and individualized pacing. In CBTL, learners often work on different competencies at different times (mastery learning), with focused instruction, practice, and assessment for each. Trying to teach every competency at once would prevent targeted instruction, accurate assessment, and the stepwise mastery CBTL requires.

Information booster — Practical guidance for implementing competency-based teaching

Core practices

- Define competencies clearly (observable, measurable verbs — e.g., explain, construct, compare, solve).
- Sequence them from foundational to advanced; map prerequisites.
- Teach in small units: present, model, guided practice, independent practice, and assessment for each competency.
- Use criterion-referenced assessment: learners are judged against standards, not against peers.
- Allow flexible pacing: remediation and enrichment so learners reach mastery before moving on.
- Provide frequent formative feedback and keep records of demonstrated competencies (checklists/portfolios).

Sample mini-sequence (Grade 4 — Fractions)

Competency 1: Identify halves and quarters in shapes.

Competency 2: Compare fractions with the same denominator. (builds on 1)

Competency 3: Add fractions with like denominators. (builds on 1 & 2)

— Teach and assess each competency in order; don't try to cover 1–3 all at once.

Classroom strategies

- Micro-lessons: 10–20 minute focused sessions on a single competency.
- Learning stations: one station for teacher-led competency practice, others for independent/enrichment tasks.
- Mastery checks: short performance tasks or quizzes; only move students forward when they meet the standard.
- Individual learning plans: note which competencies each student has mastered and which need practice.

Assessment tools

- Competency checklist (binary: mastered / not yet).
- Rubrics showing performance levels for each competency.
- Portfolios containing evidence (work samples, recordings, projects).

- Fast formative checks: exit slips, quick demonstrations, peer assessments.

148 Which one of the following is the most important in learner-centred learning?

- A. Teacher
- B. Child
- C. Content
- D. Environment

B

places the learner (the child) at the centre of the educational process. That means teaching is organised around the child's needs, interests, prior knowledge, pace, styles of learning, and active participation — not around only the teacher, the fixed content, or the physical environment.

Why (B) is best:

- The primary aim of learner-centred approaches is to develop the child's autonomy, critical thinking, and lifelong learning skills. Instructional choices (methods, resources, assessments) are made to support each learner's growth.
- The teacher (A) remains crucial but shifts role from sole knowledge transmitter to facilitator/coach — important, but secondary to the learner's centrality.
- The content (C) is important but is adapted and negotiated to be relevant, contextualised, and meaningful for the child rather than delivered intact regardless of learner needs.
- The environment (D) must support learner-centred practices (safe, resource-rich, collaborative), but it is an enabling factor rather than the core focus.

So learner-centred learning = child-focused + teacher as guide + flexible content + supportive environment.

Information booster — Practical guidance for classroom use

Core principles to apply

- Active learning: learners construct understanding through doing (projects, experiments, discussions).
- Differentiation: tasks adapted to learners' levels, interests, and learning profiles.
- Relevance: connect learning to learners' lives and contexts.
- Learner agency: give students choices and roles in planning and assessment.
- Formative assessment: ongoing, descriptive feedback rather than only summative scores.

Teacher actions (practical)

- Use open-ended tasks where students respond at their level.
- Ask higher-order questions (why, how, compare, evaluate) and give wait-time.
- Set up mini-conferences or one-on-one check-ins to personalise learning.
- Model metacognition: think aloud and teach students to monitor their learning.

Classroom routines & design

- Learning stations or centers for different activities (research, practice, creation).
- Flexible grouping: homogeneous for skill practice; heterogeneous for peer mentoring.
- Student portfolios to collect evidence of growth and reflection.
- Choice boards for assignment options (visual project, written report, oral presentation).

Assessment strategies

- Rubrics co-created with students so expectations are clear.
- Exit slips / quick reflections to check understanding of each lesson.
- Peer and self-assessment to develop metacognitive skills.

Growth records that show progress over time, not just one-off marks.

149 Why is there multigrade teaching situation in elementary schools?

- A. Want of classroom
- B. Making teacher more active.
- C. Less number of teachers in proportion to the number of classes.
- D. Maintaining discipline

C

- If there are more grade-level groups than available teachers, one teacher must cover multiple grades — that is the textbook cause of multigrade teaching.
- Options like (A) Want of classroom can contribute (if the school lacks room, classes might be combined). Still, lack of classrooms usually leads to combined classes only when teachers are available — it's not the primary systemic cause.
- (B) Making teachers more active is not a reason for multigrade teaching; it's an outcome someone might claim, but it's not a root cause.
- (D) Maintaining discipline is unrelated as a cause — combining grades doesn't primarily aim to maintain discipline.

Information booster — Practical guidance for teachers & schools

Simple classroom organisation strategies

- Zoning: Create areas or "corners" for different activities/grades (reading corner, math table, project area).
- Rotation/Stations: Divide class time into blocks; groups rotate through teacher-led instruction, independent work, and peer tutoring.
- Timetabled teacher focus: Give each grade a short, focused lesson with the teacher (e.g., 20–30 minutes), while others do supervised independent tasks.

Teaching methods that work well

- Thematic/Integrated lessons: Teach a single theme (e.g., "water") and set grade-appropriate tasks from that theme so one lesson serves multiple levels.
- Relay or layered tasks: Same core task with different complexity levels (e.g., basic, intermediate, advanced).
- _____ for both.
- Learning packets: Prepared worksheets/packets for independent practice when the teacher attends other groups.

150 Who gave the concept of mental age?

- A. Binet-Simon
- B. Stern
- C. Terman
- D. Cyril Burt

A

Solution: Correct Answer: (a) Binet-Simon

Explanation:

Alfred Binet and Théodore Simon, in the early 20th century, developed the first practical intelligence test to identify children who needed special educational support. While designing their test, they introduced the idea of mental age (MA). Mental age refers to the level of intellectual functioning demonstrated by a child, measured by the age at which an average child would achieve the same score. For example, if an 8-year-old child performs at the level of an average 10-year-old, their mental age is 10.

Additional Knowledge:

→The concept of mental age became the foundation for calculating Intelligence Quotient (IQ).

The IQ formula initially used by Stern (later refined) was:

→I.Q. = (Mental Age/Chronological Age) × 100

Binet-Simon's work was revolutionary because it shifted the focus from labeling children as "slow" or "bright" to identifying those who might benefit from special instruction.

→Louis Terman later revised Binet-Simon's test for use in the United States, creating the Stanford-Binet test.

→Cyril Burt worked on intelligence testing and heredity but did not originate the concept of mental age.