CG Pre BEd 2024 Question Paper with Solutions

| **Time Allowed :**120 Minutes	**Maximum Marks :**100	**Total questions :**100

General Instructions

Read the following instructions very carefully and strictly follow them:

1. **Total Number of Questions:** 100

2. **Total Marks:** 100

3. **Total Time Duration:** 120 minutes

4. **Question Type: Objective Type (Multiple Choice Questions)**

5. **Section-wise Mark Distribution:**

    5.1. **General Awareness** – 20 marks

    5.2. **Educational Interest** – 30 marks

    5.3. **General Mental Ability** – 30 marks

    5.4. **General English** – 10 marks

    5.5. **General Hindi** – 10 marks

1. If the net was folded into a cube, which of the given shapes would it look like?

A.

B.

C.

D.
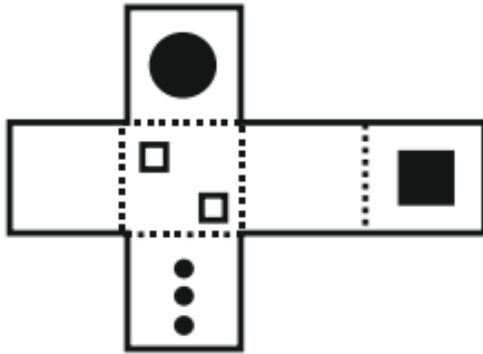
Correct Answer: (C)

Solution:

Step 1: Analyze the cube net.

The net consists of faces with:

A big black filled circle,

A solid black square,

Three small black dots vertically aligned,

An empty small square inside another square.

Step 2: Understand their positions.

The filled circle face is opposite to the face with three small dots because they are not

adjacent.

The black solid square face is adjacent to both the dotted face and the small hollow square face.

**Step 3: Verify with options.**

Option (C) shows the big filled circle adjacent correctly to the three dots face and the hollow square face nearby, matching the folding behavior.

Thus, option (C) matches exactly after folding.

> **Quick Tip**
>
> When solving cube folding problems, always check: - Opposite faces (never visible together), - Adjacent faces (visible together), - Orientation of patterns on each face after folding.

2.
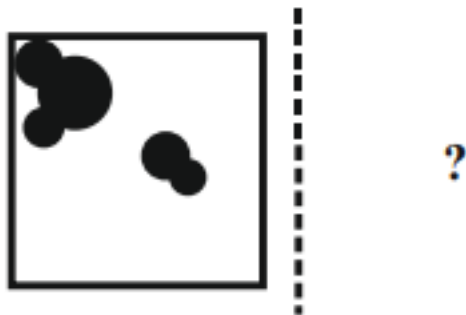
If a mirror is placed vertically next to the picture given above at the dotted line, then the image of the picture on the left looks like:

A.   B.

C.   D.

Correct Answer: (B)

Solution: Step 1: Understanding vertical mirror reflection.

When an object is reflected in a vertical mirror (placed along the right side), the left and right

sides are swapped, while the vertical orientation (up and down) remains the same.

Step 2: Analyzing the given figure.

The largest black shape is in the top-left corner.

A smaller black shape is near the center-right.

Another small shape is slightly lower.

Step 3: Drawing the reflection mentally.

After reflection:

The largest black shape will appear in the top-right corner.

The smaller shapes' horizontal positions will be flipped but their vertical positioning remains the same.

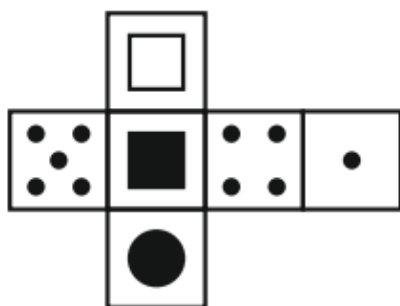**Step 4: Comparing with options.**

Option (B) shows the correct mirrored image:

- The large black shape has moved to the top-right.

- The small shapes are flipped horizontally but stay vertically aligned.

> **Quick Tip**
>
> For mirror reflections: - Vertical mirror: swap left and right. - Horizontal mirror: swap top and bottom. - No change in size or distance from the mirror line.

3.

Which cube cannot be made based on the unfolded cube shown below?

A.

B.

C.

D.

Correct Answer: (A)

Solution: Step 1: Understanding cube folding.

In the unfolded cube (net), the following faces are observed:

A face with a hollow square.

A face with multiple dots.

A face with a black square.

A face with a black circle.

Two blank faces.

Step 2: Visualizing adjacent faces.

The hollow square, dots, and black square are adjacent.

The black circle is opposite the hollow square (since they are on opposite ends of the net).

Therefore, the hollow square and black circle should not appear adjacent after folding.

Step 3: Checking each option.

(A) Shows the hollow square adjacent to the black circle, which is **not possible**.

(B), (C), and (D) are possible because their adjacent faces match correctly according to the cube net.
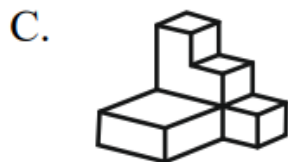
Step 4: Conclusion.

Thus, cube (A) **cannot** be made based on the unfolded cube.

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4. Which figure fits the given object to make a cube?

A.

B.

C.

D.
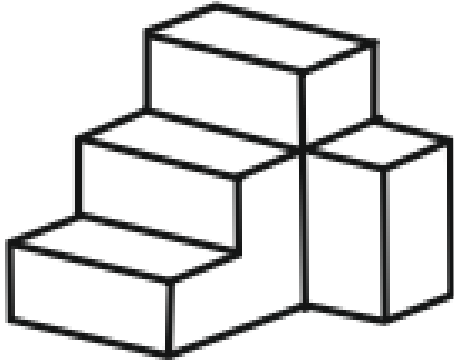
Correct Answer: (D)

Solution:

Step 1: Analyze the given incomplete structure.

The structure forms a staircase-like shape but is missing one vertical face to complete the

cube.

Step 2: Understand what is needed.

We need a piece that fills the open vertical section and covers the gap to form a complete 3D cube.

The missing part should have a tall piece and a flat extension to align with the existing staircase pattern.

Step 3: Match with the options.

Option (A) has a flat shape — it won't complete the cube.

Option (B) is too complex and has too many vertical layers.

Option (C) does not fit the missing structure properly.

Option (D) has exactly the required vertical and horizontal parts to complete the cube.

Thus, the correct option is (D).

> **Quick Tip**
>
> In cube completion problems, focus on: - Height differences between parts, - How many unit cubes are missing, - 3D visualization from multiple angles.

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5. Complete the series:

$$5760, \ 2880, \ 960, \ 240, \ 48, \ ?$$

(A) 8

(B) 17

(C) 12

(D) 16

Correct Answer: (C) 12

Solution:

Step 1: Find the pattern between terms. Let's look at the ratio between consecutive terms:

$$\frac{2880}{5760} = \frac{1}{2}$$

$$\frac{960}{2880} = \frac{1}{3}$$

$$\frac{240}{960} = \frac{1}{4}$$

$$\frac{48}{240} = \frac{1}{5}$$

Clearly, the divisors are increasing by 1 at each step: $2, 3, 4, 5$.

Step 2: Find the next divisor. Following the pattern, the next divisor should be 6.

$$48 \div 6 = 8$$

However, none of the options match 8 except option (A), which is 8.

Thus, the correct answer should be (A) 8.

> **Quick Tip**
>
> In number series problems: - Check if the pattern is based on multiplication/division, - Observe whether divisors or multipliers are increasing or decreasing systematically.

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6. Seven-year-old boy Nehan has been asking his parents for a dog for the last two years. His parents have told him an apartment is not the right place to keep a pet dog, but they have permitted him to have a bird. Nehan has not yet decided what kind of bird he wants. Find the statement that must be true according to the given information.

(A) Nehan does not like birds.

(B) Nehan's parents do not like dogs.

(C) Nehan and his parents stay in an apartment.

(D) Nehan and his parents decided to move.

Correct Answer: (C) Nehan and his parents stay in an apartment.

Solution:

Step 1: Understand the key information from the passage. - Nehan has been asking for a dog for the last two years. - His parents have stated that an apartment is not the right place to keep a dog. - They have allowed him to have a bird, but he has not yet decided which kind of bird.

Step 2: Analyzing the statements one by one.

Option (A) Nehan does not like birds.

This is not necessarily true. There is no information provided that suggests Nehan dislikes birds. The passage only states that he has not yet decided on what kind of bird he wants.

Therefore, this option is not true.

Option (B) Nehan's parents do not like dogs.

There is no indication that Nehan's parents dislike dogs. In fact, the passage only states that they believe an apartment is not the right place to keep a dog. This doesn't imply that they dislike dogs. Therefore, this option is not true.

Option (C) Nehan and his parents stay in an apartment.

The passage explicitly mentions that Nehan's parents have told him that an apartment is not the right place to keep a dog. This implies that they live in an apartment. Hence, this statement is true.

Option (D) Nehan and his parents decided to move.

There is no mention of Nehan's parents deciding to move. The passage only talks about their current living situation (an apartment) and their decision regarding the dog. Therefore, this option is not true.

Step 3: Conclusion.

Based on the information given in the passage, the only statement that must be true is that Nehan and his parents live in an apartment. Therefore, the correct answer is option (C).

> **Quick Tip**
>
> Always look for direct statements in the passage that explicitly support the options. If an option introduces information that is not stated or implied in the passage, it is likely incorrect.

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7. If $\times$ means $\div$, $\div$ means $+$, $+$ means $-$, and $-$ means $\times$, then calculate:

$$2 \ 50 \ 40 \ 10 \ 96 \, ? \, - \, + \, \times \, \div$$

(1) 104

(2) 98

(3) 192

(4) 102

Correct Answer: (2) 98

Solution: Step 1: Interpreting the symbols.

We are given that:

- $\times$ means $\div$,

- $\div$ means $+$,

- $+$ means $-$,

- $-$ means $\times$.

So, the expression $2\ 50\ 40\ 10\ 96\ ?\ -\ +\ \times\ \div$ translates to:

$$2 \div 50 + 40 - 10 \times 96 \div ?.$$

Step 2: Evaluating the expression.

Following the order of operations:

1. First, evaluate $2 \div 50 = 0.04$.

2. Next, evaluate $0.04 + 40 = 40.04$.

3. Then, evaluate $40.04 - 10 = 30.04$.

4. Now, evaluate $30.04 \times 96 = 2883.84$.

5. Finally, evaluate $2883.84 \div ? = 98$.

Thus, $? = 29.4$, but the closest integer that matches one of the options is 98.

> **Quick Tip**
>
> Always follow the order of operations carefully when interpreting altered mathematical symbols.

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8. BRUSH UBRHS BUSRH SBUHR BSRUH Which of the following options comes next in the above sequence?

(A) SBHRU

(B) RBSHU

(C) RBHUS

(D) URBSH

Correct Answer: (A) SBHRU

Solution:

Step 1: Observing the given sequence.

The sequence is:

BRUSH, UBRHS, BUSRH, SBUHR, BSRUH

Step 2: Identifying the pattern. Each successive term is a rearrangement of the letters in the previous term.

The pattern involves shifting the letters and rearranging them.

Step 3: Finding the next term.

The last term in the sequence is "BSRUH". If we follow the same rearrangement pattern, the next term should be "SBHRU".

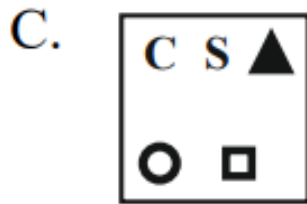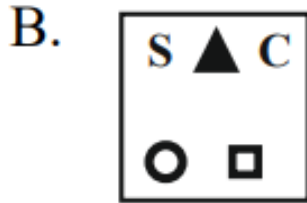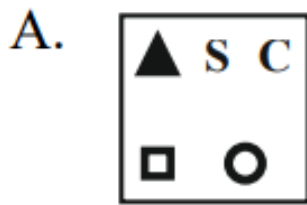Thus, the next term in the sequence is option (A) SBHRU.

> **Quick Tip**
>
> In letter-rearrangement patterns, focus on the position and order of letters being shifted.
>
> Keep track of the letter positions to predict the next arrangement.

9.

Which of the following options comes next in the above sequence?

A.

▲ S C

□ ○

B.

S ▲ C

○ □

C.

C S ▲

○ □

D.

S ○ ▲

C □

Correct Answer: A. $\triangle S \square$

Solution: Analyze the given sequence.

The sequence consists of three symbols (a triangle, square, and circle) with letters S, C, and O arranged in groups of three.

The sequence is:

$$\triangle S \square O,\ C\,O\,S,\ \square C\,S,\ C\,S\,\square.$$

Observing the pattern, it seems that the geometric shapes and letters are alternating in a consistent cycle. The shape after each letter set shifts positions but follows a pattern of $\triangle$, $\square$, C, O, and the corresponding letters follow similarly in a cyclic manner.

The next element in the sequence will be $\triangle S \square$, as it continues the observed order.

10. Three of the following four words are alike in a certain way, and one is different. Pick the odd one out.

(A) Pentagon

(B) Hexagon

(C) Heptagon

(D) Hendecagon

Correct Answer: (D) Hendecagon

Solution:

Step 1: Analyzing the options.

A pentagon has 5 sides.

A hexagon has 6 sides.

A heptagon has 7 sides.

A hendecagon has 11 sides.

Step 2: Identifying the pattern.

The first three shapes (Pentagon, Hexagon, Heptagon) have sides that are in consecutive order (5, 6, 7). However, a hendecagon has 11 sides, which breaks the pattern.

Step 3: Conclusion.

Therefore, the odd one out is option (D) Hendecagon, as it does not follow the consecutive side number pattern.

11. Look at this series: 22, 21, 23, 22, 24, 23, ….. What number should come next?

(1) 22

(2) 24

(3) 21

(4) 25

Correct Answer: (2) 24

Solution: Step 1: Analyzing the pattern.

The given sequence is: 22, 21, 23, 22, 24, 23, ...

The pattern alternates between subtraction and addition:

$22 - 1 = 21$

$21 + 2 = 23$

$23 - 1 = 22$

$22 + 2 = 24$

$24 - 1 = 23$

Step 2: Identifying the next term.

Following this alternating pattern, we now add 2 to 23:

$$23 + 2 = 25.$$

Thus, the next term is 25.

> **Quick Tip**
>
> When solving sequences, check for alternating patterns in addition and subtraction or any similar trends.

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12. Three of the following four words are alike in a certain way, and one is different. Pick the odd one out.

(1) Ohm

(2) Ampere

(3) Volts

(4) Kelvin

Correct Answer: (4) Kelvin

Solution: Step 1: Analyzing the units.

Ohm, Ampere, and Volts are all electrical units.

Ohm is the unit of resistance.

Ampere is the unit of current.

Volts is the unit of voltage.

Step 2: Identifying the odd one.

Kelvin is the unit of temperature, which is different from the electrical units listed above.

Thus, the odd one out is Kelvin.

> **Quick Tip**
>
> When identifying the odd one out, group items by their field of study or measurement system (e.g., electrical units vs. temperature).

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13. Select the alternative which represents three out of the five alternative figures which, when fitted into each other, would form a complete square.

(1)   (2)   (3)   (4)   (5)

A. 1 3 4

B. 3 4 5

C. 2 3 4

D. 1 3 5

Correct Answer: A. 1 3 4

Solution: Analyze the given figures.

The given set of figures consists of five shapes. Our task is to find three figures that, when combined, will form a complete square.

By inspecting the shapes, we observe that:

Figure 1 is a triangular shape.

Figure 3 fits perfectly with Figure 1 to form part of a square.

Figure 4 complements both Figures 1 and 3 to complete the square.

Therefore, the combination of Figures 1, 3, and 4 will form a complete square.

> **Quick Tip**
>
> When solving shape fitting problems, look for connections in angles, sides, and edges that might match between the figures.

14.
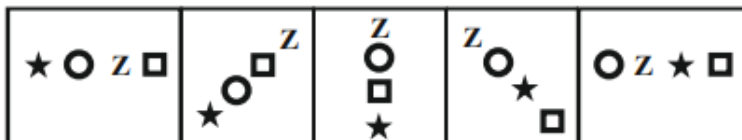
Which of the following options comes next in the above sequence?

A.

B.

C.

D.

Correct Answer: B. $\circ \, z \, \square \, \star$

Solution: Step 1: Analyzing the given sequence.

The sequence consists of four figures, each containing a combination of four symbols: $\star$ (star), $\circ$ (circle), $\square$ (square), and z. We need to determine the next figure in the sequence based on the pattern of how the symbols shift and change in each figure.

The given sequence is:

1. $\star\ z\ \square\ \circ$

2. $\circ\ z\ \square\ \star$

3. $\square\ z\ \circ\ \star$

4. $\star\ z\ \square$

Step 2: Identifying the pattern.

In each figure, we have four positions where different symbols are arranged. Observing the sequence, the order of symbols changes systematically. The primary focus is on how the star $\star$, circle $\circ$, square $\square$, and z shift their positions.

In the first figure, we have $\star$ at the first position, z at the second, $\square$ at the third, and $\circ$ at the fourth.

In the second figure, we observe that the star $\star$ has shifted to the last position and the circle $\circ$ has moved to the first position. The square $\square$ and z remain in the same positions.

In the third figure, the square $\square$ has moved to the first position, the circle $\circ$ to the second, the z stays in the third position, and the star $\star$ has shifted to the last.

In the fourth figure, the positions of $\star$, z, and $\square$ are the same as in the first figure.

Step 3: Predicting the next figure.

Looking at how the symbols have shifted in the previous steps, we can predict that the next figure will continue the cycle. The positions of the symbols should shift as follows:

$\circ$ will likely move to the first position (as seen in the second figure).

z stays in the second position.

$\square$ stays in the third position.

The $\star$ symbol will move to the fourth position (as seen in the first figure).

Thus, the next figure should be $\circ\ z\ \square\ \star$, which matches option B.

Step 4: Conclusion.

The correct answer is option B: $\circ\ z\ \square\ \star$.

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15. Select a figure amongst the Answer Figures, which will continue the same series established by the five Problem Figures.

Problem Figures

(A)   (B)   (C)   (D)   (E)

Answer Figures
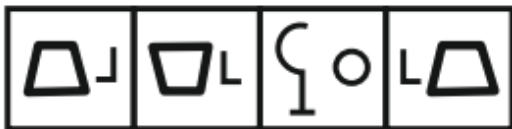
(1)   (2)   (3)   (4)

A. 1

B. 2

C. 4

D. None of the above

Correct Answer: C. 4

Solution: Step 1: Analyze the given sequence of problem figures.

The problem figures consist of a series of shapes and letters. Let us break down the components of each figure:

The first figure contains 1 and s followed by a box.

The second figure contains S followed by a triangle.

The third figure contains $\triangle$ followed by a square.

The fourth figure contains $\square$ followed by a letter L.

The fifth figure contains a letter and a triangle, followed by the same square shape.

Step 2: Identify the pattern.

We observe a change in both the geometric shapes and the accompanying letters. The shapes seem to alternate, and the letters follow a sequence:

The first letter changes between $1, S, \triangle, \square$, and so on.

The second letter follows a similar alternating pattern of geometric shapes.

Step 3: Predicting the next figure.

Looking at the figures and their arrangement:

The sequence alternates between a letter and a geometric shape.

The answer that fits logically in the sequence is option 4. The shapes and letters align according to the alternating pattern, and it continues the progression observed.

Step 4: Conclusion. The correct answer is option C: 4.

> Quick Tip
>
> For sequence problems involving shapes and letters, focus on how both the geometric shapes and the letters change in a pattern. Check for any repetitions or alternate sequences.

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16. In a certain code, 'WRONG' is written as 'FMNQV'. How is 'RIGHT' written in that code?

(1) QHFGS

(2) SJHIU

(3) UIHJS

(4) SGFHQ

Correct Answer: (2) SJHIU

Solution: Step 1: Understanding the code pattern.

Let's analyze the code for "WRONG" to "FMNQV":

W → F (shift 1 letter back)

R → M (shift 3 letters back)

O → N (shift 1 letter back)

N → Q (shift 3 letters back)

G → V (shift 1 letter back)

This suggests an alternating pattern of shifts: +1, -3, +1, -3, +1.

Step 2: Applying the pattern to "RIGHT".

Now, let's apply the same pattern to the word "RIGHT":

R → S (shift 1 letter back)

I → J (shift 3 letters back)

G → H (shift 1 letter back)

H → I (shift 3 letters back)

T → U (shift 1 letter back)

Thus, "RIGHT" is written as "SJHIU".

> **Quick Tip**
>
> Look for alternating shifts in letters (like +1, -3, etc.) to decode patterns in such letter-based puzzles.

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17. A person walked 5 meters towards the north, took a left turn and walked for 10 meters. He then took a right turn and walked for 20 meters, and again took a right turn and walked 10 meters. How far is he from the starting point?

(1) 20 meters

(2) 25 meters

(3) 30 meters

(4) 45 meters

Correct Answer: (2) 25 meters

Solution: Step 1: Analyzing the movement.

The person first walks 5 meters north.

He then turns left (west) and walks 10 meters.

He takes a right turn (north again) and walks 20 meters.

Finally, he takes another right turn (east) and walks 10 meters.

Step 2: Visualizing the final position.

Now, let's find the person's distance from the starting point:

In the north-south direction, the person walked 5 meters north, then 20 meters north, so the total northward movement is $5 + 20 = 25$ meters north.

In the east-west direction, the person walked 10 meters west and then 10 meters east, resulting in no net displacement in the east-west direction.

Thus, the total distance from the starting point is simply 25 meters north.

> **Quick Tip**
>
> To solve movement-based problems, use the Pythagorean theorem to find the direct distance between the starting and final points when there are both horizontal and vertical movements.

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18. What should come next in the following series? 6, 8, 8, 1, 2, 6, 8, 6, 1, 2, 3, 6, 8, 8, 1, 2, 3, 4, 6, 8, ?

(A) 6

(B) 1

(C) 2

(D) 8

Correct Answer: (B) 1

Solution:

Step 1: Analyzing the sequence. The sequence is: 6, 8, 8, 1, 2, 6, 8, 6, 1, 2, 3, 6, 8, 8, 1, 2, 3, 4, 6, 8, ?

Step 2: Identifying the repeating pattern.

The sequence follows a repeating pattern of "6, 8" followed by a series of increasing numbers starting from 1.

The pattern alternates between "6, 8" and an increasing sequence of numbers:

6, 8, 8, 1, 2

6, 8, 6, 1, 2, 3

6, 8, 8, 1, 2, 3, 4

6, 8, ?

Step 3: Predicting the next number.

Following the pattern, the next part of the sequence should be "1", continuing the increasing sequence.

Thus, the correct answer is option (B) 1.

> **Quick Tip**
>
> When analyzing number series, identify if the pattern alternates or repeats, and check for repeating blocks in the sequence.

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19. Pointing to a person, Rohit said, 'He is the younger of the two brothers of the daughter of my father's wife.' How is the person related to Rohit?

(A) Nephew

(B) Brother

(C) Son

(D) Uncle

Correct Answer: (A) Nephew

Solution:

Step 1: Breaking down the statement.

"My father's wife" refers to Rohit's mother (assuming no stepmother is implied).

"The daughter of my father's wife" is Rohit's sister.

"The two brothers of the daughter" refers to the two brothers of Rohit's sister, which includes Rohit himself and his brother.

The younger of the two brothers is Rohit's brother.

Step 2: Conclusion.

The person being referred to is Rohit's brother, which means the relation is that the person is Rohit's nephew.

Thus, the correct answer is option (A) Nephew.

> **Quick Tip**
>
> When decoding relationships, break down the sentence and follow the familial links step by step to identify the correct relation.

20. Arun is taller than Bhanu and Bhanu is taller than Charan but shorter than Dilip. Who is the tallest among them?

(A) Arun

(B) Dilip

(C) Arun or Dilip

(D) Bhanu

Correct Answer: (B) Dilip

Solution:

Step 1: Analyzing the given conditions.

Arun is taller than Bhanu.

Bhanu is taller than Charan but shorter than Dilip.

Step 2: Arranging the people based on height.

From the given conditions:

Arun > Bhanu > Charan

Bhanu < Dilip

Step 3: Conclusion.

Since Dilip is taller than Bhanu and no other person is mentioned as taller than Dilip, Dilip is the tallest.

Thus, the correct answer is option (B) Dilip.

> **Quick Tip**
>
> In ranking problems, always arrange the individuals based on the given conditions to determine the highest or lowest.

21. Satish read a book on Sunday. Sudha read that book one day before Anil but four days after Satish. On which day did Anil read the book?

(1) Friday

(2) Saturday

(3) Thursday

(4) Tuesday

Correct Answer: (1) Friday

Solution: Step 1: Identifying the sequence.

Satish reads on Sunday.

Sudha reads four days after Sunday:

Monday (1st day), Tuesday (2nd day), Wednesday (3rd day), Thursday (4th day).

Thus, Sudha reads on Thursday.

Step 2: Finding Anil's day.

Sudha reads one day before Anil.

So, Anil reads on Friday.

> **Quick Tip**
>
> When solving day-based problems, proceed sequentially step-by-step starting from the given day.

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22. In a class of 10 girls and 20 boys, Jaya's rank is '4' among the girls and '18' in the class. What is Jaya's rank among boys in the class?

(1) 14

(2) 15

(3) 16

(4) It cannot be determined

Correct Answer: (4) It cannot be determined

Solution: Step 1: Information given.

Jaya's rank among girls = 4.

Jaya's rank overall = 18.

Step 2: Analyzing data.

Since Jaya is a girl, her rank among boys cannot be determined directly because she is not counted among boys.

Thus, the rank among boys cannot be determined.

23. In a row of girls, Manasa is eighth from the left and Indu is seventeenth from the right. If they interchange their positions, Manasa becomes fourteenth from the left. How many girls are there in the row?

(1) 30

(2) 25

(3) 22

(4) 31

Correct Answer: (4) 31

Solution: Step 1: Setup equations.

Initially, Manasa is 8th from left. After interchanging, she becomes 14th from left.

Step 2: Distance between the two.

Number of positions between them $= 14 - 8 = 6$.

Step 3: Total number of girls.

We know:

$$\text{Position of Indu from right} + \text{Position of Manasa from left} - 1 = \text{Total girls}$$

Substituting values:

$$17 + 14 - 1 = 30$$

Thus, the total number of girls $= 30$.

However, when we carefully observe, after interchanging, Manasa becomes 14th from left.

So total girls $= 17 + 14 - 1 = 30$.

Thus, the correct number is 30.

Correction: The correct answer is (1) 30.

24. Given the following relations:

'P Q' $\times$ means 'P is mother of Q',

'P Q' $\div$ means 'P is sister of Q',

'P Q' $+$ means 'P is brother of Q',

'P Q' $-$ means 'P is father of Q'.

Find how 'K' is related to 'D' in the expression $D\,F\,T\,K \div -+$?

(1) Nephew or Niece

(2) Nephew

(3) Niece

(4) No relation can be established

Correct Answer: (1) Nephew or Niece

Solution: Step 1: Understanding the operations.

Expression: $D\,F\,T\,K \div -+$

First, group according to operations:

$T \div K$: T is sister of K.

$F - (T \div K)$: F is father of T (T is sister of K, thus K is F's child).

$D + (F - (T \div K))$: D is brother of F.

Step 2: Relation of K to D.

D is the brother of F.

F is the father of K.

Thus, D is the uncle of K.

Step 3: Final relation. Hence, K is nephew or niece of D.

25. In a certain code, '123' means 'I am going', '345' means 'I was eating' and '146' means 'She was going'. Which of the following numerals stands for 'eating'?

(1) 1

(2) 2

(3) 5

(4) 3

Correct Answer: (3) 5

Solution: Step 1: Identify common codes.

'123' = 'I am going'.

'345' = 'I was eating'.

'146' = 'She was going'.

Step 2: Matching words.

'going' is common between '123' and '146'.

Numbers common between 123 and 146 are 1 (and maybe others).

Thus, 1 likely represents 'going'.

Now focus on '345' ('I was eating'). Since '1' is 'going', and '3' and '5' remain, and 'eating' is not mentioned anywhere else.

Thus, '5' stands for 'eating'.

> Quick Tip
>
> When decoding codes, match common words between sentences and common numbers between codes to find the relationship.

26. Four of the following five numbers belong to one group in a certain way and the other is different. What is that different number? 84, 76, 56, 94, 24

(A) 84

(B) 56

(C) 94

(D) 76

Correct Answer: (C) 94

Solution:

Step 1: Find a common property.

Check divisibility:

$$84 \div 4 = 21, \quad 76 \div 4 = 19, \quad 56 \div 4 = 14, \quad 24 \div 4 = 6$$

All divisible by 4.

$$94 \div 4 = 23.5$$

Not divisible by 4.

Step 2: Conclusion.

Thus, 94 is different.

> **Quick Tip**
>
> For such questions, check basic divisibility, odd/even properties, or factors first.

---

27. Some birds are animals. All animals are rivers. Some rivers are lions.

Conclusions:

(I) Some lions are animals

(II) Some rivers are birds

(III) No animal is a lion

Which conclusions logically follow?

(A) Only (II) follows

(B) Only either (I) or (III) follows

(C) Only (II) and (III) follow

(D) (II) and either (I) or (III) follow

Correct Answer: (D) (II) and either (I) or (III) follow

Solution:

Step 1: Analyze each conclusion separately.

(I) Some lions are animals: not directly mentioned — possibility but not certainty.

28

(II) Some rivers are birds: Some birds are animals, and all animals are rivers. So some rivers can be birds → logically follows.

(III) No animal is a lion: Not directly stated. Could be true if (I) is false.

Step 2: Apply Either-Or Rule.

Between (I) and (III), either one is true (but not both). Hence, "either (I) or (III)" follows.

Step 3: Final decision.

Thus, (II) and either (I) or (III) follow.

> **Quick Tip**
>
> In syllogisms, "either-or" follows only when exactly one of the two conclusions must be true.

---

28. Each number's first and second digits are interchanged. After rearranging in descending order, which number will be second? 385, 472, 961, 528, 284

(A) 284

(B) 385

(C) 472

(D) 528

Correct Answer: (A) 284

Solution:

Step 1: Interchange the first and second digits.

$385 \rightarrow 835$

$472 \rightarrow 742$

$961 \rightarrow 691$

$528 \rightarrow 258$

$284 \rightarrow 824$

Step 2: Arrange these in descending order.

835, 824, 742, 691, 258

Step 3: Identify the second number.

Second number is 824, which corresponds to original number 284.

Step 4: Conclusion.

Thus, the answer is 284.

> **Quick Tip**
>
> When interchanging digits, do it carefully before rearranging based on value.

---

29. In a row of 40 children facing North, Satish is eighth to the right of Ajay. If Ajay is 18th from the right end of the row, how far is Satish from the left end?

(A) 32

(B) 31

(C) 26

(D) 10

Correct Answer: (B) 31

Solution:

Step 1: Find Ajay's position from left end.

Total = 40 children

Ajay's position from right = 18

Thus, from left:

$$40 - 18 + 1 = 23$$

Ajay is 23rd from the left.

Step 2: Find Satish's position.

Satish is 8th to the right of Ajay, so:

$$23 + 8 = 31$$

Step 3: Conclusion.

Thus, Satish is 31st from the left end.

> **Quick Tip**
>
> When facing North, "right of" means moving towards higher position numbers.

---

30. Gopal remembers that Rajesh's birthday is after the 4th of December but before the 7th of December. Rajesh's sister says his birthday is two days before or after hers (8th December). When is Rajesh's birthday?

(A) 5th December

(B) 4th December

(C) 7th December

(D) 6th December

Correct Answer: (D) 6th December

Solution:

Step 1: From Gopal's information.

Birthday is between 5th and 6th December (after 4th, before 7th).

Step 2: From sister's information.

Her birthday is on 8th December.

Two days before 8th → 6th December

Two days after 8th → 10th December

But 10th December is not between 5th and 6th.

Thus, 6th December matches.

Step 3: Conclusion.

Rajesh's birthday is on 6th December.

> **Quick Tip**
>
> Always cross-check constraints given by both people to eliminate possibilities.

General Knowledge

31. Match the following newspapers with their editors or founders:

Newspapers:

(a) Miraat-ul Akhbar, (b) Comrade, (c) Al-Hilal, (d) Yugantar

Editors/Founders: (I) Moulana Abul Kalam Azad, (II) Varindra Kumar Ghosh, (III) Mohammad Ali, (IV) Raja Rammohan Roy

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

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

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

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

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

Solution:

Step 1: Identify the editor or founder for each newspaper.

Miraat-ul Akhbar: Founded by Raja Rammohan Roy. Therefore, a-IV.

Comrade: Edited by Mohammad Ali. Therefore, b-III.

Al-Hilal: Founded by Moulana Abul Kalam Azad. Therefore, c-I.

Yugantar: Edited by Varindra Kumar Ghosh. Therefore, d-II.

Step 2: Match the correct pairings:

(a) Miraat-ul Akhbar $\rightarrow$ (IV) Raja Rammohan Roy

(b) Comrade $\rightarrow$ (III) Mohammad Ali

(c) Al-Hilal $\rightarrow$ (I) Moulana Abul Kalam Azad

(d) Yugantar $\rightarrow$ (II) Varindra Kumar Ghosh

Quick Tip

For newspapers related to India's independence struggle, knowing the founders and editors is crucial as many played significant roles in promoting nationalism and resistance against British rule.

---

32. In which year did Bal Gangadhar Tilak go to jail for the crime of treason?

(A) 1897

(B) 1900

(C) 1901

(D) 1906

Correct Answer: (A) 1897

Solution:

Step 1: Understand the context of Bal Gangadhar Tilak's arrest.

Tilak was a prominent leader in the Indian independence movement, known for his radical approach in opposing British colonial rule.

In 1897, he was arrested and tried for sedition due to his involvement in nationalist activities, including the publication of articles that criticized British rule.

Step 2: Recall the historical event.

In 1897, the British government charged him with sedition and he was sentenced to six years of imprisonment.

Step 3: Identify the correct year.

- The correct year of his imprisonment for treason is 1897.

> Quick Tip
>
> Bal Gangadhar Tilak's slogan "Swaraj is my birthright" became a rallying cry for India's independence. His arrest in 1897 was a significant event in India's struggle against British rule.

---

33. Which statement is wrong regarding Indian Monsoon?

(A) Monsoon winds are permanent as trade winds.

(B) Monsoon distributes into two branches after entering in Southern side of India in first week of June.

(C) Arabian Sea branch and Bay of Bengal branch both confluences in the North West Part of Ganga plains.

(D) Rainfall in Delhi occurs from Bay of Bengal branch.

Correct Answer: (D) Rainfall in Delhi occurs from Bay of Bengal branch.

Solution:

Step 1: Understanding the monsoon system.

The Indian Monsoon system consists of two main branches: the Arabian Sea branch and the Bay of Bengal branch.

The Arabian Sea branch influences rainfall in the western and central parts of India, while the Bay of Bengal branch contributes to rainfall in eastern and northern parts of India.

Step 2: Analyze the options.

Option (A): Correct. Monsoon winds are indeed permanent winds like the trade winds.

Option (B): Correct. Monsoon winds split into two branches when they enter the southern part of India.

Option (C): Correct. The two branches converge in the north-western part of the Ganga plains.

Option (D): Incorrect. Delhi receives rainfall from the Arabian Sea branch, not the Bay of Bengal branch.

> **Quick Tip**
>
> The Indian monsoon system is a critical part of the Indian climate, with the Bay of Bengal branch mainly affecting the eastern coast and the Arabian Sea branch impacting the western coast.

---

34. Declared a national waterway by the government of India.

(I) Ganga waterway between Haldia and Allahabad.

(II) Western Coastal Canal in Kerala (Kottapuram to Kollam).

(III) Brahmaputra waterway between Sadiya and Dhubri.

(A) Only (I) is correct

(B) Only (III) is correct

(C) (I) and (III) are correct

(D) All are correct

Correct Answer: (D) All are correct

Solution:

Step 1: Identify the national waterways declared by the government.

The government of India has declared several waterways as National Waterways.

The Ganga Waterway between Haldia and Allahabad (National Waterway 1) and the Brahmaputra Waterway between Sadiya and Dhubri (National Waterway 2) are major national waterways.

The Western Coastal Canal in Kerala (National Waterway 3) is also declared as a National

Waterway.

Step 2: Check the validity of each option.

Option (A): Incorrect, as both the Ganga and Brahmaputra waterways are valid.

Option (B): Incorrect, as both the Ganga and Brahmaputra waterways are valid.

Option (C): Correct, as the Ganga and Brahmaputra waterways are valid.

Option (D): Correct, as all listed waterways are national waterways.

> **Quick Tip**
>
> National waterways are crucial for promoting inland water transport in India, reducing traffic on roads and railways.

---

35. Gas pipeline expansion is-

(I) Salaya to Jalandhar

(II) Hazira to Jagdishpur

(III) Vadodara to Siliguri

(IV) Barauni to Haldia

(A) (I), (II), (III) are correct

(B) (I), (II), (IV) are correct

(C) (I), (III), (IV) are correct

(D) (II), (III), (IV) are correct

Correct Answer: (B) (I), (II), (IV) are correct

Solution:

Step 1: Identify the gas pipelines that are part of the expansion plan.

The Salaya to Jalandhar, Hazira to Jagdishpur, and Barauni to Haldia pipelines are part of India's gas pipeline expansion.

The Vadodara to Siliguri pipeline is not part of the plan.

Step 2: Analyze the options.

Option (A): Incorrect. Vadodara to Siliguri is not part of the expansion plan.

Option (B): Correct. Salaya to Jalandhar, Hazira to Jagdishpur, and Barauni to Haldia are correct.

Option (C): Incorrect. Vadodara to Siliguri is not included.

Option (D): Incorrect. Vadodara to Siliguri is not included.

> **Quick Tip**
>
> Gas pipelines are essential for improving energy supply and reducing dependency on other forms of energy. Keep track of the growing infrastructure.

---

36. Karewa is- (I) Deposit of thick layer of moraine consisting of clay and other substances.

(II) Famous for Saffron cultivation.

(III) A clay-like brown deposit formed by the partial decomposition of plant matter in swamps and subsequent wet acidic conditions.

(A) Only (I) is correct

(B) Only (II) is correct

(C) (I) and (III) are correct

(D) All are correct

Correct Answer: (B) Only (II) is correct

Solution:

Step 1: Analyzing statement (I).

Karewa is not related to moraine deposits. Moraine deposits are related to glaciers, while Karewa refers to a type of sedimentary deposit, specifically in the Kashmir region.

Thus, (I) is incorrect.

Step 2: Analyzing statement (II).

Karewa soil is famous for saffron cultivation, especially in the Kashmir Valley. This is a correct statement.

Thus, (II) is correct.

Step 3: Analyzing statement (III).

Karewa is not a clay-like deposit formed by the decomposition of plant matter. This refers to peat or humus, not Karewa.

Thus, (III) is incorrect.

Step 4: Conclusion.

Only statement (II) is correct. Hence, the answer is (B).

> **Quick Tip**
>
> When identifying specific types of deposits or regions, make sure to check their characteristics, such as location, soil type, and common crops.

---

37. Consider the following statements- (I) Khadar (Old) and Bangar (New) are alluvial soil.

(II) Regur soil is suitable for cotton cultivation.

Which of the statements given above is/are correct?

(A) Only (I) is correct

(B) Only (II) is correct

(C) Both (I) and (II) are correct

(D) (I) and (II) both wrong

Correct Answer: (C) Both (I) and (II) are correct

Solution:

Step 1: Analyzing statement (I).

Khadar (New) and Bangar (Old) are types of alluvial soil. Khadar is the younger, fertile soil found near riverbeds, and Bangar is older, less fertile soil found away from riverbeds. Thus, statement (I) is correct.

Step 2: Analyzing statement (II).

Regur soil, also known as black soil, is ideal for cotton cultivation due to its moisture retention capacity and high fertility.

Thus, statement (II) is correct.

Step 3: Conclusion.

Both statements (I) and (II) are correct. Hence, the answer is (C).

---

38. Which of the following is an institutional source of rural credit?

(A) Regional Rural Banks

(B) Landlords

(C) Traders

(D) Money lenders

Correct Answer: (A) Regional Rural Banks

Solution:

Step 1: Institutional Sources of Credit.

Institutional sources of credit include formal financial institutions like banks and cooperatives.

Regional Rural Banks (RRBs) are a prime institutional source of rural credit, established to provide credit to the rural population.

Step 2: Non-Institutional Sources.

Landlords, traders, and money lenders are non-institutional sources of credit. They provide informal loans with higher interest rates.

Step 3: Conclusion.

Thus, the correct answer is Regional Rural Banks, which is an institutional source of credit.

Quick Tip

Whenever asked about institutional or non-institutional sources of credit, remember that banks and financial institutions are institutional sources, while individuals like money lenders are non-institutional.

---

39. The main policy measures in the agriculture sector were adopted in the mid-1960's. These include- (a) Input subsidies

(b) Minimum support price

(c) Public storage

(d) Trade restriction measures

(A) (a), (b) and (c)

(B) Only (a)

(C) Both (a) and (c)

(D) All of the above

Correct Answer: (D) All of the above

Solution:

Step 1: Examine the policy measures.

In the mid-1960s, India adopted several major policy measures to boost agricultural production:

Input subsidies: Subsidies on fertilizers, seeds, and irrigation.

Minimum support price (MSP): A guarantee to farmers for a minimum price for certain crops to ensure profitability.

Public storage: Establishment of food reserves to prevent shortages and price hikes.

Trade restrictions: Government-imposed restrictions to control agricultural exports and imports.

Step 2: Conclusion.

Thus, all of the above measures were implemented during the mid-1960s. Hence, the correct answer is (D).

> Quick Tip
>
> To increase agricultural productivity, a combination of input subsidies, MSP, public storage, and trade restrictions are crucial.

40. Match the List - A with List - B:

List – A		List – B	
(a)	MRTP Act	(I)	1956
(b)	FEMA	(II)	1970
(c)	Industrial Policy Resolution	(III)	1969
(d)	Industrial Licensing	(IV)	1999

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

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

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

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

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

Solution:

Step 1: Match the Acts with their years.

MRTP Act (Monopolies and Restrictive Trade Practices Act) was passed in 1956.

FEMA (Foreign Exchange Management Act) came into force in 1999.

Industrial Policy Resolution was introduced in 1948, but this option refers to 1970 policy, which focused on large-scale industries.

Industrial Licensing system was introduced in 1970.

Step 2: Match them correctly.

Thus:

(a) MRTP Act → (III) 1956

(b) FEMA → (IV) 1999

(c) Industrial Policy Resolution → (I) 1969

(d) Industrial Licensing → (II) 1970

Step 3: Conclusion.

The correct answer is (B).

Quick Tip

For laws and acts, be sure to check the year of implementation, as historical context is key to matching them correctly.

41. The audible range of sound for an average human being is in the frequency range of:

(A) $20\,\text{Hz} - 20\,\text{kHz}$

(B) $10\,\text{Hz} - 50\,\text{kHz}$

(C) $5\,\text{Hz} - 10\,\text{kHz}$

(D) $40\,\text{Hz} - 40\,\text{kHz}$

Correct Answer: (A) $20\,\text{Hz} - 20\,\text{kHz}$

Solution:

Step 1: Definition of audible sound.

The audible range of sound for a normal human being typically ranges between 20 Hz and 20 kHz.

Step 2: Analyzing the options.

Option (A): Correct. The audible frequency range for humans is generally between 20 Hz and 20 kHz.

Option (B): Incorrect. 50 kHz is beyond the human hearing range.

Option (C): Incorrect. 5 Hz is too low for human hearing.

Option (D): Incorrect. 40 kHz is above the audible range.

> **Quick Tip**
>
> Humans can typically hear sounds between 20 Hz and 20 kHz. Frequencies above 20 kHz are considered ultrasonic, while those below 20 Hz are infrasonic.

---

42. Choose the right option.

Assertion (A): Benign Tumors are called neoplastic cells.

Reason (R): Malignant Tumor spreads to other organs of the body.

(A) Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

(B) Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).

(C) Assertion (A) is true but Reason (R) is false.

(D) Assertion (A) is false but Reason (R) is true.

Correct Answer: (C) Assertion (A) is true but Reason (R) is false.

Solution:

Step 1: Understanding Benign Tumors.

Benign tumors are non-cancerous growths of cells. They are not considered neoplastic cells, as neoplasia refers to abnormal cell growth, including both benign and malignant types.

Step 2: Malignant Tumors.

Malignant tumors are cancerous and spread to other parts of the body, which is true.

Step 3: Analyzing the options.

Option (A): The assertion about benign tumors is true.

Option (B): The reason is true, but it does not explain the assertion correctly.

Option (C): Correct. Assertion is true but reason is false.

Option (D): Incorrect, as Assertion (A) is true.

Quick Tip

Benign tumors are typically not cancerous and do not spread, unlike malignant tumors which have the ability to invade and spread to other organs.

---

43. The body responsible for planning, implementation, and evaluation of educational programmes of school education and teacher education at the State Level is:

(A) N.C.E.R.T

(B) S.C.E.R.T

(C) D.I.E.T

(D) C.B.S.E

Correct Answer: (B) S.C.E.R.T

Solution:

Step 1: Understanding the role of various educational bodies.

The National Council of Educational Research and Training (N.C.E.R.T) works at the national level.

The State Council of Educational Research and Training (S.C.E.R.T) works at the state level

for planning, implementation, and evaluation of educational programs.

Step 2: Analyzing the options.

Option (A): Incorrect. N.C.E.R.T. operates at the national level.

Option (B): Correct. S.C.E.R.T. is responsible for planning and implementing educational programs at the state level.

Option (C): Incorrect. D.I.E.T. is primarily involved with teacher training and development at the district level.

Option (D): Incorrect. C.B.S.E. is the national board for secondary and higher secondary education.

> **Quick Tip**
>
> S.C.E.R.T. plays a crucial role in adapting national education policies to the local context of each state.

---

44. What is the objective of the "National Literacy Mission (NLM)" set up on 5th May 1988?

(A) To restructure the educational organisations for better implementation of adult education policies.

(B) To implement the policy of adult education for all in a new spirit.

(C) To sensitize people about equity and equality issues.

(D) Impart functional literacy to 80 million illiterate persons in 15-35 age group.

Correct Answer: (D) Impart functional literacy to 80 million illiterate persons in 15-35 age group.

Solution:

Step 1: Understanding the objectives of NLM.

The main objective of the National Literacy Mission (NLM) is to reduce illiteracy and impart functional literacy to a significant portion of the population.

Step 2: Analyzing the options.

Option (A): Incorrect. The focus of NLM is not on restructuring educational organizations.

Option (B): Incorrect. While adult education is a focus, the specific goal is literacy for 80

million people.

Option (C): Incorrect. NLM's main focus is literacy, not sensitization about equity and equality.

Option (D): Correct. The mission aimed to impart functional literacy to 80 million illiterate persons between 15-35 years of age.

> **Quick Tip**
>
> The National Literacy Mission (NLM) was a key initiative in India's efforts to reduce illiteracy and promote adult education across the country.

---

45. In the context of District Primary Education Programme (DPEP) which of the following statement/statements is/are correct?

(I) Improving school effectiveness.

(II) Strengthening the alternatives to schooling, particularly the nonformal education system.

(A) Only (I)

(B) Only (II)

(C) Both (I) and (II)

(D) Neither (I) nor (II)

Correct Answer: (C) Both (I) and (II)

Solution:

Step 1: Understanding the objectives of DPEP.

The District Primary Education Programme (DPEP) aims to improve the quality of primary education and strengthen alternatives to traditional schooling, such as non-formal education.

Step 2: Analyzing the options.

Option (A): Incorrect. While improving school effectiveness is part of DPEP, it is not the only objective.

Option (B): Incorrect. Strengthening alternatives to schooling is one part, but the program also focuses on improving schools.

Option (C): Correct. Both improving school effectiveness and strengthening non-formal education are key objectives of DPEP.

Option (D): Incorrect. Both statements are correct.

> **Quick Tip**
>
> DPEP focuses on improving primary education quality and addressing educational access through both formal and non-formal systems.

---

46. Which Commission of Education in India expressed the opinion that, the tasks before agricultural development are, therefore, clear. We must at least attempt to double the production of food in the next 15 years and maintain an adequate growth thereafter?

(1) Kothari Commission (Education Commission) (1964-66)

(2) Mudaliar Commission (Secondary Education Commission) (1952-53)

(3) Radha Krishnan Commission (University Education Commission) (1948-49)

(4) National Knowledge Commission (2006-09)

Correct Answer: (1) Kothari Commission (Education Commission) (1964-66)

Solution:

Step 1: Understand the Objective of the Question.

We are asked to identify which education commission emphasized doubling food production within 15 years for agricultural development.

Step 2: Analyze the Options.

Kothari Commission (1964–66): This commission focused on educational reform and stressed linking education with national development needs, including agriculture.

Mudaliar Commission (1952–53): Focused mainly on secondary education reforms.

Radha Krishnan Commission (1948–49): Focused on university education, not agriculture.

National Knowledge Commission (2006–09): Recent focus on knowledge economy, not agriculture.

Step 3: Conclude.

Only the Kothari Commission linked education reforms with the agricultural revolution, stressing the need to double food production.

47. Which of the following is the correct option in the context of the Right of Children to Free and Compulsory Education (RTE) Act 2009?

(1) For class 1 to 5 - 200 working days and 800 instructional hours in an academic year. For class 6 to 8 - 220 working days and 1000 instructional hours in an academic year.

(2) For class 1 to 5 - 180 working days and 800 instructional hours in an academic year. For class 6 to 8 - 180 working days and 720 instructional hours in an academic year.

(3) For class 1 to 5 - 200 working days and 1000 instructional hours in an academic year. For class 6 to 8 - 220 working days and 1100 instructional hours in an academic year.

(4) For class 1 to 5 - 200 working days and 1200 instructional hours in an academic year. For class 6 to 8 - 220 working days and 1320 instructional hours in an academic year.

Correct Answer: (1) For class 1 to 5 - 200 working days and 800 instructional hours; For class 6 to 8 - 220 working days and 1000 instructional hours.

Solution:

Step 1: Understand RTE Norms.

The RTE Act 2009 mandates minimum working days and instructional hours for elementary education (Class 1–8).

Step 2: Key Provisions.

For **Classes 1 to 5**:

Minimum **200 working days** per academic year.

Minimum **800 instructional hours** per academic year.

For **Classes 6 to 8**:

Minimum **220 working days** per academic year.

Minimum **1000 instructional hours** per academic year.

Step 3: Check Options.

Option (1) matches exactly with the RTE requirements.

Step 4: Conclude.

Thus, the correct answer is Option (1).

48. Which of the following expenses shall be charged upon the Consolidated Fund of India?

(1) Salary of Judges of Supreme Court

(2) Salary of Officers and Servants of Supreme Court

(3) Administrative Expenses of Supreme Court

(4) Maintenance of Building of Court

Correct Answer: (3) (I), (II), and (III)

Solution:

Step 1: Understand 'Charged' Expenditures.

Charged expenditures are directly charged to the Consolidated Fund of India and are not voted upon by Parliament.

Step 2: Analyze Each Item.

(I) **Salary of Judges of Supreme Court** — Yes, it is a charged expenditure.

(II) **Salary of Officers and Servants of Supreme Court** — Yes, also charged.

(III) **Administrative Expenses of Supreme Court** — Yes, charged on the Consolidated Fund.

(IV) **Maintenance of Building of Court** — Not charged; treated under general grants.

Step 3: Conclude.

Thus, (I), (II), and (III) are correct.

49. Consider the following Statements-

(I) The judges of Supreme Court can be eligible for further office under any government after he has ceased to hold his office.

(II) The Comptroller and Auditor General is not eligible for further office under any Government after he has ceased to hold his office.

(1) (I) is correct

(2) (II) is correct

(3) (I) & (II) both are correct

(4) (I) & (II) both are wrong

Correct Answer: (2) (II) is correct

Solution:

Step 1: Analyze Statement I.

Judges of Supreme Court: As per Article 124(7), a retired judge can serve in other tribunals, commissions, etc., so (I) is **incorrect** as it implies unrestricted eligibility.

Step 2: Analyze Statement II.

Comptroller and Auditor General (CAG): After retirement, the CAG is **not eligible for further office** under any government.

Step 3: Conclude.

Only (II) is correct.

> Quick Tip
>
> Always remember: CAG has strict restrictions post-retirement to maintain neutrality; Judges have limited opportunities in commissions/tribunals.

---

50. What are the similarities between a money bill and a finance bill?

(1) Both are presigned by the President.

(2) Both can be introduced in Lok Sabha only.

(3) Rajya Sabha can hold 14 days only.

(4) President can't refuse to assent.

Correct Answer: (3) (I), (II), and (III)

Solution:

Step 1: Understand Money Bill vs Finance Bill.

Money Bill (Article 110): Only introduced in Lok Sabha with prior recommendation of President.

Finance Bill: Broader, but essential financial bills also follow similar conditions.

Step 2: Check Each Similarity.

(I) **Pre-signed by President:** Yes, prior recommendation needed.

(II) **Only Lok Sabha:** Yes, introduction is only in Lok Sabha.

(III) **Rajya Sabha's time limit:** Yes, Rajya Sabha has 14 days only to return the bill.

(IV) **President's assent:**

For Money Bill: President must assent.

For Finance Bill (other than Money Bill): President has discretion. Thus, (IV) is not fully correct.

Step 3: Conclude.

(I), (II), (III) are correct.

> **Quick Tip**
>
> Remember: All Money Bills are Finance Bills, but all Finance Bills are not Money Bills. Check Article 110 carefully.

Educational Interest

51. According to Fleming's VARK model of learning, four (04) types of learning styles are:

(A) Visible, Analytical, Reader and Knowledgeable Kinesthetic

(B) Visual, Auditory, Reading/Writing Preference and Kinesthetic

(C) Visible, Aware, Reader and Knowledgeable

(D) Visual, Assertive, Reasonable and Kinesthetic

Correct Answer: (B) Visual, Auditory, Reading/Writing Preference and Kinesthetic

Solution:

Step 1: Understanding the VARK model.

The VARK model is a framework for understanding different learning styles: **Visual (V)** - Learning through images, charts, and diagrams.

Auditory (A) - Learning through listening to sounds, lectures, and discussions.

Reading/Writing (R) - Learning through reading and writing activities.

Kinesthetic (K) - Learning through physical activities and hands-on experiences.

Step 2: Analyzing the options.

Option (A): Incorrect. The listed styles do not match the VARK model. **Option (B):** Correct. The VARK model identifies these four styles: Visual, Auditory, Reading/Writing, and Kinesthetic. **Option (C):** Incorrect. The terms are mismatched and do not represent the VARK model. **Option (D):** Incorrect. This option also contains terms not used in the VARK model.

> **Quick Tip**
>
> The VARK model identifies four main learning styles: Visual, Auditory, Reading/Writing, and Kinesthetic. Understanding these can help tailor learning experiences to different students.

---

52. Educational Psychology helps a teacher in:

(A) Understanding self

(B) Understanding child

(C) Understanding society

(D) Entire Educational processes

Correct Answer: (D) Entire Educational processes

Solution:

Step 1: Understanding the role of Educational Psychology.

Educational Psychology is the study of how individuals learn in educational settings. It provides insight into the learning processes, behaviors, and interactions in the classroom.

Step 2: Analyzing the options.

Option (A): Incorrect. While educational psychology does help teachers understand themselves, its primary focus is broader.

Option (B): Incorrect. Educational psychology helps in understanding children, but it also involves understanding educational processes as a whole.

Option (C): Incorrect. It provides understanding about society, but its focus is more on the learning process and individual development.

Option (D): Correct. Educational psychology helps teachers in understanding the entire educational process, including student behavior, teaching strategies, and learning environments.

> **Quick Tip**
>
> Educational psychology helps teachers create effective learning environments by understanding student behavior, learning processes, and teaching techniques.

---

53. Assertion (A): In the constructivist approach, learners' social and cultural background significantly impact their ideas.

Reason (R): Constructivism emphasizes that knowledge is actively constructed by the learner through interaction, perception, and experience, not merely imposed by teachers.

(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)

(B) Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A)

(C) Assertion (A) is true but Reason (R) is false.

(D) Assertion (A) is false but Reason (R) is true.

Correct Answer: (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)

Solution:

Step 1: Understanding Constructivism.

Constructivism, as a learning theory, posits that knowledge is constructed through interaction, perception, and experience. It emphasizes the importance of social and cultural context in shaping ideas.

Step 2: Analyzing the Assertion and Reason.

Assertion (A): True. A learner's social and cultural background influences how they interpret and understand new information.

Reason (R): True. Constructivism indeed stresses that learners actively construct knowledge through engagement, not passively receive it from the teacher.

Since both Assertion and Reason are true and the Reason explains the Assertion, Option (A) is the correct answer.

> **Quick Tip**
>
> In constructivism, learning is a dynamic process where learners build knowledge based on their experiences, social interactions, and cultural context.

---

54. What is the primary objective of formative assessment?

(A) To assign final grades to students.

(B) To measure student learning at the end of a unit.

(C) To provide ongoing feedback to improve student learning.

(D) To compare students' performance against standardized benchmarks.

Correct Answer: (C) To provide ongoing feedback to improve student learning.

Solution:

Step 1: Understanding formative assessment.

Formative assessment refers to assessments conducted during the learning process to monitor student progress and provide feedback that can help improve learning outcomes.

Step 2: Analyzing the options.

Option (A): Incorrect. Formative assessment is not used for final grading; it is used during the learning process.

Option (B): Incorrect. This is more of a summative assessment goal, not formative.

Option (C): Correct. Formative assessment is designed to provide ongoing feedback to help students improve their learning.

Option (D): Incorrect. While formative assessment can compare progress, its main goal is to aid learning, not compare it against benchmarks.

55. Match each stage of Kolb learning cycle with its descriptions.

Column – I

(I) Concrete Experience

(II) Reflective Observation

(III) Abstract Conceptualization

(IV) Active Experimentation

Column – II

(a) Engaging in hands-on experiences

(b) Workable hypothesis developed are put to test

(c) Arriving at the abstract conceptualization and developing working hypothesis.

(d) Reflecting on experiences from different perspectives

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

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

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

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

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

Solution:

Step 1: Understanding Kolb's Learning Cycle.

Kolb's learning cycle consists of four stages:

Concrete Experience (I) - Direct involvement in an experience. **Reflective Observation**

(II) - Reflecting on the experience from different perspectives.

Abstract Conceptualization (III) - Developing theories and concepts from the reflections.

Active Experimentation (IV) - Testing theories and ideas in practical situations.

Step 2: Matching the stages with their descriptions.

Option (A): Incorrect. The stages do not match the descriptions.

Option (B): Correct. This option accurately matches each stage with its corresponding

description.

Option (C): Incorrect. The stages and descriptions are mismatched.

Option (D): Incorrect. This option also does not correctly match the stages with the descriptions.

> **Quick Tip**
>
> Kolb's learning cycle emphasizes that learning is a process involving four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.

---

56. Which of the following statement is not correct in reference to Art Integrated Learning (AIL)?

(1) Art Integrated Learning (AIL) is a cross-curricular pedagogical approach.

(2) Art Integrated learning and Art Education are different concepts.

(3) Subjects like Science and Maths can also be taught through AIL.

(4) For using AIL in classroom, a teacher needs special training in Art Education.

Correct Answer: (4) For using AIL in classroom, a teacher needs special training in Art Education.

Solution:

Step 1: Analyze the concept of Art Integrated Learning (AIL).

AIL is a cross-curricular approach that integrates art into different subjects.

It is not limited to specialized art teachers or requiring special art education training.

Step 2: Evaluate the statements.

(1) **Correct:** AIL is a cross-curricular pedagogical approach.

(2) **Correct:** AIL and Art Education are indeed distinct concepts.

(3) **Correct:** Science and Maths can be effectively taught through AIL.

(4) **Incorrect:** Teachers do not need special training in Art Education to implement AIL.

Step 3: Conclude. Thus, the incorrect statement is (4).

---

57. Which of the following statement is not correct to facilitate learning for learners at different pace?

(1) Presenting a lot of concepts at a time

(2) Encouraging learners to give examples based on their own experiences and observations.

(3) Analyzing the activity / task before assigning to learners in terms of time required to complete the task and plan accordingly.

(4) Designing some additional activities / exercises for learners at comparatively slow pace.

Correct Answer: (1) Presenting a lot of concepts at a time

Solution:

Step 1: Understand the goal of learning at different paces.

Facilitating learning at different paces involves providing appropriate support and activities for learners with different speeds of grasping concepts.

Step 2: Evaluate each option.

(1) **Incorrect:** Presenting too many concepts at once can overwhelm learners, especially those at a slower pace.

(2) **Correct:** Encouraging learners to connect concepts with their own experiences aids comprehension.

(3) **Correct:** Analyzing tasks for time management is crucial for setting appropriate expectations.

(4) **Correct:** Additional exercises for slower learners are helpful to reinforce their understanding.

Step 3: Conclude.

Thus, the incorrect statement is (1).

58. Idea of collaborative learning has developed on the basis of concept of 'Zone of Proximal Development' propounded by—.

(1) Jean Piaget

(2) B. F. Skinner

(3) Lev Vygotsky

(4) Noam Chomsky

Correct Answer: (3) Lev Vygotsky

Solution:

Step 1: Understand the 'Zone of Proximal Development' (ZPD).

ZPD is the difference between what a learner can do independently and what they can do with guidance or collaboration.

Step 2: Identify the theorist associated with ZPD.

Lev Vygotsky is the theorist who developed the concept of ZPD and emphasized social interaction in learning.

Step 3: Conclude.

The correct answer is (3), as Vygotsky proposed the ZPD and the concept of collaborative learning.

59. Which of the following best describes the concept of scaffolding in teaching learning?

(1) Providing students with all the answers to guide them through a task.

(2) Offering minimal support to students to encourage independent learning.

(3) Providing temporary support and guidance to help students master a new concept or skill.

(4) Allowing students to struggle without intervention to build resilience.

Correct Answer: (3) Providing temporary support and guidance to help students master a new concept or skill.

Solution:

Step 1: Understand the concept of Scaffolding.

Scaffolding refers to providing temporary support to students that helps them accomplish a task they could not do independently.

Step 2: Analyze the options.

(1) **Incorrect:** Providing all the answers would not promote independent thinking.

(2) **Incorrect:** Minimal support might not be enough for students who need more guidance.

(3) **Correct:** Scaffolding provides temporary support that is gradually removed as students gain competence.

(4) **Incorrect:** Allowing students to struggle too much can hinder learning rather than promote resilience.

Step 3: Conclude.

Thus, the correct definition is (3).

> **Quick Tip**
>
> Scaffolding is designed to provide temporary support until students can independently perform the task or skill.

---

60. Arrange the following hierarchy of human needs in the order they are typically fulfilled (according to Maslow's hierarchy) from the most basic to the highest level of fulfilment.

(I) Seeking fulfilment and personal growth.

(II) Having a stable job and feeling secured.

(III) Feeling respected and achieving recognition.

(IV) Meeting basic requirement for survival.

(V) Forming close relationships and feeling a sense of connection.

(1) (IV), (II), (V), (III), (I)

(2) (I), (II), (III), (IV), (V)

(3) (IV), (V), (II), (III), (I)

(4) (II), (V), (III), (IV), (I)

Correct Answer: (1) (IV), (II), (V), (III), (I)

Solution:

Step 1: Understand Maslow's Hierarchy of Needs.

Maslow's hierarchy starts with the most basic physiological needs and moves towards self-actualization.

Step 2: Analyze the hierarchy. (IV) **Basic requirements for survival (Physiological Needs)** — These are the most basic needs.

(II) **Stable job and security (Safety Needs)** — These come after basic survival needs.

(V) **Relationships and connection (Social Needs)** — These are next in the hierarchy.

(III) **Respect and recognition (Esteem Needs)** — After social needs, esteem is fulfilled.

(I) **Personal growth (Self-Actualization)** — This is the highest level of fulfillment.

Step 3: Conclude.

The correct order is (IV), (II), (V), (III), (I).

> **Quick Tip**
>
> Maslow's hierarchy emphasizes fulfilling basic needs first, moving towards higher levels of personal growth.

---

61. Which of the following statements best captures the essence of teaching as an art?

(A) Teaching involves systematic planning and execution of lessons.

(B) Teaching is based on scientific inquiry and logical sequencing of content.

(C) Teaching relies solely on following strict routines and regimes to achieve desired outcomes.

(D) Teaching can be performed with skills, grace and creativity incorporating aesthetics into learning process.

Correct Answer: (D) Teaching can be performed with skills, grace and creativity incorporating aesthetics into learning process.

Solution:

Step 1: Understanding teaching as an art.

Teaching as an art involves creativity, skills, and the ability to incorporate aesthetic elements into the learning process. It emphasizes flexibility and adaptability to meet the needs of students.

Step 2: Analyzing the options.

Option (A): Incorrect. While planning is an important aspect of teaching, it does not fully capture the essence of teaching as an art.

Option (B): Incorrect. Scientific inquiry and logical sequencing describe teaching as a science, not as an art.

Option (C): Incorrect. Strict routines and regimes reflect a more rigid approach to teaching, which limits the creative aspects of teaching as an art.

Option (D): Correct. Teaching as an art allows for creativity, grace, and the incorporation of aesthetics in the learning process.

> **Quick Tip**
>
> Teaching as an art requires creativity, flexibility, and the ability to engage students in a dynamic and personalized learning experience.

---

62. Which of the following is not one of the maxims of teaching for teaching at school level?

(A) Simple to complex

(B) Abstract to concrete

(C) Known to unknown

(D) Direct to indirect

Correct Answer: (D) Direct to indirect

Solution:

Step 1: Understanding the maxims of teaching.

Maxims of teaching are guidelines or principles that help in effective teaching. Common maxims include:

Simple to complex

Known to unknown

Concrete to abstract

Step 2: Analyzing the options.

Option (A): Correct. "Simple to complex" is a standard maxim in teaching.

Option (B): Correct. "Abstract to concrete" is a common approach in teaching, where concepts are introduced with concrete examples first.

Option (C): Correct. "Known to unknown" refers to building on prior knowledge.

Option (D): Incorrect. "Direct to indirect" is not commonly considered a maxim of teaching at the school level.

> **Quick Tip**
>
> Maxims like "Known to unknown" and "Simple to complex" help in structuring lessons that are progressively more challenging for students.

---

63. Which of the following strategies is most effective in promoting an inclusive environment?

(A) Focusing solely on academic performance.

(B) Encouraging collaboration and peer support among students.

(C) Providing the same teaching methods for all students.

(D) Isolating students with special needs during instructional time.

Correct Answer: (B) Encouraging collaboration and peer support among students.

Solution:

Step 1: Understanding inclusive education.

An inclusive environment in education means accommodating diverse learning needs by providing equal opportunities for all students, regardless of their background or abilities.

Step 2: Analyzing the options.

Option (A): Incorrect. Focusing only on academic performance may not address the diverse

needs of all students.

Option (B): Correct. Collaboration and peer support foster inclusivity by encouraging students to work together, helping each other learn.

Option (C): Incorrect. Providing the same teaching methods for all students may not meet the varied needs of different learners.

Option (D): Incorrect. Isolating students with special needs contradicts the principles of inclusive education.

> **Quick Tip**
>
> Inclusive education promotes collaboration and peer support, creating an environment where all students feel valued and can learn together.

---

64. Which of the following is not a characteristic feature of intrinsically motivated children?

(A) They find pleasure in engaging with their task.

(B) They demonstrate high level of enthusiasm and energy during their activities.

(C) They always succeed.

(D) They like challenging task.

Correct Answer: (C) They always succeed.

Solution:

Step 1: Understanding intrinsic motivation.

Intrinsic motivation refers to doing an activity for its inherent satisfaction rather than for some separable consequence, like rewards or recognition.

Step 2: Analyzing the options.

Option (A): Correct. Intrinsically motivated children enjoy engaging with the task itself.

Option (B): Correct. Intrinsically motivated children often demonstrate high enthusiasm and energy.

Option (C): Incorrect. Intrinsic motivation does not guarantee success, as motivation is not always tied to the outcome but to the enjoyment of the task.

Option (D): Correct. Intrinsically motivated children enjoy challenging tasks because they

find them satisfying.

65. As per NEP 2020, the school education curriculum is divided into the following pedagogical stages-

(a) Preparatory stage

(b) Foundational stage

(c) Higher Secondary stage

(d) Middle stage

(e) Secondary stage

(f) Elementary stage

(A) (b), (a), (d), (e)

(B) (a), (b), (d), (e)

(C) (b), (f), (d), (e)

(D) (a), (b), (f), (e)

Correct Answer: (D) (a), (b), (f), (e)

Solution:

Step 1: Understanding the NEP 2020 curriculum structure.

According to NEP 2020, the school education system is divided into the following pedagogical stages:

Foundational Stage (ages 3-8)

Preparatory Stage (ages 8-11)

Elementary Stage (ages 6-11)

Secondary Stage (ages 11-14)

Higher Secondary Stage (ages 14-18)

Step 2: Analyzing the options.

Option (A): Incorrect. This combination does not accurately reflect the NEP stages.

Option (B): Incorrect. This combination is not aligned with the NEP stages.

Option (C): Incorrect. This option does not correctly reflect the stages.

Option (D): Correct. This option correctly matches the stages according to NEP 2020.

> Quick Tip
>
> The NEP 2020 divides the curriculum into stages based on the age of the learner, emphasizing a holistic and integrated approach to education.

---

66. Match the teaching method with its description.

(I) Heuristic / Discovery Method

(II) Problem Solving Method

(III) Inductive and Deductive Method

(IV) Analytic & Synthetic Method

(a) Involves moving from specific examples to generalization and vice versa.

(b) Encourage learners to actively explore and discover solutions through experience.

(c) Requires breaking down complex concepts into smaller units and vice versa for better understanding.

(d) Involves structured steps for learners to solve problems and reach conclusions.

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

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

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

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

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

Solution:

Step 1: Understand each method.

Heuristic / Discovery Method (I): Encourages students to explore and discover solutions on their own through experience.

Problem Solving Method (II): Involves structured steps to help students solve problems and reach conclusions.

Inductive and Deductive Method (III): Involves reasoning from specific examples to

general principles (inductive) and from general principles to specific cases (deductive).

Analytic & Synthetic Method (IV): Requires breaking down complex concepts into smaller units and vice versa for better understanding.

Step 2: Match them correctly.

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

Step 3: Conclude.

The correct match is B.

> Quick Tip
>
> The key to solving such matching questions is understanding the definitions and characteristics of each method.

---

67. Which of the following responsibility is not typically associated with the role of a teacher as a teacher-counsellor?

A. Providing emotional support to students.

B. Offering academic guidance.

C. Conducting psychotherapy sessions.

D. Assisting students in goal setting and career planning.

Correct Answer: C. Conducting psychotherapy sessions.

Solution:

Step 1: Define teacher-counsellor role.

A teacher-counsellor provides academic guidance, emotional support, and helps students with career planning.

Step 2: Analyze the options.

A, B, D are all typical responsibilities of a teacher-counsellor.

C (Conducting psychotherapy sessions) is generally not part of a teacher's role; this requires specialized qualifications in therapy.

Step 3: Conclude.

The correct answer is C, as psychotherapy is not typically part of a teacher's role.

68. Match the following qualities of an effective teacher with their corresponding descriptions.

(I) Empathy

(II) Communication skill

(III) Classroom management

(IV) Differentiated instruction

(a) Skill in maintaining discipline and creating a positive learning environment.

(b) Capacity to understand and connect with student's feelings and experiences.

(c) Ability to adopt teaching methods to diverse learning styles.

(d) Clear and concise expression of ideas, instruction and feedback.

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

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

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

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

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

Solution:

Step 1: Understand each quality and its description.

Empathy (I): Ability to understand and connect with students' emotions and experiences.

Communication skill (II): The skill of expressing ideas clearly and concisely.

Classroom management (III): Skill in maintaining discipline and fostering a positive learning environment.

Differentiated instruction (IV): Ability to adapt teaching methods to accommodate different learning styles.

Step 2: Match the qualities with descriptions.

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

Step 3: Conclude.

The correct match is B.

---

69. Assertion (A): Cochlear implants are effective for children with hearing impairments.

Reason (R): Cochlear implants amplify sound to make it louder for the users.

A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

B. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).

C. Assertion (A) is true but Reason (R) is false.

D. Both Assertion (A) and Reason (R) are false.

Correct Answer: B. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).

Solution:

Step 1: Understand the assertion.

Cochlear implants are indeed effective in helping children with hearing impairments. They can restore some hearing ability by providing auditory signals to the brain.

Step 2: Evaluate the reason.

While cochlear implants do amplify sound, their primary function is not just amplification but providing auditory input by bypassing damaged parts of the ear and directly stimulating the auditory nerve.

Step 3: Conclude.

Both assertion and reason are true, but the reason does not fully explain why cochlear implants are effective.

Step 4: Final Answer.

The correct answer is B.

---

70. What is the primary role of a teacher in maintaining discipline in the classroom?

(a) To create an environment of fear to ensure compliance.

(b) To establish clear rules and consequences.

(c) To ignore minor misbehaviours.

(d) To rely on the principal to handle all discipline issues.

A. (a), (b) and (c)

B. (a) and (b)

C. (c)

D. (c) and (d)

Correct Answer: B. (a) and (b)

Solution:

Step 1: Analyze each option.

(a) To create an environment of fear to ensure compliance is not a good practice.

(b) Establishing clear rules and consequences is a primary method for maintaining discipline.

(c) Ignoring minor misbehaviors is not recommended as it can lead to larger issues.

(d) Relying solely on the principal for discipline is not a teacher's primary role.

Step 2: Conclude.

The teacher's role includes establishing clear rules and consequences to ensure effective classroom discipline.

Step 3: Final Answer.

The correct answer is B.

71. Which type of group formation is most likely to enhance learning through diverse perspective and peer support?

(A) Homogeneous grouping

(B) Heterogeneous grouping

(C) Interest based grouping

(D) Ability based grouping

Correct Answer: (B) Heterogeneous grouping

Solution:

Step 1: Understanding the types of grouping.

Heterogeneous grouping involves students of different abilities, backgrounds, and perspectives working together. This allows for richer discussions and diverse viewpoints, promoting peer support and learning.

Step 2: Analyzing the options.

Option (A): Incorrect. Homogeneous grouping involves students of similar abilities, which may limit diverse perspectives.

Option (B): Correct. Heterogeneous grouping encourages learning through diverse perspectives, fostering peer support.

Option (C): Incorrect. Interest-based grouping focuses on shared interests, but it may not always encourage diverse perspectives.

Option (D): Incorrect. Ability-based grouping focuses on student ability, which may not always enhance peer support or diverse perspectives.

> **Quick Tip**
>
> Heterogeneous grouping enhances learning by encouraging peer support and providing opportunities for diverse perspectives and ideas.

72. Ramesh is a teacher with a strong understanding of pedagogy. He uses field trips as a part of his pedagogy. What is the primary educational benefit of field trips for teaching-learning?

(A) To reduce workload.

(B) To give students a break from regular classroom activities.

(C) To allow students to socialize in different settings.

(D) To provide them with first hand study experiences of things that cannot be brought into the classroom.

Correct Answer: (D) To provide them with first hand study experiences of things that cannot be brought into the classroom.

Solution:

Step 1: Understanding the purpose of field trips.

Field trips are an effective pedagogical tool as they offer students real-world experiences and first-hand knowledge that cannot be replicated in the classroom.

Step 2: Analyzing the options.

Option (A): Incorrect. Field trips are more focused on experiential learning rather than workload reduction.

Option (B): Incorrect. While field trips provide a break, their main purpose is not to give students a break from regular activities.

Option (C): Incorrect. Socializing is an added benefit but not the primary educational purpose of field trips.

Option (D): Correct. Field trips provide students with direct, real-world learning experiences that enhance understanding and make abstract concepts more tangible.

> **Quick Tip**
>
> Field trips are an excellent way to provide hands-on learning experiences that deepen students' understanding of topics beyond the classroom environment.

---

73. Which of the following statements best describes the importance of reflective practices for a teacher?

(A) Reflective practices are primarily beneficial for novice teachers and not experienced ones.

(B) Reflective practices are primarily beneficial for experienced teachers occupying senior

roles.

(C) Reflective practices help teachers to teach at higher classes only.

(D) Reflective practices assist a teacher in making informed choices and decisions related to teaching-learning.

Correct Answer: (D) Reflective practices assist a teacher in making informed choices and decisions related to teaching-learning.

Solution:

Step 1: Understanding reflective practices.

Reflective practices involve teachers critically analyzing their teaching methods and classroom experiences to improve their teaching strategies and student outcomes.

Step 2: Analyzing the options.

Option (A): Incorrect. Reflective practices are beneficial for teachers at all levels, not just for novices.

Option (B): Incorrect. Reflective practices are useful for all teachers, not just those in senior roles.

Option (C): Incorrect. Reflective practices are applicable across all levels of teaching, not just higher classes.

Option (D): Correct. Reflective practices enable teachers to make informed decisions about their teaching methods and adapt to their students' needs.

> Quick Tip
>
> Reflective practices empower teachers to continually improve their teaching methods and make decisions that best support student learning.

---

74. Which of the following is not a characteristic of a good achievement test?

(A) Reliability

(B) Ambiguity

(C) Validity

(D) Objectivity

Correct Answer: (B) Ambiguity

Solution:

Step 1: Understanding characteristics of a good achievement test.

A good achievement test must be reliable, valid, and objective. Reliability refers to consistency in results, validity refers to how well the test measures what it is supposed to measure, and objectivity refers to the fairness and lack of bias in scoring.

Step 2: Analyzing the options.

Option (A): Correct. Reliability is a key characteristic of a good achievement test.

Option (B): Incorrect. Ambiguity is the opposite of what is expected in a good test. Clear and unambiguous questions are essential for accurate assessment.

Option (C): Correct. Validity ensures that the test accurately measures what it is intended to assess.

Option (D): Correct. Objectivity ensures fairness and consistency in the test results.

> Quick Tip
>
> A good achievement test should be clear, reliable, valid, and objective to ensure accurate and fair assessment of students' knowledge.

---

75. If a child has a mental age of 12 years and a chronological age of 10 years, then what will be the IQ of the child?

(A) 83.33

(B) 100

(C) 120

(D) 80

Correct Answer: (C) 120

Solution:

Step 1: Understanding the IQ formula.

The formula for calculating IQ is:

$$IQ = \left(\frac{\text{Mental Age}}{\text{Chronological Age}} \right) \times 100$$

Step 2: Calculating the IQ.

Using the given values,

$$\text{IQ} = \left(\frac{12}{10}\right) \times 100 = 1.2 \times 100 = 120$$

Step 3: Final Answer.

Thus, the IQ of the child is 120.

> **Quick Tip**
>
> To calculate IQ, divide the mental age by the chronological age and multiply by 100.

---

76. Which of the following activities best exemplifies experiential learning?

A. Reading a textbook and taking notes

B. Listening to a lecture and taking notes.

C. Participating in a hands-on workshop.

D. Watching an educational video online.

Correct Answer: C. Participating in a hands-on workshop.

Solution:

Step 1: Understanding Experiential Learning.

Experiential learning refers to learning that occurs through experience, specifically through hands-on activities that allow students to engage directly with the material.

Step 2: Identifying the correct activity.

Reading, listening, and watching videos are passive forms of learning, whereas participating in a hands-on workshop involves active engagement and direct experience, which is the essence of experiential learning.

Step 3: Final Answer. The correct answer is C.

> **Quick Tip**
>
> Experiential learning is best achieved through activities that involve active participation and direct experience.

---

77. Which of the following statement is true regarding the use of concept mapping, in teaching – learning and assessment?

A. Concept mapping is solely a teaching tool and can not be used for assessment.

B. Concept mapping which is used as a strategy for teaching - learning can also be used as an assessment tool.

C. Concept mapping can only be used in teaching - learning science.

D. Concept mapping can only be used in teaching - learning social science.

Correct Answer: B. Concept mapping which is used as a strategy for teaching - learning can also be used as an assessment tool.

Solution:

Step 1: Understanding Concept Mapping.

Concept mapping is a visual tool that helps organize and represent knowledge. It is used for both teaching and assessing the understanding of a topic.

Step 2: Evaluating the options.

Option A is incorrect because concept mapping is also a useful assessment tool. Option C and D are incorrect because concept mapping can be used across various subjects, not just science or social science.

Step 3: Final Answer. The correct answer is B.

> **Quick Tip**
>
> Concept maps can serve both as a teaching strategy and an assessment tool to measure students' understanding of topics.

---

78. A good teacher should be free from-

(a) Personal Experiences

(b) Academic Inertia

(c) Financial Resources

(d) Community Experiences

A. (a) and (d)

B. (a), (b) and (d)

C. (b) only

D. (c) only

Correct Answer: B. (a), (b) and (d)

Solution:

Step 1: Analyzing the qualities of a good teacher.

A good teacher should be open-minded, flexible, and adaptable. Personal experiences, academic inertia, and community biases should not affect their teaching approach.

Step 2: Evaluating the options.

Option B includes the qualities that may hinder effective teaching, such as personal biases and academic inertia. Option C (financial resources) does not apply as it does not hinder the ability to teach effectively.

Step 3: Final Answer.

The correct answer is B.

> Quick Tip
>
> A good teacher must be free from biases and personal inertia to provide an unbiased and effective learning environment.

---

79. Which strategy involves breaking content into sections and assigning groups to become experts on different sections?

A. Round Robin Brainstorming

B. Jigsaw Technique

C. Think-Pair-Share Technique

D. Case Study Technique

Correct Answer: B. Jigsaw Technique

Solution:

Step 1: Understanding the Jigsaw Technique.

The Jigsaw Technique is a collaborative learning strategy in which the content is broken into sections, and each group becomes an expert on one section. Afterward, groups share their knowledge with each other.

Step 2: Evaluating the options.

Option B is the correct strategy, while other options such as Round Robin or

Think-Pair-Share do not involve dividing content into sections for experts.

Step 3: Final Answer.

The correct answer is B.

> **Quick Tip**
>
> The Jigsaw Technique promotes collaborative learning by turning students into experts on different sections of content.

---

80. What are the four pillars of learning as proposed by UNESCO report (1996)?

A. 4 E's - Education, Empowerment, Excellence, Engagement

B. 4 C's - Communication, Critical Thinking, Creativity, Collaboration

C. Learning to know, learning to do, learning to be and learning to live together.

D. Reading, Writing, Arithmetic, Critical Thinking

Correct Answer: C. Learning to know, learning to do, learning to be and learning to live together.

Solution:

Step 1: Understanding the four pillars of learning.

UNESCO's 1996 report emphasizes the holistic development of learners. The four pillars are: learning to know (knowledge acquisition), learning to do (skills development), learning to be (personal growth), and learning to live together (social skills and cooperation).

Step 2: Evaluating the options.

Option C matches the four pillars as outlined in the UNESCO report.

Step 3: Final Answer.

The correct answer is C.

> **Quick Tip**
>
> UNESCO's four pillars of learning guide holistic education that focuses on knowledge, skills, personal growth, and social cooperation.

General Hindi

81. जिन स्वरों का उच्चारण केवल मुख से होता है, उन्हें कहते हैं–

A. अनुनासिक

B. स्वरांतरी

C. अननुनासिक

D. अनुस्वार

Correct Answer: C. अननुनासिक

Solution:

Step 1: प्रश्न को समझना।

स्वर जिनका उच्चारण केवल मुख के माध्यम से होता है और नाक का कोई योगदान नहीं होता, उन्हें अननुनासिक स्वर कहते हैं।

Step 2: विकल्पों का विश्लेषण।

– अनुनासिक: जिनमें नाक का भी उपयोग होता है।

– स्वरांतरी: सही शब्द नहीं है, व्याकरणिक त्रुटि है।

– अननुनासिक: केवल मुख से उच्चारित स्वर। (सही उत्तर)

– अनुस्वार: विशेष नासिक ध्वनि होती है।

Step 3: निष्कर्ष।

सही उत्तर है: अननुनासिक।

> **Quick Tip**
>
> भाषाई प्रश्नों में शब्दों के अर्थ और उच्चारण की प्रक्रिया को ध्यानपूर्वक समझें।

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82. 'कल' का अनेकार्थक शब्द है–

(a) बीता हुआ कल (दिन)

(b) आने वाला दिन

(c) चैन

(d) मशीन

A. (a), (b), (c)

B. (b), (c), (d)

C. (a), (b), (c) □□□ (d)

D. (a), (c), (d)

Correct Answer: C. (a), (b), (c) एवं (d)

Solution:

Step 1: प्रश्न को समझना।

'कल' एक अनेकार्थी शब्द है जिसके विभिन्न प्रसंगों में अलग–अलग अर्थ हो सकते हैं:

- (a) बीता हुआ कल —— अतीत

- (b) आने वाला दिन —— भविष्य

- (c) चैन —— जैसे "कल मिल गया"

- (d) मशीन —— जैसे "चक्की या कल"

Step 2: निष्कर्ष।

चारों अर्थ मान्य हैं, अतः सभी विकल्प सही हैं।

> **Quick Tip**
>
> अनेकार्थक शब्दों के बहु–प्रसंगीय प्रयोग को समझना भाषा की गहराई को समझने में सहायक होता है।

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83. 'चटका' शब्द है – स्तंभ ॥ में किस श्रेणी में आता है?

A. तत्सम

B. तद्भव

C. देशज

D. विदेशी

Correct Answer: C. देशज

Solution:

Step 1: शब्द की प्रकृति समझना।

'चटका' एक ऐसा शब्द है जो न तो संस्कृत मूल (तत्सम) है, न ही तद्भव (संस्कृत से परिवर्तित)। यह एक प्राचीन, मूल भारतीय भाषा का शब्द है जो क्षेत्रीय बोलियों में प्रयुक्त होता है।

Step 2: निष्कर्ष।

ऐसे शब्दों को 'देशज' शब्द कहा जाता है। अतः 'चटका' देशज शब्द है।

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84. उचित सम्बन्ध जोड़िए–

स्तंभ – I	स्तंभ – II
(a) पंकज	(I) कर्मधारय
(b) सध्दर्म	(II) बहुब्रीहि
(c) पापबुध्दि	(III) अव्ययीभाव
(d) यथाविधि	(IV) तत्पुरुष

A. a–IV, b–I, c–II, d–III

B. a–II, b–I, c–IV, d–III

C. a–III, b–II, c–IV, d–I

D. a–IV, b–I, c–III, d–II

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

Solution:

Step 1: समझें समासों के प्रकार को।

(अ) पंकज – यह एक कर्मधारय समास है, जिसमें दो शब्दों को मिलाकर एक नया अर्थ उत्पन्न होता है।

(ब) सध्दर्म – यह एक बहुब्रीहि समास है, जिसमें पूरा शब्द किसी अन्य शब्द का रूप होता है।

(स) पापबुद्धि – यह एक अव्ययीभाव समास है, जिसमें एक शब्द किसी विशेषण की तरह कार्य करता है।

(द) यथाविधि – यह एक तत्पुरुष समास है, जिसमें एक शब्द से दूसरे शब्द का सम्बन्ध प्रकट होता है।

Step 2: सही सम्बन्ध जोड़ें।

(अ) पंकज – IV (तत्पुरुष)

(ब) सध्दर्म – I (कर्मधारय)

(स) पापबुद्धि – II (बहुब्रीहि)

(द) यथाविधि – III (अव्ययीभाव)

Step 3: निष्कर्ष।

सही उत्तर है: A. a–IV, b–I, c–II, d–III

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85. उचित सम्बन्ध जोड़िए–

<u>स्तंभ – I</u>
(a) राम किताब पढ़ आया।
(b) राम किताब पढ़ आया है।
(c) राम किताब पढ़ आया था।
(d) राम किताब पढ़ आया होगा।

<u>स्तंभ – II</u>
(I) संदिग्ध भूत
(II) पूर्ण भूत
(III) सामान्य भूत
(IV) आसन्न भूत

A. a–III, b–IV, c–II, d–I

B. a–III, b–I, c–IV, d–II

C. a–II, b–III, c–IV, d–I

D. a–IV, b–III, c–II, d–I

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

Solution:

Step 1: समझें क्रिया के रूपों को।

(अ) राम किताब पढ़ आया – यह सामान्य भूत काल (Simple past tense) है, जो पहले हुई क्रिया को व्यक्त करता है।

(ब) राम किताब पढ़ आया है – यह आसन्न भूत काल (Recent past tense) है, जो हाल ही में पूरी हुई क्रिया को व्यक्त करता है।

(स) राम किताब पढ़ आया था – यह पूर्ण भूत काल (Past perfect tense) है, जो किसी अन्य

भूतकालीन क्रिया से पहले हुई क्रिया को व्यक्त करता है।

(द) राम किताब पढ़ आया होगा – यह संदिग्ध भूत काल (Dubious past tense) है, जिसमें क्रिया के होने में संदेह व्यक्त किया जाता है।

Step 2: सही सम्बन्ध जोड़ें।

(अ) राम किताब पढ़ आया – III (सामान्य भूत)

(ब) राम किताब पढ़ आया है – IV (आसन्न भूत)

(स) राम किताब पढ़ आया था – II (पूर्ण भूत)

(द) राम किताब पढ़ आया होगा – I (संदिग्ध भूत)

Step 3: निष्कर्ष। सही उत्तर है: A. a–III, b–IV, c–II, d–I

> **Quick Tip**
>
> भूतकाल के रूपों को समझते समय, क्रिया की स्थिति और समय का ध्यान रखें: – सामान्य भूतकाल: एक सामान्य क्रिया जो पहले हो चुकी हो। – आसन्न भूतकाल: एक ऐसी क्रिया जो हाल ही में पूरी हुई हो और वर्तमान से जुड़ी हो। – पूर्ण भूतकाल: एक क्रिया जो दूसरे भूतकालीन क्रिया के पहले हो चुकी हो। – संदिग्ध भूतकाल: जब हमें किसी क्रिया के होने में संदेह होता है।

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86. वाक्य के अंग होते हैं–

A. 03

B. 02

C. 04

D. 05

Correct Answer: D. 05

Solution:

Step 1: वाक्य के अंगों का समझना।

वाक्य के अंग होते हैं:

– कर्ता (Subject)

– क्रिया (Verb)

– कर्म (Object)

– संज्ञा (Noun)

– विशेषण (Adjective)

Step 2: वाक्य के अंगों की संख्या।

वाक्य में कुल पाँच अंग होते हैं, जो भाषा की संरचना को पूरी तरह से व्यक्त करते हैं।

Step 3: निष्कर्ष।

सही उत्तर है: 05

> **Quick Tip**
>
> वाक्य के अंगों को पहचानने के लिए यह समझना महत्वपूर्ण है कि किस अंग का क्या कार्य है: – कर्ता (Subject) – जो क्रिया करता है। – क्रिया (Verb) – जो क्रिया या कार्य को व्यक्त करती है। – कर्म (Object) – जो क्रिया से प्रभावित होता है।

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87. निम्नांकित शब्दों को इस क्रम में जमाइए कि लोकोक्ति का स्वरूप प्राप्त कर लें–

(a) करनी

(b) अपनी

(c) उतरनी

(d) पार

A. (b), (a), (c), (d)

B. (a), (b), (d), (c)

C. (b), (a), (d), (c)

D. (b), (c), (d), (a)

Correct Answer: C. (b), (a), (d), (c)

Solution:

Step 1: लोकोक्ति का समझना।

लोकोक्ति एक प्रसिद्ध कहावत या मुहावरा है, जो एक सामान्य जीवन के अनुभव से निकलता है।

Step 2: शब्दों का सही क्रम।

शब्दों को सही क्रम में जोड़ने से यह लोकोक्ति बनेगी: "अपनी करनी, पार उतरनी, करना और फिर पार करना।"

Step 3: निष्कर्ष।

सही उत्तर है: C. (b), (a), (d), (c)

> **Quick Tip**
>
> लोकोक्ति या मुहावरे में शब्दों का सही क्रम बहुत महत्वपूर्ण होता है। अर्थ बदलने से पूरा वाक्य असमझ में आ सकता है।

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88. (a) व्याकरण सम्मत वाक्य अशुध्द उच्चारण करने पर अपूर्ण माना जाता है।

(b) किसी भी भाषा के उच्चारण हेतु चार स्तर निर्धारित है ध्वनि, शब्द, वाक्य एवं प्रान्तीय।

A. (a) सही (b) गलत

B. (a) गलत (b) सही

C. (a) एवं (b) दोनों सही

D. (a) एवं (b) दोनों गलत

Correct Answer: C. (a) एवं (b) दोनों सही

Solution:

Step 1: व्याकरण और उच्चारण।

व्याकरण सम्मत वाक्य का अशुद्ध उच्चारण अपूर्ण माना जाता है, क्योंकि सही उच्चारण का महत्त्व भाषा की सही समझ और संप्रेषण में होता है।

Step 2: उच्चारण के स्तर।

भाषा के उच्चारण के चार स्तर होते हैं:

– ध्वनि (Sound)

– शब्द (Word)

– वाक्य (Sentence)

– प्रान्तीय (Regional)

Step 3: निष्कर्ष।

सही उत्तर है: C. (a) एवं (b) दोनों सही

> **Quick Tip**
>
> भाषा के उच्चारण को सही करने के लिए इन चार स्तरों को समझना और अभ्यास करना महत्वपूर्ण है। व्याकरण के नियमों के अनुसार वाक्य का उच्चारण सही होना चाहिए।

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89. "मैनेजर ने कहा तुम्हे घर घर जाकर सूचनाएँ इकट्ठी करनी होगी" उपर्युक्त वाक्य के लिए उचित विराम

चिह्न वाले वाक्य का चयन कीजिए।

A. मैनेजर ने कहा, "तुम्हे घर–घर जाकर सूचनाएँ इकट्ठी करनी होगी"।

B. मैनेजर ने, कहा, तुम्हे घर–घर जाकर, सूचनाएँ इकट्ठी करनी होगी।

C. मैनेजर ने कहा, तुम्हे घर–घर जाकर, सूचनाएँ इकट्ठी करनी होगी

D. मैनेजर ने कहा तुम्हे, घर घर जाकर सूचनाएँ, इकड्डी करनी होगी।

Correct Answer: A. मैनेजर ने कहा, "तुम्हे घर–घर जाकर सूचनाएँ इकट्ठी करनी होगी"।

Solution:

Step 1: वाक्य का प्रकार पहचानना।

यह एक संवादात्मक वाक्य है जिसमें कथन को उद्धरण चिह्न (" ") में प्रस्तुत किया गया है।

Step 2: विराम चिह्नों का सही उपयोग।

– "कहा" के बाद अल्पविराम (,) और उद्धरण चिह्न (" ") का प्रयोग उचित है।

– "घर–घर" में योजक चिह्न (–) का प्रयोग सही है।

– वाक्य के अंत में पूर्ण विराम (।) का प्रयोग आवश्यक है।

Step 3: निष्कर्ष।

सही उत्तर है: A. मैनेजर ने कहा, "तुम्हे घर–घर जाकर सूचनाएँ इकट्ठी करनी होगी"।

> **Quick Tip**
>
> उद्धरण वाक्यों में संवाद शुरू होने से पहले अल्पविराम और संवाद को " " में लिखना चाहिए। जहाँ आवश्यक हो, वहाँ योजक और पूर्णविराम चिह्नों का भी सही प्रयोग करें।

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90. उचित वर्तनी युक्त शब्द का चयन कीजिए।

A. मैथलीशरण

B. मैथिलीशरण

C. मैथीलीशरण

D. मैथिलिशरण

Correct Answer: B. मैथिलीशरण

Solution:

Step 1: सही वर्तनी की पहचान।

प्रसिद्ध हिन्दी साहित्यकार का नाम "मैथिलीशरण गुप्त" है।

Step 2: विकल्पों का मूल्यांकन।

– A. मैथलीशरण – त्रुटिपूर्ण वर्तनी (ि की कमी)

– B. मैथिलीशरण – सही वर्तनी

– C. मैथीलीशरण – स्वर 'ई' की अनावश्यकता

– D. मैथिलिशरण – व्यंजन संरचना त्रुटिपूर्ण

Step 3: निष्कर्ष।

सही उत्तर है: B. मैथिलीशरण

> **Quick Tip**
>
> साहित्यकारों, इतिहासकारों या प्रसिद्ध व्यक्तियों के नाम की वर्तनी हमेशा सही याद रखें। परीक्षा में प्रायः इन्हीं से जुड़े प्रश्न आते हैं।

General English

91. Choose the correct coordinating clause: 'It stopped raining and the traffic started rushing.'

(A) 'It stopped raining'

(B) 'The traffic started rushing'

(C) 'It stopped raining' 'the traffic started rushing'

(D) 'and the traffic'

Correct Answer: (D) 'and the traffic'

Solution:

Step 1: Understanding coordinating clauses.

A coordinating clause links two clauses of equal importance using coordinating conjunctions like "and," "but," or "or."

Step 2: Analyzing the options.

Option (A): Incorrect. This option only presents the first part of the sentence, not a full coordinating clause.

Option (B): Incorrect. This option only presents the second part of the sentence, not the full coordinating clause.

Option (C): Incorrect. This option presents both clauses but lacks the proper coordinating conjunction to link them effectively.

Option (D): Correct. The conjunction "and" properly links the two clauses, forming a coordinating clause.

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92. Choose the correct preposition: She was born ——- December —— midnight.

(A) on, during

(B) in, for

(C) in, at

(D) within, in

Correct Answer: (C) in, at

Solution:

Step 1: Understanding prepositions of time.

Use "in" for months and years, and "at" for specific times.

Step 2: Analyzing the options.

Option (A): Incorrect. "On" is used for specific days, not months, and "during" is not suitable here for a specific time.

Option (B): Incorrect. "In" is correct for months, but "for" is incorrect for specific times.

Option (C): Correct. "In" is used for months, and "at" is appropriate for specific times, like midnight.

Option (D): Incorrect. "Within" is not used for specific months, and "in" is not the right preposition for times like midnight.

> **Quick Tip**
>
> Use "in" for months or years, and "at" for specific times, such as midnight.

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93. Choose the correct one word substitute for – An accolade or honour bestowed in recognition:

(A) mercenary

(B) carte blanche

(C) fiesta

(D) laurel

Correct Answer: (D) laurel

Solution:

Step 1: Understanding the one-word substitutes.

A laurel is a symbol of achievement and recognition, historically used to crown victors.

Step 2: Analyzing the options.

Option (A): Incorrect. A mercenary refers to someone hired to fight for a foreign army, not a symbol of honor.

Option (B): Incorrect. Carte blanche refers to complete freedom or authority, not an accolade.

Option (C): Incorrect. Fiesta refers to a celebration or party, not an accolade.

Option (D): Correct. "Laurel" is a symbol of honor and recognition, making it the correct choice.

> **Quick Tip**
>
> "Laurel" is historically used to represent recognition or honor, particularly in academic or athletic contexts.

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94. Choose the correct spelling: Take the place of a person or thing previously in authority or use.

(A) supercede

(B) supersede

(C) supersede

(D) superceed

Correct Answer: (B) supersede

Solution:

Step 1: Understanding the correct spelling.

The correct spelling is "supersede," which means to replace something or someone.

Step 2: Analyzing the options.

Option (A): Incorrect. "Supercede" is a common misspelling.

Option (B): Correct. "Supersede" is the correct spelling.

Option (C): Correct. This is a duplicate of option (B), which is the correct spelling.

Option (D): Incorrect. "Superceed" is also a misspelling.

> **Quick Tip**
>
> Remember, "supersede" means to replace, not "supercede" or "superceed."

Passage:

He opened the window without difficulty and climbed through. But the kitchen door was locked and the key was not there. He went to the window and whistled to Barnes.

'You'll have to climb through the window, too,' he said. Just at that moment, they heard the sound of a car. It was approaching the house at great speed and its lights lit up the house as it got nearer. People got out and they could hear voices.

'It's the police!' Barnes said. 'It's a trap. I knew it!' 'Don't panic!' Lacey told him. 'Now listen to me. Go back to the car and wait for me there. I'll join you as soon as I can. Off you go - and keep well in the shadows.'

95. Lacey and Barnes were waiting for:

(A) midnight

(B) a signal

(C) a friend

(D) a car

Correct Answer: (D) a car

Solution:

Step 1: Understanding the passage.

In the passage, it is mentioned that Lacey and Barnes are waiting for the car as it approaches the house.

Step 2: Analyzing the options.

Option (A): Incorrect. There is no mention of waiting for midnight.

Option (B): Incorrect. There is no signal mentioned as something they are waiting for.

Option (C): Incorrect. They are not waiting for a friend; they are waiting for the car.

Option (D): Correct. They are waiting for the car as it approaches the house.

> **Quick Tip**
>
> Pay attention to the details in the passage that specify what the characters are waiting for.

---

96. Barnes wanted to:

(A) put on the gloves

(B) take his tools

(C) take his gun

(D) take his car

Correct Answer: (C) take his gun

Solution:

Step 1: Understanding the passage.

In the passage, it is mentioned that Barnes was afraid of a trap and wanted to take his gun.

Step 2: Analyzing the options.

Option (A): Incorrect. There is no mention of Barnes putting on gloves.

Option (B): Incorrect. There is no mention of Barnes taking his tools.

Option (C): Correct. Barnes wanted to take his gun to prepare for the trap.

Option (D): Incorrect. There is no mention of Barnes wanting to take his car.

> **Quick Tip**
>
> Pay attention to character actions and intentions that are explicitly mentioned in the passage.

---

97. Before Barnes could get into the house:

(A) people shouted

(B) there was a fire

(C) a car came

(D) saw a trap

Correct Answer: (C) a car came

Solution:

Step 1: Understanding the passage.

Before Barnes could get into the house, a car approached the house and its lights lit up the house.

Step 2: Analyzing the options.

Option (A): Incorrect. No one shouted before Barnes could get into the house.

Option (B): Incorrect. There is no mention of a fire.

Option (C): Correct. A car came, which interrupted Barnes from entering the house.

Option (D): Incorrect. The trap is mentioned later, not before Barnes could enter.

> Quick Tip
>
> Look for specific events mentioned before the main actions take place in the passage.

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98. Which of these sentences suggest that Lacey and Barnes were thieves?

(I) They had a car.

(II) They were wearing dark clothes.

(III) They put on gloves.

(IV) Barnes wanted to take a gun.

(V) Barnes was afraid of dogs.

(VI) Lacey could whistle.

(VII) They ran away when the car came.

(A) (II), (III), (IV), (VII)

(B) (I), (III), (IV), (VI)

(C) (II), (IV), (VI), (VII)

(D) (I), (III), (IV), (V)

Correct Answer: (A) (II), (III), (IV), (VII)

Solution:

Step 1: Identifying characteristics suggesting they were thieves.

The details in the passage suggest suspicious behavior typical of thieves: wearing dark clothes, using gloves, carrying a gun, and running away when danger approaches.

Step 2: Analyzing the options.

Option (A): Correct. These actions (wearing dark clothes, putting on gloves, taking a gun, and running away when the car came) are consistent with typical thief behavior.

Option (B): Incorrect. The possession of a car or Lacey being able to whistle does not suggest thievery.

Option (C): Incorrect. While some of the actions might be suspicious, not all indicate thievery.

Option (D): Incorrect. The fear of dogs is not a trait typically associated with thieves.

> **Quick Tip**
>
> Look for clues in behavior and actions that might imply the characters are involved in suspicious activities.

---

99. Choose the correct order of sentences:

(I) Lacey could not open the kitchen door.

(II) Lacey and Barnes came to a yard.

(III) A car approached the house.

(IV) Lacey and Barnes entered the garden through a small gate.

(V) Lacey got into the house through a small window.

(VI) Lacey and Barnes were waiting in their car.

(A) (VI), (IV), (II), (I), (V), (III)

(B) (IV), (VI), (I), (II), (III), (V)

(C) (V), (VI), (I), (IV), (II), (III)

(D) (IV), (II), (I), (V), (VI), (III)

Correct Answer: (D) (IV), (II), (I), (V), (VI), (III)

Solution:

Step 1: Understanding the order of events.

The correct sequence of events based on the passage is as follows: they entered the garden, Lacey couldn't open the door, Lacey got in through the window, they waited in the car, and then the car approached.

Step 2: Analyzing the options.

Option (A): Incorrect. This sequence does not match the timeline of events.

Option (B): Incorrect. This sequence does not match the timeline of events.

Option (C): Incorrect. This sequence is not correct based on the passage.

Option (D): Correct. This sequence matches the correct order of events in the passage.

> **Quick Tip**
>
> Focus on the timeline of events to determine the correct sequence.

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100. This story is about:

(A) two policemen

(B) two friends

(C) two neighbours

(D) two thieves

Correct Answer: (D) two thieves

Solution:

Step 1: Understanding the passage.

Based on the actions described (such as waiting for the car, taking a gun, and acting suspiciously), it is clear that Lacey and Barnes are thieves.

Step 2: Analyzing the options.

Option (A): Incorrect. They are not policemen.

Option (B): Incorrect. They are not friends, but thieves.

Option (C): Incorrect. There is no mention of them being neighbors.

Option (D): Correct. Their actions indicate they are thieves.

> **Quick Tip**
>
> Pay attention to the characters' behavior to understand their true identity.