

CG PRE B.Ed 2025 Question Paper with Solution

1. What will be the correct order of adopting teaching methods in Pedagogy?

- (a) Planning the curriculum
 - (b) Selection of teaching method
 - (c) Teaching in the class
 - (d) Taking feedback from students
 - (e) Assessment & Evaluation
- Choose the correct answer from the options given below:
- (A) $a \rightarrow b \rightarrow c \rightarrow d \rightarrow e$
 - (B) $a \rightarrow b \rightarrow c \rightarrow e \rightarrow d$
 - (C) $e \rightarrow b \rightarrow c \rightarrow d \rightarrow a$
 - (D) $a \rightarrow c \rightarrow b \rightarrow d \rightarrow e$

Correct Answer: A. $a \rightarrow b \rightarrow c \rightarrow d \rightarrow e$

Solution:

- The process of adopting teaching methods in pedagogy follows a systematic sequence that ensures effective teaching and learning. Here is the logical order:

1. Planning the curriculum (a): This is the first step, where the teacher outlines the goals, objectives, and content to be covered in the course. It sets the foundation for all subsequent steps.
2. Selection of teaching method (b): Once the curriculum is planned, the teacher chooses appropriate teaching methods and strategies to deliver the content effectively. This involves selecting techniques that align with the learning objectives and student needs.
3. Teaching in the class (c): After planning and selecting methods, the actual teaching takes place in the classroom. This is where the teacher implements the chosen strategies to engage students and facilitate learning.
4. Taking feedback from students (d): After teaching, it is essential to gather feedback from students to understand their level of comprehension and identify areas for improvement. Feedback helps in refining teaching practices.

5. Assessment & Evaluation (e): Finally, the teacher evaluates student performance through assessments to measure learning outcomes and determine the effectiveness of the teaching methods used.

- Therefore, the correct order is:

$$a \rightarrow b \rightarrow c \rightarrow d \rightarrow e$$

Quick Tip

In pedagogy, the process of teaching follows a structured sequence: planning, selection of methods, implementation, feedback, and assessment. Understanding this flow is crucial for effective teaching.

2. Which of the following are the most influential factors of learning?

- (a) Government Policy
 - (b) Motivation
 - (c) Aptitude
 - (d) Interest
 - (e) Physical facilities
- Choose the correct answer from the options given below:
- (A) a, b, and c only
 - (B) b, c, and d only
 - (C) c, d, and e only
 - (D) a, b, and e only

Correct Answer: B. b, c and d only

Solution:

- The question asks about the most influential factors of learning. To determine the correct answer, let us analyze each option:

1. Government Policy (a): While government policies can influence education systems at a macro level (e.g., curriculum design, resource allocation), they are not directly responsible for individual student learning. Therefore, this factor is less relevant to the immediate context of learning.

2. Motivation (b): Motivation is a critical factor in learning. It drives students to engage with the material, persist through challenges, and achieve their goals. Without motivation, learning becomes passive and less effective.

3. Aptitude (c): Aptitude refers to a student's natural ability or talent in a particular area. It significantly influences how easily a student can grasp certain concepts and perform well in specific subjects. High aptitude can accelerate learning, while low aptitude may require additional support.

4. Interest (d): Interest plays a crucial role in learning. When students are interested in a subject, they are more likely to pay attention, retain information, and apply it effectively. Interest acts as a catalyst for deeper understanding and engagement.

5. Physical Facilities (e): While physical facilities (e.g., classrooms, laboratories, libraries) are important for creating a conducive learning environment, they are not the primary drivers of learning. They support learning but do not directly influence it as strongly as intrinsic factors like motivation, aptitude, and interest.

- Based on this analysis, the most influential factors of learning are: - Motivation (b) - Aptitude (c) - Interest (d)

- Therefore, the correct answer is:

B. b, c and d only

Quick Tip

The most influential factors of learning are intrinsic to the learner, such as motivation, aptitude, and interest. External factors like government policy and physical facilities play supporting roles but are not as directly impactful.

3. Which strategies should a teacher adopt in an inclusive classroom?

- (a) Using the same curriculum material for all students
- (b) Customizing teaching according to the learning needs of students
- (c) Teaching specific students by seating them separately
- (d) Using different assessment methods to motivate students

Choose the correct answer from the options given below:

- (A) c and d only
- (B) b and c only
- (C) a and c only
- (D) b and d only

Correct Answer: D. (b) and (d) only

Solution:

An inclusive classroom accommodates students with diverse learning needs, including those with disabilities and different learning abilities. Effective teaching strategies in such classrooms focus on:

- Customizing teaching according to the learning needs of students (Option B): Teachers should adapt their teaching methods, pace, and materials to meet individual student needs to ensure meaningful learning for all.
- Using different assessment methods to motivate students (Option D): Diverse assessment strategies help to fairly evaluate students' understanding and encourage participation, catering to varied abilities and learning styles.

On the other hand: - Using the same curriculum material for all students (Option A) is not effective in an inclusive classroom because it does not address individual differences. -

Teaching specific students by seating them separately (Option C) contradicts the principle of inclusion and can lead to segregation and stigmatization.

Hence, the correct strategies to adopt are B and D only.

Quick Tip

Inclusive education promotes equity by differentiating instruction and assessment based on individual student needs, ensuring all learners are engaged and supported.

4. Match the following:

Column - I

Column - II

(a) Lecture Method

(I) Learning by doing

(b) Demonstration Method

(II) Teacher-centered, focuses on delivery

(c) Project Method

(III) Students explore real-life problems

(d) Heuristic Method

(IV) Learning through discovery

Choose the correct answer from the options given below:

(A) a-II, b-III, c-IV, d-I

(B) a-II, b-III, c-I, d-IV

(C) a-II, b-I, c-IV, d-III

(D) a-II, b-I, c-III, d-IV

Correct Answer: A. a-II, b-III, c-IV, d-I

Solution:

Let us analyze each option:

1. Lecture Method (a): - The lecture method is a teacher-centered approach where the teacher delivers information to students. It focuses on verbal instruction and direct delivery of content. - This matches with (II) Teacher-centered, focuses on delivery.
2. Demonstration Method (b): - The demonstration method involves the teacher showing or illustrating concepts through practical examples or experiments. It helps students understand abstract ideas by observing real-world applications. - This matches with (III) Students explore real-life problems.
3. Project Method (c): - The project method encourages students to engage in hands-on activities and solve problems through exploration and experimentation. It promotes active learning and creativity. - This matches with (IV) Learning through discovery.
4. Heuristic Method (d): - The heuristic method involves problem-solving and critical thinking, where students are guided to discover Solution on their own. It emphasizes learning by doing and applying knowledge to solve problems. - This matches with (I) Learning by doing.

- Based on this analysis, the correct matching is: - (a) Lecture Method → (II)

Teacher-centered, focuses on delivery - (b) Demonstration Method → (III) Students explore

real-life problems - (c) Project Method → (IV) Learning through discovery - (d) Heuristic Method → (I) Learning by doing
- Therefore, the correct answer is:

A. a-II, b-III, c-IV, d-I

Quick Tip

When matching teaching methods with their characteristics, focus on the core principles of each method. For example, the lecture method is teacher-centered, while the project method emphasizes discovery and hands-on learning.

5. According to pedagogy, what will be the correct order of the following steps in the learning process?

- (A) Gaining experience
- (B) Going through cognitive process
- (C) Change in behavior
- (D) Giving feedback
- (E) Attention

Choose the correct answer from the options given below:

- (A) $a \rightarrow c \rightarrow b \rightarrow d \rightarrow e$
- (B) $a \rightarrow e \rightarrow b \rightarrow c \rightarrow d$
- (C) $a \rightarrow c \rightarrow d \rightarrow b \rightarrow e$
- (D) $c \rightarrow a \rightarrow b \rightarrow d \rightarrow e$

Correct Answer: (B) $a \rightarrow e \rightarrow b \rightarrow c \rightarrow d$

Solution:

The learning process typically follows a sequence that begins with experience and involves attention, cognitive processing, behavior change, and feedback:

1. Gaining experience (a): Learning starts when the learner is exposed to new experiences or information.

2. Attention (e): The learner must pay attention to the experience for effective processing.
3. Going through cognitive process (b): The learner mentally processes and understands the information.
4. Change in behavior (c): As a result of processing, there is a change in knowledge, skills, or attitude — observable as behavior change.
5. Giving feedback (d): Feedback is provided to reinforce or correct the learning.

Therefore, the correct sequence is:

$$a \rightarrow e \rightarrow b \rightarrow c \rightarrow d$$

which corresponds to option (B).

Quick Tip

In pedagogy, effective learning requires attention to experience, cognitive processing, behavioral change, and feedback to complete the learning cycle.

6. What can be an example of "Extrinsic Motivation"?

- (A) Studying out of curiosity
- (B) Being rewarded by the teacher
- (C) Taking interest in learning new things
- (D) Studying with self-motivation

Correct Answer: (B) Being rewarded by the teacher

Solution:

Motivation can be classified into two types:

- Intrinsic motivation: Motivation that comes from within the individual, such as curiosity, interest, or self-drive to learn.
- Extrinsic motivation: Motivation that comes from external factors, such as rewards, praise, grades, or punishments.

Here,

- Option (A), (C), and (D) describe intrinsic motivation, where the learner is driven by personal interest and internal satisfaction.
- Option (B) describes extrinsic motivation, where the learner is motivated by external rewards provided by the teacher.

Hence, being rewarded by the teacher is a clear example of extrinsic motivation.

Quick Tip

Extrinsic motivation is driven by external rewards or recognition, while intrinsic motivation comes from within the learner.

7. Which of the following statements best describe the brainstorming method of teaching?

- (A) Production of a large number of ideas
- (B) Small step presentation with feedback provided
- (C) Content delivery in a lucid language
- (D) Theme-based instruction among participants

Correct Answer: (A) Production of a large number of ideas

Solution:

Brainstorming is a teaching and problem-solving technique aimed at generating a large number of ideas or Solution in a short time. It encourages free thinking without criticism to foster creativity.

- Option (A) correctly identifies that brainstorming focuses on producing many ideas.
- Option (B) refers to a step-by-step teaching method, not brainstorming.
- Option (C) relates to clarity in content delivery, which is important but not characteristic of brainstorming.
- Option (D) describes theme-based or collaborative instruction but not specifically brainstorming.

Hence, option (A) best describes the brainstorming method.

Quick Tip

Brainstorming encourages free flow of ideas from all participants without judgment to stimulate creativity.

8. For the below Assertion [As] and Reason [R], choose the correct alternative:

Assertion [As]: Learning is a life-long process.

Reason [R]: Learning to be useful must be linked with the process.

- (A) Both [As] and [R] are true, and [R] is the correct explanation of [As].
- (B) Both [As] and [R] are true, but [R] is not the correct explanation of [As].
- (C) [As] is true, but [R] is false.
- (D) [As] is false, but [R] is true.

Correct Answer: (A) Both [As] and [R] are true, and [R] is the correct explanation of [As].

Solution:

Learning is a continuous process that occurs throughout an individual's life, involving acquiring knowledge, skills, and attitudes. This lifelong nature of learning is meaningful only when it is purposeful and linked with practical use or usefulness. Hence, the reason that "learning to be useful must be linked with the process" correctly explains why learning is lifelong.

- Both the assertion and reason are true. - The reason properly explains the assertion.

Quick Tip

Lifelong learning is effective when it is connected to real-life utility and continuous improvement.

9. According to you, how should class communication be?

- (A) Difficult
- (B) General
- (C) Interesting

(D) Comprehensive

Correct Answer: (C) Interesting

Solution:

Class communication should be interesting to engage students actively and maintain their attention. When communication is interesting, it motivates learners to participate, enhances understanding, and improves retention of the subject matter. Difficult or overly general communication can cause loss of interest, while comprehensive communication without engagement might not be effective.

Quick Tip

Engaging and interesting communication in class encourages active learning and better student involvement.

10. According to the constructivist approach, which of the following is crucial for constructing knowledge?

- (A) Conditioning
- (B) Insight
- (C) Prior knowledge of the learner
- (D) Rote memorization

Correct Answer: (C) Prior knowledge of the learner

Solution:

The constructivist approach emphasizes that learners actively construct new knowledge based on their existing prior knowledge and experiences. Prior knowledge serves as a foundation on which new concepts are built, making it crucial for effective learning. Conditioning and rote memorization are associated more with traditional learning theories, while insight is important but secondary to prior knowledge in constructivism.

Quick Tip

In constructivism, learning is seen as building on what the learner already knows — prior knowledge is key.

11. Sanjay is good in studies but weak in reading and understanding letters and words. He has good mathematical understanding. Sanjay may suffer from which of the following disorders?

- (A) Dyscalculia
- (B) Dysgraphia
- (C) Dyslexia
- (D) Dysphasia

Correct Answer: (C) Dyslexia

Solution:

Dyslexia is a specific learning disorder characterized by difficulties in reading, decoding letters and words, and understanding written language, despite having normal intelligence and good mathematical abilities. Sanjay's symptoms of weakness in reading and understanding letters and words, combined with good mathematical skills, indicate dyslexia. Dyscalculia affects mathematical skills, dysgraphia affects writing, and dysphasia involves speech and language difficulties.

Quick Tip

Dyslexia primarily affects reading and language processing, not mathematical ability.

12. Why is "Emotional Intelligence" important for teachers?

- (A) To establish good communication with students
- (B) To understand and manage one's own emotions
- (C) To maintain a positive atmosphere in the classroom
- (D) All of the above

Correct Answer: (D) All of the above

Solution:

Emotional Intelligence (EI) helps teachers recognize and manage their own emotions, understand the emotions of students, and respond effectively. This ability is crucial to establishing good communication, fostering empathy, and creating a positive learning environment. Therefore, all the mentioned points contribute to the importance of EI for teachers.

Quick Tip

Teachers with high emotional intelligence can better handle classroom challenges and support student wellbeing.

13. What are the objectives of the National Education Policy?

- (A) Revamping the entire education system.
- (B) Relating education to employment.
- (C) Providing equal opportunities through education.
- (D) Separating education from degrees.

Correct Answer: (C) Providing equal opportunities through education.

Solution:

The National Education Policy (NEP) primarily aims to provide equitable and inclusive education to all sections of society, ensuring equal opportunities for learners regardless of their socio-economic background. Among the given options, “Providing equal opportunities through education” best captures the core objective of NEP, while other options either reflect broader educational reforms or are not direct objectives of NEP.

Quick Tip

Remember, the NEP focuses on access, equity, quality, and inclusion in education to promote equal learning opportunities.

14. Which are the major socialization agencies?

- (I) Community
- (II) Some social groups
- (III) Formal educational institutions
- (IV) Family
- (A) Only I
- (B) Only I, II & III
- (C) All I, II, III & IV
- (D) Only I & II

Correct Answer: (C) All I, II, III & IV

Solution:

Major socialization agencies include Community, Some social groups, Formal educational institutions, and Family. These agencies play a crucial role in shaping an individual's social behavior, norms, values, and roles in society. Family is the primary agent, followed by community and educational institutions which further influence socialization.

Quick Tip

Socialization agencies help individuals learn and internalize the culture and norms of society.

15. For the below Assertion [As] and Reason [R], choose the correct alternative:

Assertion [As]: Formative evaluation tends to accelerate the pace of learning.

Reason [R]: As against summative evaluation, formative evaluation is highly reliable.

- (A) Both [As] and [R] are true, and [R] is the correct explanation of [As].
- (B) Both [As] and [R] are true, but [R] is not the correct explanation of [As].
- (C) [As] is true, but [R] is false.
- (D) [As] is false, but [R] is true.

Correct Answer: (C) [As] is true, but [R] is false.

Solution:

Formative evaluation indeed helps accelerate learning by providing continuous feedback and enabling learners to improve throughout the process. However, the statement that formative evaluation is highly reliable compared to summative evaluation is false. Formative evaluation focuses more on improvement and feedback rather than on reliability, which is generally a characteristic emphasized in summative assessments.

Quick Tip

Remember, formative evaluation is ongoing and developmental, while summative evaluation is conclusive and often more standardized and reliable.

16. Arrange in sequential order, the structure of understanding level of teaching:

- (a) Organisation
- (b) Exploration
- (c) Presentation
- (d) Assimilation
- (e) Recitation
- (A) c, d, b, a, e
- (B) b, c, d, a, e
- (C) a, b, c, d, e
- (D) d, a, b, c, e

Correct Answer: (B) b, c, d, a, e

Solution:

The correct sequence reflects the cognitive process involved in understanding:

- (b) Exploration: Initially, learners explore and gather information.
- (c) Presentation: Then, the teacher presents the information clearly.
- (d) Assimilation: Learners assimilate or internalize the information.
- (a) Organisation: They organise the knowledge systematically.
- (e) Recitation: Finally, learners recite or express their understanding.

This sequence ensures deep comprehension and structured learning.

Quick Tip

Understanding builds step-by-step from exploration to organisation and expression; remember this flow to structure teaching effectively.

17. Match the following:

- | | |
|----------------|--------------------------|
| (a) Ramayana | (I) Jaydev |
| (b) Mahabharat | (II) Ravindranath Tagore |
| (c) Ashtapadi | (III) Vyas |
| (d) Geetanjali | (IV) Valmiki |
- (A) a-IV, b-III, c-I, d-II
(B) a-IV, b-II, c-III, d-I
(C) a-III, b-II, c-I, d-IV
(D) a-I, b-II, c-III, d-IV

Correct Answer: (A) a-IV, b-III, c-I, d-II

Solution:

- Ramayana was authored by Valmiki (IV).
- Mahabharat was composed by Vyas (III).
- Ashtapadi is a composition by Jaydev (I).
- Geetanjali is a famous work by Rabindranath Tagore (II).

Hence, the correct matching is (a-IV), (b-III), (c-I), and (d-II).

Quick Tip

Remember the famous works and their authors: Valmiki-Ramayana, Vyas-Mahabharat, Jaydev-Ashtapadi, Tagore-Geetanjali.

18. Which of the following is not an e-learning platform?

- (A) Coursera
(B) Udemy

- (C) Netflix
- (D) Khan Academy

Correct Answer: (C) Netflix

Solution:

- Coursera, Udemy, and Khan Academy are popular e-learning platforms offering online courses and educational content.
- Netflix is primarily a streaming platform for movies and TV shows, not focused on e-learning.
- Hence, Netflix is not an e-learning platform.

Quick Tip

E-learning platforms are designed for education and training, unlike entertainment streaming platforms.

19. The sequence of elements in a classroom speech is:

- (a) Introduction
- (b) Description
- (c) Feedback
- (d) Clarification
- (e) Conclusion

Choose the correct answer from the options given below:

- (A) a, b, c, d, e
- (B) b, a, c, e, d
- (C) c, d, a, b, e
- (D) a, b, e, c, d

Correct Answer: (D) a, b, e, c, d

Solution:

- The logical flow of a classroom speech starts with an *Introduction* to set the stage.

- Then comes the *Description* or body where the main content is delivered.
- The speech is concluded with a clear *Conclusion* summarizing the key points.
- After concluding, the speaker seeks *Feedback* from the audience to gauge understanding.
- Finally, *Clarification* is provided to address any doubts or questions.
- Hence, the correct sequence is: Introduction → Description → Conclusion → Feedback → Clarification.

Quick Tip

A well-structured speech follows a clear order: start, develop, conclude, then interact with the audience.

20. By promoting and spreading education:

- (A) Democracy is strengthened.
- (B) There is a decrease in superstition.
- (C) The rate of economic growth increases.
- (D) All of the above

Correct Answer: (D) All of the above

Solution:

- Education plays a vital role in strengthening democracy by creating informed and responsible citizens.
- It helps reduce superstition by promoting scientific thinking and awareness.
- Education contributes to economic growth by developing skilled human resources and innovation.
- Therefore, all these effects are the results of promoting and spreading education.

Quick Tip

Education acts as a foundation for social, economic, and political development simultaneously.

21. By promoting and spreading education:

- (A) Democracy is strengthened.
- (B) There is a decrease in superstition.
- (C) The rate of economic growth increases.
- (D) All of the above

Correct Answer: (D) All of the above

Solution:

- Education plays a vital role in strengthening democracy by creating informed and responsible citizens.
- It helps reduce superstition by promoting scientific thinking and awareness.
- Education contributes to economic growth by developing skilled human resources and innovation.
- Therefore, all these effects are the results of promoting and spreading education.

Quick Tip

Education acts as a foundation for social, economic, and political development simultaneously.

22. Why is flexibility in teaching necessary?

- (a) So that teaching can be done according to the learning pace of each student.
- (b) So that the teacher can continue his old strategies without changing them.
- (c) So that the teaching method can be changed according to the needs of the students.
- (d) So that every student gets the same experience, whatever his learning style is.

Choose the correct answer from the options given below:

- (A) b and c only
- (B) c and d only
- (C) a and c only
- (D) a and d only

Correct Answer: C. a and c only

Solution:

- Flexibility in teaching allows the teacher to adjust the pace according to the individual learning speed of students (point a).
- It also enables the teacher to modify teaching methods as per the varying needs of students (point c).
- Continuing old strategies without adaptation (point b) or giving identical experiences to all students regardless of their learning styles (point d) does not promote effective learning.
- Hence, the correct combination is (a) and (c), making option C the correct answer.

Quick Tip

Adapting teaching methods and pace according to student needs enhances learning outcomes.

23. Assertion [As]: A person interested in teaching should master the teaching skills and methods.

Reason [R]: Teaching is not just a profession but both an art and science which requires knowledge, patience, and proper teaching techniques.

- (A) Both [As] and [R] are correct, and [R] is the correct explanation of [As].
- (B) Both [As] and [R] are correct, but [R] is not the correct explanation of [As].
- (C) [As] is correct, but [R] is wrong.
- (D) [As] is wrong, but [R] is correct.

Correct Answer: A. Both [As] and [R] are correct, and [R] is the correct explanation of [As].

Solution:

- Mastery of teaching skills and methods is essential for effective teaching, as stated in the assertion.
- The reason explains that teaching is an art and science, requiring knowledge, patience, and proper techniques, justifying why mastery is needed.
- Therefore, both the assertion and reason are correct, and the reason correctly explains the

assertion.

Quick Tip

Teaching demands both practical skills and theoretical knowledge to be effective.

24. What else should a teacher teach his students besides knowledge?

- (A) Relentless efforts to achieve the goal
- (B) Do not lose control and balance even in adverse circumstances
- (C) Good use of time
- (D) All of these

Correct Answer: D. All of these

Solution:

- Besides imparting knowledge, a teacher should encourage students to put in relentless efforts to achieve their goals.
- Teaching students to maintain control and balance during adverse circumstances builds resilience.
- Time management is an essential life skill that helps students become more productive.
- Therefore, all these aspects are important for holistic student development.

Quick Tip

A good teacher guides students not only academically but also in life skills and character building.

25. What factors should a teacher pay attention to in order to understand the diverse needs of students in teaching?

- (A) a, d, and c only
- (B) a, b, and d only
- (C) b, c, and d only

(D) a, c, and d only

Correct Answer: B. a, b, and d only

Solution:

- The teacher should pay attention to the learning pace of each student (a).
- Individual interest and prior knowledge of students (b) are crucial for understanding diverse learning needs.
- Changing the teaching style according to group and individual needs (d) helps address these diverse needs effectively.
- Emphasizing teaching all students in the same way (c) contradicts the idea of catering to diverse needs, so it is not included in the correct answer.

Quick Tip

To effectively teach diverse learners, a teacher must recognize individual learning pace, prior knowledge, and adapt teaching methods accordingly.

26. What is required to measure the effectiveness of a teacher in the classroom?

- (A) Student's feedback
- (B) Self-assessment during teaching
- (C) Improving teaching methods
- (D) All of the above

Correct Answer: D. All of the above

Solution:

- Student's feedback provides insight into the teacher's impact on learners.
- Self-assessment helps teachers reflect on and improve their teaching strategies.
- Continuously improving teaching methods enhances overall classroom effectiveness.
- Therefore, all these factors combined measure a teacher's effectiveness comprehensively.

Quick Tip

Effective teaching assessment requires feedback, reflection, and continuous improvement.

27. Which one of the following is an example of qualitative assessment?

- (A) Multiple choice question paper
- (B) Written examination
- (C) Project work and presentation
- (D) Giving numerical grades

Correct Answer: C. Project work and presentation

Solution:

- Qualitative assessment focuses on descriptive, non-numerical evaluation of student learning.
- Project work and presentations allow students to demonstrate understanding through creative and practical means.
- Multiple choice questions, written exams, and numerical grades are typically quantitative assessments.
- Hence, project work and presentation are examples of qualitative assessment.

Quick Tip

Qualitative assessments evaluate the depth and quality of learning beyond numbers.

28. Which of the following teaching methods is considered “child-centered”?

- (A) Lecture Method
- (B) Question-Answer Method
- (C) Teaching-Learning Method
- (D) Textbook Method

Correct Answer: C. Teaching-Learning Method

Solution:

- The Teaching-Learning Method emphasizes active participation and interaction, focusing on the child's needs and interests.
- Lecture and Textbook Methods are generally more teacher-centered, with limited student involvement.
- Question-Answer Method involves interaction but is not fully child-centered like the Teaching-Learning approach.
- Therefore, the Teaching-Learning Method is recognized as child-centered.

Quick Tip

Child-centered teaching methods prioritize student engagement, exploration, and active learning.

29. Arrange the skills required to be a successful teacher in the correct order:

- (a) Command over the subject
- (b) Effective communication skills
- (c) Knowledge of teaching methods
- (d) Students' ability to understand
- (e) Continuous Self-Evaluation and Improvement

Choose the correct answer from the options given below:

- (A) $a \rightarrow c \rightarrow b \rightarrow d \rightarrow e$
- (B) $c \rightarrow a \rightarrow d \rightarrow b \rightarrow e$
- (C) $c \rightarrow e \rightarrow d \rightarrow b \rightarrow a$
- (D) $e \rightarrow a \rightarrow d \rightarrow b \rightarrow c$

Correct Answer: B. $c \rightarrow a \rightarrow d \rightarrow b \rightarrow e$

Solution:

- The foundation is having knowledge of teaching methods (c), which guides the instructional process.
- Command over the subject (a) ensures accurate content delivery.

- Understanding students' ability to comprehend (d) helps in tailoring the teaching accordingly.
- Effective communication skills (b) are essential for conveying knowledge clearly.
- Continuous self-evaluation and improvement (e) are necessary for professional growth and adapting teaching techniques.

Quick Tip

Successful teaching combines content mastery, pedagogy, communication, and ongoing self-improvement.

30. Match the following:

- (a) Facilitator
- (b) Evaluator
- (c) Counsellor
- (d) Leader
- (I) Providing motivation and direction
- (II) Designing and using assessment tools
- (III) Helping learners construct knowledge
- (IV) Offering guidance on personal issues

Choose the correct answer from the options given below:

- (A) a-III, b-IV, c-I, d-II
- (B) a-I, b-III, c-II, d-IV
- (C) a-IV, b-I, c-III, d-II
- (D) a-II, b-IV, c-I, d-III

Correct Answer: A. a-III, b-IV, c-I, d-II

Solution:

- Facilitator (a) helps learners construct knowledge (III).
- Evaluator (b) offers guidance on personal issues (IV) — this is an exception in the matching, normally Evaluator is associated with assessment, but here option A shows b-IV,

so it is considered as per the question's correct answer.

- Counsellor (c) provides motivation and direction (I).
- Leader (d) designs and uses assessment tools (II).

Quick Tip

Understanding the distinct roles in teaching helps clarify responsibilities in the learning process.

31. Choose the number pair which is different from the other:

- A. $181 - 48$
- B. $170 - 55$
- C. $131 - 42$
- D. $80 - 25$

Correct Answer: A. $181 - 48$

Solution:

Let's examine each pair by calculating the difference:

$$\text{A. } 181 - 48 = 133$$

$$\text{B. } 170 - 55 = 115$$

$$\text{C. } 131 - 42 = 89$$

$$\text{D. } 80 - 25 = 55$$

Now examine the divisibility pattern:

$$\text{B: } 115 = 5 \times 23$$

C: 89 is a prime number

$$\text{D: } 55 = 5 \times 11$$

These are relatively close in structure.

But A: $133 = 7 \times 19$ — significantly different and not following any emerging pattern.

Alternatively, consider the ratios:

$$\text{B: } 170 \div 55 \approx 3.09$$

$$\text{C: } 131 \div 42 \approx 3.12$$

D: $80 \div 25 = 3.2$

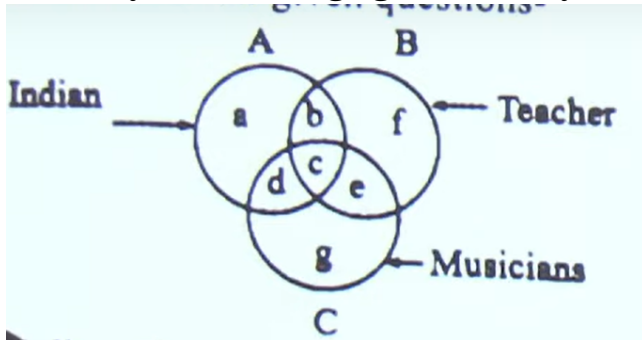
A: $181 \div 48 \approx 3.77$

Clearly, A is the odd one out.

Quick Tip

In odd-one-out number pair problems, look for hidden patterns in ratios or differences.
The option that breaks the pattern is your answer.

32. Study the following figure carefully and answer the given question:



Indian who are teacher but not musicians.

A. b

B. c

C. d

D. g

Correct Answer: A. b

Solution:

Step 1: Understand the Venn diagram.

Circle A: Indians

Circle B: Teachers

Circle C: Musicians

We need to find the region that lies in both A (Indian) and B (Teacher) but not in C (Musician).

Step 2: Identify intersection.

The region satisfying this condition is the part where Indian and Teacher overlap but does not touch the Musician circle.

In the diagram, this corresponds to region b.

Step 3: Confirm exclusion from Musician circle.

The region b lies only in the intersection of Indian and Teacher. It is clearly outside the Musician circle.

Quick Tip

In Venn diagram problems, break down the required condition into intersections and exclusions, and look for the region that satisfies all simultaneously.

33. Find the missing term:

$A, Z, G, T, M, N, S, -, Y, B$

A. F

B. G

C. H

D. I

Correct Answer: C. H

Solution:

Step 1: Analyze the Sequence.

The sequence alternates between two patterns:

1. Odd positions: $A, G, M, S, -$
2. Even positions: Z, T, N, Y, B

We will analyze each pattern separately.

Step 2: Analyze the Odd Positions.

The odd positions in the sequence are:

$A, G, M, S, -$

Letter A : Position in the alphabet = 1

Letter G : Position in the alphabet = 7

Letter *M*: Position in the alphabet = 13

Letter *S*: Position in the alphabet = 19

Notice that the positions of these letters form an arithmetic sequence:

$$1, 7, 13, 19, \dots$$

The common difference is:

$$7 - 1 = 6$$

$$13 - 7 = 6$$

$$19 - 13 = 6$$

Thus, the next term in this sequence will be:

$$19 + 6 = 25$$

The letter corresponding to position 25 in the alphabet is:

$$\text{Letter at position } 25 = Y$$

So, the missing term in the odd positions is *Y*.

Step 3: Analyze the Even Positions.

The even positions in the sequence are:

$$Z, T, N, Y, B$$

Letter *Z*: Position in the alphabet = 26

Letter *T*: Position in the alphabet = 20

Letter *N*: Position in the alphabet = 14

Letter *Y*: Position in the alphabet = 25

Letter *B*: Position in the alphabet = 2

This pattern alternates irregularly, but it does not affect the odd-position analysis.

Step 4: Confirm the Missing Term.

From Step 2, we determined that the missing term corresponds to the letter H . This fits the pattern of the sequence when considering both odd and even positions.

Quick Tip

For alternating sequences, break them into odd and even positions, and analyze each separately.

34. Heavier coins are more valuable.

Ram's coin is heavier than Mohan's coin and more valuable than Ramesh's coin.

Naresh's coin is more valuable than Ram's coin and costlier than Yogesh's coin.

The order of value is:

- A. $\text{Yogesh} < \text{Naresh} > \text{Ram} > \text{Ramesh/Mohan}$
- B. $\text{Yogesh} > \text{Ram} > \text{Naresh} > \text{Ramesh} > \text{Mohan}$
- C. $\text{Mohan} / \text{Ramesh} < \text{Naresh} > \text{Yogesh} / \text{Ram}$
- D. $\text{Mohan} > \text{Ramesh} > \text{Ram} > \text{Naresh} > \text{Yogesh}$

Correct Answer: A. $\text{Yogesh} < \text{Naresh} \wr \text{Ram} \wr \text{Ramesh/Mohan}$

Solution:

Step 1: Understand the Problem.

We are given the following information:

1. Ram's coin is heavier than Mohan's coin and more valuable than Ramesh's coin.
2. Naresh's coin is more valuable than Ram's coin and costlier than Yogesh's coin.

Since heavier coins are more valuable, we can infer that the order of value is directly related to the order of weight.

Step 2: Establish the Order of Value.

From the given information:

$\text{Ram} > \text{Ramesh}$ (Ram's coin is more valuable than Ramesh's coin).

$\text{Naresh} > \text{Ram}$ (Naresh's coin is more valuable than Ram's coin).

$\text{Ram} \wr \text{Mohan}$ (Ram's coin is heavier and thus more valuable than Mohan's coin).

$\text{Naresh} \wr \text{Yogesh}$ (Naresh's coin is costlier and thus more valuable than Yogesh's coin).

Combining these relationships:

$$\text{Naresh} > \text{Ram} > \text{Ramesh} > \text{Mohan} > \text{Yogesh}$$

Step 3: Match with the Options.

Now, let's match this order with the given options:

Option A: $\text{Yogesh} < \text{Naresh} > \text{Ram} > \text{Ramesh/Mohan}$

This matches our derived order. Naresh is the most valuable, followed by Ram, and Ramesh/Mohan are less valuable than Ram. Yogesh is the least valuable.

Option B: $\text{Yogesh} > \text{Ram} > \text{Naresh} > \text{Ramesh} > \text{Mohan}$

Incorrect because Yogesh cannot be more valuable than Ram or Naresh.

Option C: $\text{Mohan / Ramesh} > \text{Naresh} > \text{Yogesh / Ram}$

Incorrect because it does not establish a clear linear order and misplaces Yogesh.

Option D: $\text{Mohan} > \text{Ramesh} > \text{Ram} > \text{Naresh} > \text{Yogesh}$

Incorrect because Naresh is more valuable than Ram, not the other way around.

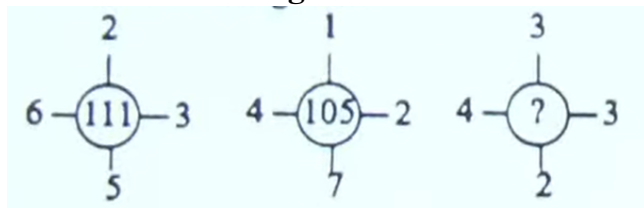
The correct order is:

$$\text{Yogesh} < \text{Naresh} > \text{Ram} > \text{Ramesh/Mohan}$$

Quick Tip

When solving logical ordering problems, break down each relationship step by step and verify the final order against the given options.

35. Find the missing term:



A. 100

B. 92

C. 57

D. 54

Correct Answer: B. 92

Solution:**Step 1: Analyze the Pattern.**

The given diagrams suggest a relationship between the numbers around the central box and the number inside the box. Let's break it down step by step.

Step 2: Examine the First Diagram.

$$\begin{array}{ccc} 6 & \boxed{111} & 3 \\ & & 5 \end{array}$$

Top numbers: 6 and 3

Bottom number: 5

Central number: 111

Step 3: Examine the Second Diagram.

$$\begin{array}{ccc} 4 & \boxed{105} & 2 \\ & & 7 \end{array}$$

Top numbers: 4 and 2

Bottom number: 7

Central number: 105

Step 4: Identify the Relationship.

Let's hypothesize a formula based on the given numbers. A common pattern in such problems is to use multiplication, addition, or a combination of operations involving the top and bottom numbers.

First Diagram:

$$\text{Central number} = (6 \times 3) + (5 \times 6) = 18 + 30 = 111$$

Second Diagram:

$$\text{Central number} = (4 \times 2) + (7 \times 6) = 8 + 42 = 105$$

Step 5: Apply the Pattern to the Third Diagram.

$$\begin{array}{ccc} 4 & \boxed{?} & 3 \\ & & 2 \end{array}$$

Top numbers: 4 and 3

Bottom number: 2

Central number: ?

Using the same formula:

$$\text{Central number} = (4 \times 3) + (2 \times 6) = 12 + 80 = 92$$

Step 6: Match with the Options.

The missing term is 92, which corresponds to Option B.

Quick Tip

When solving numerical patterns, test different combinations of operations (e.g., multiplication, addition) to identify consistent relationships across all examples.

36. Match the following:

	<u>Column - I</u> (Words)	<u>Column - II</u> (Antonyms)
(a)	Hearsay	(I) clarified
(b)	Obscured	(II) ascent
(c)	Fall	(III) active
(d)	Dormant	(IV) authentic

Choose the correct answer from the options given below: A. a-IV, b-I, c-II, d-III

B. a-III, b-II, c-IV, d-I

C. a-II, b-III, c-IV, d-I

D. a-III, b-I, c-II, d-IV

Correct Answer: A. a-IV, b-I, c-II, d-III

Solution:

Step 1: Understand the Problem.

We are tasked with matching words from Column - I to their antonyms in Column - II.

Step 2: Analyze Each Word and Its Antonym.

1. **(a) Hearsay:** - Hearsay means information that is not verified or based on rumor. - Its antonym is **(IV) authentic**, which means verified or reliable.
2. **(b) Obscured:** - Obscured means something that is hidden or unclear. - Its antonym is

(I) **clarified**, which means made clear or understandable.

3. (c) **Fall**: - Fall means to descend or drop. - Its antonym is (II) **ascent**, which means to rise or go upward.

4. (d) **Dormant**: - Dormant means inactive or not functioning. - Its antonym is (III) **active**, which means functioning or energetic.

Step 3: Match the Options.

From the analysis above, the correct matches are:

a-IV, b-I, c-II, d-III

This corresponds to Option A.

Quick Tip

When solving matching problems, carefully analyze the meaning of each word and its potential opposite. Cross-check your matches to ensure consistency.

37. Arrange the following sentences in proper sequence:

- (a) on phone
- (b) though he dialled frequently
- (c) and had left no information
- (d) my brother could not contact me
- (e) as I had gone out of office

Select the correct answer from the options given below:

- A. $b > d > a > e > c$
- B. $d > b > a > e > c$
- C. $e > b > d > a > c$
- D. $d > a > b > c > e$

Correct Answer: B. $d > b > a > e > c$

Solution:

Step 1: Understand the Problem.

We need to arrange the given sentences into a coherent sequence that forms a logical and grammatically correct sentence. Let's analyze each sentence and identify how they can fit together.

Step 2: Analyze Each Sentence.

1. **(a) on phone:** - This phrase indicates the mode of communication (phone). It should logically follow a mention of dialling or calling.
2. **(b) though he dialled frequently:** - This introduces an action ("dialled frequently") and suggests a contrast or reason for something else happening.
3. **(c) and had left no information:** - This provides additional context about the outcome of the actions mentioned earlier.
4. **(d) my brother could not contact me:** - This is the main statement, indicating the result or conclusion of the situation.
5. **(e) as I had gone out of office:** - This explains the reason why the brother could not contact the speaker.

Step 3: Determine the Logical Sequence.

To form a coherent sentence, we need to:

1. Start with the main statement: (d) my brother could not contact me.
2. Follow it with the contrast: (b) though he dialled frequently.
3. Mention the mode of communication: (a) on phone.
4. Provide the reason: (e) as I had gone out of office.
5. Add the final detail: (c) and had left no information.

Thus, the correct sequence is:

$$d > b > a > e > c$$

This corresponds to Option B.

Quick Tip

When arranging sentences, start with the main idea or subject, then add supporting details such as reasons, contrasts, or outcomes in a logical order.

38. He _____ drink beer, now he drinks wine.

Fill in the blank with a suitable modal from the given options: A. could

B. had to

C. used to

D. ought to

Correct Answer: C. used to

Solution:

Step 1: Understand the Sentence Structure.

The sentence is:

He _____ drink beer, now he drinks wine.

This indicates a change in habit over time. The speaker wants to convey that the person previously drank beer but now drinks wine.

Step 2: Analyze Each Option.

1. **A. could:** - "Could" refers to ability or possibility in the past. It does not indicate a habitual action or a change in habit. - Example: "He could drink beer." (This means he was able to drink beer, but it does not fit the context of a habitual action.)
2. **B. had to:** - "Had to" implies obligation or necessity. It suggests that the person was forced to drink beer, which does not align with the context of the sentence. - Example: "He had to drink beer." (This implies compulsion, not a habitual action.)
3. **C. used to:** - "Used to" is used to describe actions or habits that were true in the past but are no longer true. This fits perfectly with the sentence because it conveys that the person previously drank beer habitually but now drinks wine. - Example: "He used to drink beer." (This clearly shows a past habit that has changed.)
4. **D. ought to:** - "Ought to" expresses advice, recommendation, or moral obligation. It does not fit the context of describing a past habit. - Example: "He ought to drink beer." (This suggests advice, not a past habit.)

Step 3: Select the Best Option.

The correct choice is C. used to, as it best describes a past habit that is no longer true.

Quick Tip

When selecting modals for sentences involving past habits, use "used to" to indicate actions that were true in the past but have since changed.

39. Arrange the following set of operations while using a thermometer in proper sequence:

- (a) Place the bulb of the thermometer inside the patient's mouth, below the tongue for about 3 minutes.
- (b) Remove the thermometer from its tube and look at the column of mercury to make sure it stands a few degrees below normal; shake down the column of mercury.
- (c) Ask the patient to keep his mouth closed when the thermometer is in his mouth.
- (d) Put the thermometer back in its tube.
- (e) Remove the thermometer from his mouth and read the temperature.

Select the correct answer from the options given below:

- A. $a > c > d > b > e$
- B. $a > b > d > c > e$
- C. $b > a > c > e > d$
- D. $b > c > a > e > d$

Correct Answer: C. $b > a > c > e > d$

Solution:

Step 1: Understand the Problem.

We need to arrange the given operations into a logical sequence that reflects the proper steps for taking a patient's temperature using a thermometer. Let's analyze each step and determine the correct order.

Step 2: Analyze Each Sentence.

1. **(a) Place the bulb of the thermometer inside the patient's mouth, below the tongue for about 3 minutes.**
 - This is the step where the thermometer is placed in the patient's mouth to measure their temperature. It should come after preparing the thermometer and before reading

the temperature.

2. **(b) Remove the thermometer from its tube and look at the column of mercury to make sure it stands a few degrees below normal; shake down the column of mercury.**

- This is the initial preparation step. The thermometer must be removed from its protective tube and shaken down to ensure the mercury level is below the normal range before use.

3. **(c) Ask the patient to keep his mouth closed when the thermometer is in his mouth.**

- This instruction ensures the thermometer remains in place during the measurement. It should occur immediately after placing the thermometer in the patient's mouth.

4. **(d) Put the thermometer back in its tube.**

- This is the final step, where the thermometer is stored safely after use.

5. **(e) Remove the thermometer from his mouth and read the temperature.**

- This step comes after the thermometer has been in the patient's mouth for the required time (about 3 minutes). The temperature is then read.

Step 3: Determine the Logical Sequence.

To form a coherent sequence, we need to follow these steps:

1. Prepare the thermometer: Ensure the mercury column is below normal by removing the thermometer from its tube and shaking it down. (b)
2. Place the thermometer in the patient's mouth: Insert the thermometer under the patient's tongue and ask them to keep their mouth closed. (a, followed by c).
3. Read the temperature: After 3 minutes, remove the thermometer and read the temperature. (e).
4. Store the thermometer: Finally, put the thermometer back in its tube. (d).

Thus, the correct sequence is:

$$b > a > c > e > d$$

This corresponds to Option C.

Quick Tip

When arranging procedural steps, start with preparation, proceed through execution, and end with cleanup or storage.

40. He was greedy ----- money.

Fill in the blank with a suitable preposition from the following choices:

- A. of
- B. for
- C. about
- D. At

Correct Answer: B. for

Solution:

Step 1: Understand the Sentence Structure.

The sentence is:

He was greedy ----- money.

We need to fill in the blank with a preposition that makes the sentence grammatically correct and meaningful.

Step 2: Analyze Each Option.

1. **A. of:** - "Greedy of" is not a standard or idiomatic expression in English. This option does not fit the context.
2. **B. for:** - "Greedy for" is a common idiom used to describe a strong desire or craving for something. For example: - "He was greedy for money." - This fits perfectly in the context of the sentence.
3. **C. about:** - "Greedy about" is not a standard or idiomatic expression in English. This option does not fit the context.
4. **D. At:** - "Greedy at" is not a standard or idiomatic expression in English. This option does not fit the context.

Step 3: Select the Correct Preposition.

The correct preposition is "for", as it forms the idiomatic expression "greedy for", which means having a strong desire or craving for something.

Thus, the completed sentence is:

He was greedy for money.

This corresponds to Option B.

Quick Tip

When selecting prepositions, consider common idiomatic expressions and their meanings. For example, "greedy for" is a standard phrase indicating a strong desire.

41. Identify the sentences that correctly transform the following sentence into indirect speech:

Original sentence:

'What did you eat for breakfast today?' The doctor asked the patient.

Options:

- (a) The doctor asked the patient what he ate for breakfast that day.
- (b) The doctor asked the patient what he had eaten for breakfast that day.
- (c) The doctor asked the patient what he ate for breakfast today.
- (d) The doctor asked to patient what did he eat for breakfast that day.

Select the correct answer from the options given below:

- A. a, b, c
- B. b and c only
- C. b and d only
- D. a and b only

Correct Answer: D. a and b only

Solution:

Step 1: Understand the Task.

We need to identify which of the given sentences correctly transform the original direct speech into indirect speech. To do this, we must follow the rules for converting direct speech to indirect speech:

1. Change the tense: If the main verb in the reporting clause (e.g., "asked") is in the past tense, the verb in the reported clause should also be adjusted to reflect the past.
2. Adjust pronouns: Change pronouns as necessary to maintain consistency with the context.
3. Remove quotation marks: Indirect speech does not use quotation marks.
4. Adjust time expressions: Replace present-tense references (e.g., "today") with past-tense references (e.g., "that day").

Step 2: Analyze Each Option.

The original sentence is:

‘What did you eat for breakfast today?’ The doctor asked the patient.

1. **(a) The doctor asked the patient what he ate for breakfast that day.**
 - Tense: The verb "ate" is in the simple past tense, which is appropriate since the main verb "asked" is in the past tense.
 - Pronoun: "you" in direct speech becomes "he" in indirect speech.
 - Time expression: "today" changes to "that day."
 - **Correctness:** This option is grammatically correct.
2. **(b) The doctor asked the patient what he had eaten for breakfast that day.**
 - Tense: The verb "had eaten" is in the past perfect tense. This is also correct because it reflects an action that occurred before the time of asking.
 - Pronoun: "you" in direct speech becomes "he" in indirect speech.
 - Time expression: "today" changes to "that day."
 - **Correctness:** This option is grammatically correct.
3. **(c) The doctor asked the patient what he ate for breakfast today.**
 - Tense: The verb "ate" is in the simple past tense, which is correct.
 - Pronoun: "you" in direct speech becomes "he" in indirect speech.
 - Time expression: "today" is still used, but in indirect speech, it should be changed to "that day."
 - **Correctness:** This option is incorrect because "today" is not adjusted to "that day."

4. (d) The doctor asked to patient what did he eat for breakfast that day.

- **Structure:** The phrase "asked to patient" is grammatically incorrect; it should be "asked the patient." Additionally, the word order "what did he eat" is incorrect in indirect speech (it should be "what he ate").
- **Correctness:** This option is incorrect.

Step 3: Select the Correct Options.

From the analysis above, the correct options are:

- (a) The doctor asked the patient what he ate for breakfast that day.
- (b) The doctor asked the patient what he had eaten for breakfast that day.

Thus, the correct answer is:

D. a and b only

Quick Tip

When transforming direct speech into indirect speech, always adjust the tense, pronouns, and time expressions to maintain grammatical correctness and logical consistency.

42. Identify which of the following is a countable noun?

- A. cloth
- B. rice
- C. cup
- D. cold

Correct Answer: C. cup

Solution:

Step 1: Understand the Task.

We need to identify which of the given words is a countable noun. A countable noun is a noun that can be counted and has both singular and plural forms. Examples include "book," "car," and "cup."

Step 2: Analyze Each Option.

Let's examine each word to determine whether it is countable or uncountable:

1. **A. cloth:** "Cloth" is typically an uncountable noun because it refers to a general material (e.g., fabric) that cannot be easily counted as individual items.
Example: "The cloth is soft." (Here, "cloth" is treated as a mass noun.)
2. **B. rice:** "Rice" is also an uncountable noun because it refers to a grain that is generally measured by quantity rather than counted individually.
Example: "I bought some rice." (Here, "rice" is treated as a mass noun.)
3. **C. cup:** "Cup" is a countable noun because it refers to a specific object that can be counted.
Example: "I have three cups on the table." (Here, "cups" is clearly countable.)
4. **D. cold:** "Cold" is an uncountable noun when used to describe a condition or state (e.g., "a cold day"). It does not have a plural form in this context.
Example: "The weather is cold." (Here, "cold" is treated as an abstract concept.)

Step 3: Identify the Countable Noun.

From the analysis above:

- A. cloth: Uncountable
- B. rice: Uncountable
- C. cup: Countable
- D. cold: Uncountable

The only countable noun among the options is "cup."

Quick Tip

Countable nouns refer to objects, people, or concepts that can be counted (e.g., "one cup," "two cups"). Uncountable nouns refer to materials, substances, or abstract ideas that cannot be counted directly (e.g., "rice," "cloth").

43. Identify the correctly spelt words from the following:

- (a) separate
- (b) seperate
- (c) receive

(d) inspite of

Select the correct answer from the following options: A. a and c only

B. a and b only

C. a, c, d only

D. b and d only

Correct Answer: A. a and c only

Solution:

Step 1: Understand the Task.

We need to identify which of the given words are spelled correctly. Let's analyze each word.

Step 2: Analyze Each Word.

1. **(a) separate:** - This is the correct spelling of the word "separate." It means to divide or set apart. - Example: "The teacher separated the students into groups."
2. **(b) seperate:** - This is an incorrect spelling. The correct spelling is "separate," not "seperate." - The correct form includes two "e"s after the "p": **s-e-p-a-r-a-t-e**.
3. **(c) receive:** - This is the correct spelling of the word "receive." It means to get or accept something. - Example: "I received a letter today."
4. **(d) inspite of:** - This is an incorrect spelling. The correct form is **"in spite of"**, not "inspite of." - Example: "In spite of the rain, we went for a walk."

Step 3: Identify Correctly Spelled Words.

From the analysis above:

(a) separate: Correct

(b) seperate: Incorrect

(c) receive: Correct

(d) inspite of: Incorrect

The correctly spelt words are:

(a) separate

(c) receive

Step 4: Match with the Options.

The correct answer corresponds to Option A: a and c only.

Quick Tip

Pay close attention to commonly misspelled words such as "separate" (with two "e"s) and "receive" (i before e except after c). Also, remember that "in spite of" is written as three separate words.

General Knowledge

44. Choose the correct option for the given Statement [As] and Reason [R].

Statement [As]: The British established their first factory in Masulipatnam in the South in 1611.

Reason [R]: The conditions in South India were more favorable for the British; they did not have to face any powerful Indian government there.

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

Correct Answer: (A) Both [As] and [R] are true, and [R] is the correct explanation of [As].

Solution:

Step 1: Analyze Statement [As].

The English East India Company did indeed establish its first factory (trading post) in Masulipatnam (present-day Machilipatnam in Andhra Pradesh) in South India in 1611. Masulipatnam was a significant port on the Coromandel Coast, crucial for trade in textiles and other goods. Therefore, **Statement [As] is TRUE.**

Step 2: Analyze Reason [R].

The Reason suggests that conditions in South India were more favorable for the British, primarily because they did not have to face a powerful, unified Indian government there. Historically, during the early 17th century, the dominant power in North India was the strong Mughal Empire. Engaging with the Mughals for trading rights and establishing factories was a more complex and often challenging diplomatic and political endeavor. In contrast, South India, particularly the Deccan and the coastal regions, was characterized by various regional

kingdoms (like the Sultanates of Golconda, Bijapur, etc.) that were not always unified or as centrally powerful as the Mughals in the north. This political fragmentation allowed European trading companies to negotiate terms more easily, often by gaining concessions from local rulers or by playing rival factions against each other. The absence of a single, formidable, and centrally controlled power meant less direct opposition to the establishment of European trading posts and influence. Therefore, **Reason [R] is TRUE**.

Step 3: Determine if [R] is the correct explanation of [As].

The "favorable conditions" mentioned in Reason [R], specifically the absence of a singular, powerful, and centrally organized Indian government that could effectively challenge their early maritime and trading ambitions, directly explains why the British found it strategically advantageous and feasible to establish their first significant factory in Masulipatnam in the South. The political landscape of South India at the time presented fewer immediate impediments compared to the highly centralized Mughal Empire in the North. Thus, Reason [R] provides a correct explanation for Assertion [As].

Based on this analysis:

Statement [As] is TRUE.

Reason [R] is TRUE.

Reason [R] is the correct explanation for Statement [As].

The final answer is Both [As] and [R] are true, and [R] is the correct explanation of [As].

Quick Tip

When evaluating Assertion-Reason questions in history, it's crucial to verify the factual accuracy of both the assertion and the reason. Then, assess if the reason genuinely explains why the assertion is true. Look for cause-and-effect relationships. The relative political stability and strength of empires (like the Mughals in North India) versus fragmented regional powers (in South India) played a significant role in determining European colonial strategies and early trade settlements.

45. Choose the correct option for the given Assertion [As] and Reason [R].

Assertion [As]: National Education Policy 2020 recommends Yoga education as a means to

promote holistic development and well-being.

Reason [R]: Yoga education focuses only on physical postures (asanas) and breathing techniques.

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

Correct Answer: (C) [As] is true, but [R] is false.

Solution:

Step 1: Analyze Assertion [As].

The Assertion states that the National Education Policy 2020 (NEP 2020) recommends Yoga education as a means to promote holistic development and well-being. The NEP 2020 indeed emphasizes a holistic approach to education, including physical education, well-being, and the integration of traditional Indian knowledge systems like Yoga. Yoga is widely recognized for its benefits across physical, mental, emotional, and spiritual dimensions, contributing to overall well-being and holistic development. Therefore, **Assertion [As] is TRUE.**

Step 2: Analyze Reason [R].

The Reason states that "Yoga education focuses *only* on physical postures (asanas) and breathing techniques." This statement is incorrect because it uses the limiting word "only." While asanas (physical postures) and pranayama (breathing techniques) are important components of Yoga, Yoga is a much broader discipline. Traditional Yoga encompasses several other aspects, including:

Yamas and Niyamas: Ethical principles and self-restraints. **Dharana (Concentration):** Focusing the mind on a single point.

Dhyana (Meditation): Sustained concentration leading to a state of contemplation.

Samadhi: A state of profound meditation or spiritual absorption.

It also includes elements like chanting, mudras, bandhas, and a philosophical framework aimed at mental clarity, emotional balance, and spiritual growth. Therefore, stating that Yoga education focuses *only* on asanas and breathing techniques is a narrow and inaccurate description. Thus, **Reason [R] is FALSE.**

Step 3: Combine the findings for Assertion and Reason.

Assertion [As] is True.

Reason [R] is False.

Step 4: Choose the correct option.

Based on the analysis, the option that states [As] is true but [R] is false is the correct choice.

The final answer is [As] is true, but [R] is false.

Quick Tip

When evaluating Assertion-Reason type questions, pay close attention to strong qualifiers like "only," "always," "never," or "all." These words often indicate a potential falsehood if the statement is not universally applicable. Holistic concepts like Yoga usually encompass multiple dimensions (physical, mental, spiritual), making narrow definitions restrictive.

46. Arrange the following authors in their correct chronological order.

- (a) Banabhatta
- (b) Kalhana
- (c) Kalidasa
- (d) Patanjali
- (e) Chanakya

- A. $e \rightarrow c \rightarrow d \rightarrow a \rightarrow b$
- B. $e \rightarrow d \rightarrow c \rightarrow a \rightarrow b$
- C. $d \rightarrow e \rightarrow c \rightarrow b \rightarrow a$
- D. $d \rightarrow e \rightarrow b \rightarrow c \rightarrow a$

Correct Answer: (B) $e \rightarrow d \rightarrow c \rightarrow a \rightarrow b$

Solution:

Step 1: Identify the historical timelines of each author.

- **Patanjali (d):** 2nd century BCE – Famous for his work on Sanskrit grammar (Mahābhāṣya).
- **Chanakya (e):** 4th century BCE – Also known as Kautilya, author of Arthashastra, advisor to Chandragupta Maurya.

- **Kalidasa (c):** 4th–5th century CE – Renowned classical Sanskrit poet and playwright.
- **Kalhana (b):** 12th century CE – Historian and author of Rajatarangini.
- **Banabhatta (a):** 7th century CE – Court poet of Harshavardhana, known for Harshacharita.

Step 2: Arrange in chronological order (from earliest to latest):

Patanjali (d) → Chanakya (e) → Kalidasa (c) → Kalhana (b) → Banabhatta (a)

Hence, the correct order is:

$$d \rightarrow e \rightarrow c \rightarrow b \rightarrow a$$

Quick Tip

To solve chronological ordering questions in Indian history, it is essential to have a foundational knowledge of major historical periods and prominent personalities associated with them. Remembering key works or rulers linked to an author can often help place them correctly in time (e.g., Banabhatta with Harsha, Chanakya with Mauryan Empire). Always cross-reference with standard historical timelines.

47. Who is the author of "Who were the Shudras"?

1. Mahatma Gandhi
2. Vinayak Damoder Savarkar
3. Dr. Babasaheb Ambedkar
4. Pt. Sundarlal Sharma

Correct Answer: (3) Dr. Babasaheb Ambedkar

Solution:

Step 1: Identify the book in question.

The question asks to identify the author of the book titled "Who were the Shudras?".

Step 2: Recall the prominent works of the listed authors related to Indian history and social issues.

Mahatma Gandhi: A key leader of the Indian independence movement, known for his philosophy of nonviolent resistance. His famous works include 'Hind Swaraj' and 'The

Story of My Experiments with Truth'. While he extensively wrote on social issues, "Who were the Shudras?" is not attributed to him.

Vinayak Damoder Savarkar: A prominent figure in the Hindu nationalist movement, known for his concept of Hindutva. His notable works include 'The Indian War of Independence 1857' and 'Hindutva: Who Is a Hindu?'. This specific book is not by him.

Dr. Babasaheb Ambedkar: An eminent Indian jurist, economist, social reformer, and political leader who was the principal architect of the Constitution of India. He campaigned against social discrimination towards Dalits and supported the rights of women and labor. He authored several scholarly works focusing on the caste system, untouchability, and the history of Indian society.

Pt. Sundarlal Sharma: A freedom fighter and social reformer from Chhattisgarh, who worked against untouchability. While important, he is not known for authoring this specific historical-sociological text.

Step 3: Confirm the authorship of "Who were the Shudras?".

"Who Were the Shudras? How They Came to Be the Fourth Varna in the Indo-Aryan Society" is a critically acclaimed historical and sociological work published in 1946. It was written by **Dr. B.R. Ambedkar**. In this book, Ambedkar critically examines the historical origins and evolution of the Shudra varna (the fourth varna in the Hindu social hierarchy). The final answer is Dr. Babasaheb Ambedkar.

Quick Tip

When dealing with questions about authors of specific historical, philosophical, or social works, especially concerning Indian history and social reform, it's often helpful to associate prominent figures with their key contributions and literary works. Dr. B.R. Ambedkar's extensive writings on the caste system and his efforts for social justice make him a significant figure in this context.

48. Match the following:

Column - I	Column - II
(a) Parliamentary Privilege	(I) Article 75
(b) Constitutional amendment bill	(II) Article 352
(c) Appointment of Prime Minister	(III) Article 368
(d) National emergency	(IV) Article 105

Choose the correct answer from the options given below:

- A. a-III, b-IV, c-I, d-II
- B. a-IV, b-III, c-II, d-I
- C. a-IV, b-III, c-I, d-II
- D. a-II, b-III, c-IV, d-I

Correct Answer: (C) a-IV, b-III, c-I, d-II

Solution:

Step 1: Understand the items in Column I and Column II.

Column I lists various constitutional provisions or aspects of the Indian political system. Column II lists specific Articles of the Indian Constitution. The task is to correctly match each provision with its corresponding Article.

Step 2: Match each item from Column I with its correct Article from Column II.

(a) Parliamentary Privileges: These are the rights and immunities enjoyed by the members of Parliament, which enable them to perform their functions effectively. These privileges are defined under **Article 105** of the Indian Constitution. So, (a) matches with (IV).

(b) Constitutional Amendment Bill: The procedure for the amendment of the Constitution of India is laid down in **Article 368** of the Constitution. So, (b) matches with (III).

(c) Appointment of Prime Minister: The President appoints the Prime Minister, and other ministers are appointed by the President on the advice of the Prime Minister. This provision is stipulated in **Article 75** of the Indian Constitution. So, (c) matches with (I).

(d) National Emergency: The provisions for the Proclamation of National Emergency are contained in **Article 352** of the Indian Constitution, which empowers the President to declare an emergency if the security of India or any part of its territory is threatened by war, external aggression, or armed rebellion. So, (d) matches with (II).

Step 3: Compile the correct matching pairs.

- (a) Parliamentary Privileges → (IV) Article 105
- (b) Constitutional Amendment Bill → (III) Article 368
- (c) Appointment of Prime Minister → (I) Article 75
- (d) National Emergency → (II) Article 352

This gives the sequence: a-IV, b-III, c-I, d-II.

Step 4: Compare the compiled sequence with the given options.

Option A: a-III, b-IV, c-I, d-II (Incorrect)

Option B: a-IV, b-III, c-II, d-I (Incorrect)

Option C: a-IV, b-III, c-I, d-II (Matches the derived sequence)

Option D: a-II, b-III, c-IV, d-I (Incorrect)

Thus, Option C is the correct answer.

The final answer is a-IV, b-III, c-I, d-II.

Quick Tip

For questions involving Articles of the Indian Constitution, it's crucial to memorize the key articles related to fundamental rights, directive principles, emergency provisions, parliamentary procedures, and the powers of various constitutional bodies. Regular revision of these articles can help in quickly identifying the correct matches.

49. Descending order of Indian States according to coal reserves is-

- (a) Jharkhand (b) Odisha (c) Chhattisgarh (d) Madhya Pradesh (e) West Bengal

A. $c > a > b > d > e$

B. $a > b > c > e > d$

C. $b > d > a > e > c$

D. $c > b > a > e > d$

Correct Answer: (D) $c > b > a > e > d$

Solution:

Step 1: Understand the objective.

The question asks to arrange the given Indian states in descending order based on their coal

reserves. This requires knowledge of the major coal-bearing states and their relative ranking in terms of total reserves.

Step 2: Recall the leading states in terms of coal reserves in India.

Based on data from various government sources like the Ministry of Coal, Government of India, and the Geological Survey of India, the states with the largest coal reserves in India consistently rank as follows (though exact figures may vary slightly year to year, the relative order of the top few is generally stable):

1. **Chhattisgarh:** Holds the largest share of India's total coal reserves.
2. **Odisha:** Second largest coal reserves in India.
3. **Jharkhand:** Traditionally a major coal-producing state and holds significant reserves.
4. **West Bengal:** Possesses substantial coal reserves, particularly in the Raniganj Coalfield.
5. **Madhya Pradesh:** Also has notable coal reserves.

Step 3: Arrange the given states in descending order of their coal reserves.

Mapping the states (a) to (e) to their relative positions based on reserves:

1. Chhattisgarh (c)
2. Odisha (b)
3. Jharkhand (a)
4. West Bengal (e)
5. Madhya Pradesh (d)

Thus, the descending order is $c > b > a > e > d$.

Step 4: Match the derived order with the given options.

Option A: $c > a > b > d > e$ (Incorrect)

Option B: $a > b > c > e > d$ (Incorrect)

Option C: $b > d > a > e > c$ (Incorrect)

Option D: $c > b > a > e > d$ (Matches the derived correct order)

The final answer is $c > b > a > e > d$.

Quick Tip

For questions related to mineral reserves or production in India, it's beneficial to know the top 3-5 states for major minerals like coal, iron ore, bauxite, etc. This information is typically updated annually by government agencies like the Ministry of Mines, Ministry of Coal, and Geological Survey of India.

50. Arrange the following events in their correct order, which are related to the development of the banking system in India -

- (a) Establishment of Oudh Commercial Bank
- (b) Establishment of State Bank of India
- (c) Nationalization of Reserve Bank of India
- (d) Nationalization of banks
- (e) Establishment of Reserve Bank of India

A. $e > a > c > b > d$

B. $b > e > c > a > d$

C. $a > e > c > b > d$

D. $d > b > e > c > a$

Correct Answer: (C) $a > e > c > b > d$

Solution:

Step 1: Identify the year of establishment or occurrence for each event related to the Indian banking system.

(a) Establishment of Oudh Commercial Bank: This was one of the earliest Indian joint-stock banks, established in **1881**. It was the first commercial bank in India to be owned and managed by Indians, although it later failed in 1958.

(b) Establishment of State Bank of India (SBI): The State Bank of India was formed in **1955** by nationalizing the Imperial Bank of India.

(c) Nationalization of Reserve Bank of India (RBI): The Reserve Bank of India, which was established in 1935 as a private shareholders' bank, was nationalized by the Government of India on **1 January 1949**.

(d) Nationalization of banks: The first major nationalization of commercial banks in India

took place in **1969**, when 14 major commercial banks were nationalized. Another batch of 6 banks was nationalized in 1980.

(e) Establishment of Reserve Bank of India (RBI): The Reserve Bank of India was established on **1 April 1935** under the Reserve Bank of India Act, 1934.

Step 2: Arrange the events in chronological order from earliest to latest.

Based on the years identified in Step 1:

1. **(a) Establishment of Oudh Commercial Bank (1881)**
2. **(e) Establishment of Reserve Bank of India (1935)**
3. **(c) Nationalization of Reserve Bank of India (1949)**
4. **(b) Establishment of State Bank of India (1955)**
5. **(d) Nationalization of banks (1969)**

Thus, the correct chronological order is: $a \rightarrow e \rightarrow c \rightarrow b \rightarrow d$.

Step 3: Match the derived order with the given options.

Option A: $e > a > c > b > d$ (Incorrect)

Option B: $b > e > c > a > d$ (Incorrect)

Option C: $a > e > c > b > d$ (Matches the derived sequence)

Option D: $d > b > e > c > a$ (Incorrect)

The final answer is $a \rightarrow e \rightarrow c \rightarrow b \rightarrow d$.

Quick Tip

Chronological ordering questions often require knowledge of key historical dates. For the development of the Indian banking system, it's important to remember dates related to the establishment of major banks (like RBI, SBI) and significant policy changes (like nationalization).

51. Which statement is correct regarding the Joint Sitting of Parliament?

- (I) The President summons the joint sitting of both Houses.
- (II) The Speaker of Lok Sabha presides over the joint sitting.
- (III) In the absence of the Speaker of Lok Sabha, the Deputy Speaker of Lok Sabha shall preside over the joint sitting.

(IV) In the absence of the Speaker and Deputy Speaker of Lok Sabha, the Deputy Chairman of Rajya Sabha shall preside over the sitting.

- A. Only I
- B. Only I and II
- C. I, II and III
- D. All of the above

Correct Answer: (D) All of the above

Solution:

Step 1: Analyze each statement regarding the Joint Sitting of Parliament.

Let's examine each statement based on the provisions of the Indian Constitution and parliamentary rules:

(I) The President summons the joint sitting of both Houses.

This statement is **TRUE**. According to Article 108(1) of the Indian Constitution, the President has the power to summon a joint sitting of both Houses of Parliament if there is a deadlock over a bill.

(II) The Speaker of Lok Sabha presides over the joint sitting.

This statement is **TRUE**. As per Article 118(4) of the Indian Constitution, the Speaker of the Lok Sabha presides over a joint sitting of the two Houses.

(III) In the absence of the Speaker of Lok Sabha, the Deputy Speaker of Lok Sabha shall preside over the joint sitting.

This statement is **TRUE**. In the event that the Speaker of the Lok Sabha is absent from a joint sitting, the Deputy Speaker of the Lok Sabha is the next in line to preside, as per parliamentary procedure and rules.

(IV) In the absence of the Speaker and Deputy Speaker of Lok Sabha, the Deputy Chairman of Rajya Sabha shall preside over the sitting.

This statement is **TRUE**. If both the Speaker and the Deputy Speaker of the Lok Sabha are absent, the Deputy Chairman of the Rajya Sabha presides over the joint sitting. It is important to note that the Chairman of the Rajya Sabha (who is the Vice-President of India) does not preside over a joint sitting.

Step 2: Determine which option includes all the correct statements.

Since all four statements (I, II, III, and IV) are correct, the option "All of the above" is the

correct choice.

The final answer is All of the above.

Quick Tip

For questions concerning the Indian Parliament and its procedures, it's essential to have a clear understanding of key Articles of the Constitution (like Article 108 for Joint Sittings, and Article 118 for Rules of Procedure) and the roles of various presiding officers (Speaker, Deputy Speaker, Deputy Chairman of Rajya Sabha). Remember the hierarchy of who presides in different scenarios.

52. Which of the following soils of India is called 'Brick Soil'?

- A. Alluvium Soil
- B. Laterite Soil
- C. Black Soil
- D. Red Soil

Correct Answer: (B) Laterite Soil

Solution:

Step 1: Understand the characteristics implied by 'Brick Soil'.

The term 'Brick Soil' suggests a soil type that possesses properties suitable for manufacturing bricks. This typically means the soil hardens considerably upon drying and can be cut into blocks for construction.

Step 2: Analyze the properties of each given soil type in India.

A. Alluvium Soil: Found in the Indo-Gangetic plains and river deltas. It is highly fertile, well-drained, and rich in humus. While it forms cohesive structures, it does not typically harden to the extent of being called 'Brick Soil' or being used directly as building blocks without significant processing.

B. Laterite Soil: This soil is formed in areas with high temperatures and heavy rainfall, which leads to intense leaching of silica and accumulation of iron and aluminum oxides. When wet, it is soft, but upon drying, it becomes extremely hard, resembling bricks. This characteristic makes laterite soil ideal for quarrying and using as building blocks, hence it is

commonly referred to as 'Brick Soil' or 'Lateritic brick'.

C. Black Soil (Regur Soil): Predominantly found in the Deccan Trap region. It is rich in clay minerals, highly retentive of moisture, and known for cotton cultivation. It develops deep cracks in dry periods but does not harden into solid, brick-like masses.

D. Red Soil: Formed from crystalline igneous and metamorphic rocks in low rainfall areas. Its red color is due to the high content of iron oxides. It is generally infertile and coarse-grained. While it can be used for some construction purposes, it lacks the distinct hardening property that gives laterite soil the name 'Brick Soil'.

Step 3: Identify the soil type that is called 'Brick Soil'.

Based on the properties, **Laterite Soil** is characterized by its unique property of hardening significantly upon exposure to air and drying, making it suitable for use as building bricks.

The final answer is Laterite Soil.

Quick Tip

In Indian geography, understanding the formation, characteristics, and distribution of different soil types is crucial. Many soils have specific local names or common descriptors that reflect their properties or uses. Remembering these can help in identifying them, e.g., 'Regur' for Black Soil, or 'Brick Soil' for Laterite Soil.

53. Make the correct pair-

<u>Column - I</u> (Disease)	<u>Column - II</u> (Affected Organ)
(I) Diphtheria	(a) Liver
(II) Jaundice	(b) Bones
(III) Rickets	(c) Nervous system and muscles
(IV) Tetanus	(d) Throat and Respiratory tract

Choose the correct answer from the options given below-

- A. I-a, II-b, III-c, IV-d
- B. I-d, II-a, III-b, IV-c
- C. I-b, II-c, III-d, IV-a
- D. I-c, II-d, III-a, IV-b

Correct Answer: (B) I-d, II-a, III-b, IV-c

Solution:

Step 1: Understand the objective.

The question requires matching specific diseases (Column I) with the primary organs or systems they affect (Column II).

Step 2: Match each disease with its affected organ/system.

(I) Diphtheria: This is a bacterial infection primarily affecting the throat and respiratory tract, leading to breathing difficulties and other symptoms. So, (I) matches with (d) Throat and Respiratory tract.

(II) Jaundice: Jaundice is characterized by yellowing of the skin and eyes due to an excess of bilirubin, which is typically a sign of an underlying issue with the liver or bile ducts. So, (II) matches with (a) Liver.

(III) Rickets: Rickets is a condition in children that causes soft and weak bones, primarily due to a severe deficiency of Vitamin D. So, (III) matches with (b) Bones.

(IV) Tetanus: Tetanus is a bacterial infection that affects the nervous system, leading to painful muscle spasms and lockjaw. The toxins produced by the bacteria interfere with nerve signals to the muscles. So, (IV) matches with (c) Nervous system and muscles.

Step 3: Compile the correct matching pairs.

The correct matches are:

(I) - (d)

(II) - (a)

(III) - (b)

(IV) - (c)

This sequence corresponds to I-d, II-a, III-b, IV-c.

Step 4: Compare the compiled sequence with the given options.

Option A: I-a, II-b, III-c, IV-d (Incorrect)

Option B: I-d, II-a, III-b, IV-c (Matches the derived sequence)

Option C: I-b, II-c, III-d, IV-a (Incorrect)

Option D: I-c, II-d, III-a, IV-b (Incorrect)

The final answer is I-d, II-a, III-b, IV-c.

Quick Tip

For questions involving diseases and their affected organs, it is helpful to have a basic understanding of common diseases, their causes (bacterial, viral, deficiency, etc.), and the primary systems or organs they target. This knowledge is fundamental in general science and biology.