

Answers

1. Answer: c

Explanation:

Child-Centered Learning Methods Explained

Learning methods can be broadly categorized based on who leads the learning process. **Child-centered methods** emphasize the active involvement, exploration, and autonomy of the learner. Conversely, **teacher-centered methods** involve the teacher primarily delivering information while students are more passive recipients.

Analyzing Learning Methods

Let's examine the options based on whether they are child-centered or teacher-centered:

- **Programmed Instruction:** While often self-paced, the learning material and sequence are predetermined by an instructor or system. This makes it more teacher-directed than truly child-centered.
- **Field Trip:** This is a classic **child-centered method**. Students actively explore, observe, and learn directly from their environment, fostering curiosity and engagement.
- **Demonstration:** In this method, the teacher typically performs a task or explains a concept, and students observe. It is primarily a **teacher-centered method**, focusing on direct instruction.
- **Project:** This approach encourages students to take ownership of their learning, investigate topics, solve problems, and create outputs, making it highly **child-centered**.

Identifying the Non-Child-Centered Method

Based on the analysis, the method that does not place the child at the center of the learning activity is Demonstration. The teacher leads the process, and students

primarily observe.

Conclusion: Demonstration is a teacher-centered approach, not a child-centered one.

2. Answer: a

Explanation:

McDougall's Disgust Emotion Instinct

According to psychologist William McDougall's theory of instincts, specific emotions are tied to innate, instinctual behaviours. He proposed that humans and animals are born with certain instincts that drive their actions.

Instinct Associated with Disgust

McDougall specifically linked the emotion of **disgust** to the basic instinct of **repulsion**. This instinct serves to protect the organism by prompting avoidance of potentially harmful or unpleasant substances or situations. When faced with something disgusting, the natural reaction is to push it away or withdraw from it, which aligns with the concept of repulsion.

Therefore, the correct association is:

- Emotion: **Disgust**
- Associated Instinct: **Repulsion**

Option A correctly identifies this association.

3. Answer: c

Explanation:

Vernon's Hierarchical Intelligence Theory Sequence

Vernon's theory proposes a hierarchical structure for intelligence, starting from a general factor at the top and branching down to specific abilities.

Vernon's Intelligence Hierarchy

The correct top-to-bottom sequence according to Vernon's model is:

1. **General factor (g):** Represents the overall intellectual ability.
2. **Major group factors:** Broad sub-abilities derived from the general factor (e.g., verbal-educational, mechanical-spatial).
3. **Minor group factors:** More specific sub-abilities within the major groups (e.g., numerical ability, spatial visualization).
4. **Specific factors (s):** Unique abilities required for specific tasks.

Identifying the Correct Option

Based on this hierarchy, the correct sequence is General factor → Major factor → Minor factor → Specific factor. This matches Option C.

Option C correctly represents the hierarchical structure proposed by Vernon.

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4. Answer: a

Explanation:

Intelligence Statements Analysis

This question asks to identify the statements about intelligence that are not true. Let's analyze each statement:

- Statement (a): Intellectual development is influenced by genetics, not environment.

This statement is **not true**. Current understanding in psychology shows that intellectual development is a complex interplay between genetic factors (nature) and environmental influences (nurture). Environmental factors like education, nutrition, and upbringing significantly impact intellectual growth.

- **Statement (b): Gender differences do not cause intellectual differences.**

This statement is generally considered **true**. While some studies might show minor average differences in specific cognitive abilities between genders, there is no scientific consensus that gender itself inherently causes significant overall intellectual differences. Environmental and social factors are often considered more influential.

- **Statement (c): Sharp intelligence is a sign of sharp memory.**

This statement is **not true**. While memory is a component of cognitive function and often correlates with intelligence, it is not the sole determinant. Intelligence is a broader construct involving reasoning, problem-solving, abstract thinking, and adaptability. A person can possess sharp intelligence without having an exceptionally sharp memory, and vice versa.

- **Statement (d): Intelligence gives the ability to adjust in new situations.**

This statement is **true**. Adaptability to new environments and challenges is a key characteristic defining intelligence across various theories.

Conclusion

Based on the analysis, statements (a) and (c) are not true regarding intelligence.

Final Answer

The statements that are not true are (a) and (c). Therefore, the correct option is the one that includes both (a) and (c).

5. Answer: d

Explanation:

Education Characteristics Explained

The question asks to identify which statement does NOT represent a characteristic of modern or inclusive education. Let's analyze the options:

Analyzing Educational Characteristics

- **Option 1: It supports special educational needs** – This is a core principle of inclusive education, aiming to provide tailored support for all learners.
- **Option 2: It says to celebrate diversity** – Recognizing and valuing differences among students (cultural, linguistic, ability, etc.) is fundamental to contemporary education.
- **Option 3: This ensures the participation of teacher, parents, child and society** – Holistic education emphasizes collaboration and involvement of all stakeholders for effective learning.
- **Option 4: It is limited to the special education of disabled children** – This statement presents a narrow and outdated view. Modern education, especially inclusive education, is not restricted solely to disabled children but encompasses all learners and aims for universal participation and support.

Identifying the Non-Characteristic

The defining feature of modern educational philosophies like inclusive education is their broad scope, aiming to benefit **all** students and integrate diverse needs and backgrounds. Option 4 contradicts this by suggesting a limitation that is contrary to the principles outlined in the other options and the broader goals of education.

Therefore, the statement that is NOT a characteristic of education is that it is limited to the special education of disabled children.

6. Answer: d

Explanation:

CCE Features: Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) is an educational process designed to assess a student's development in various aspects throughout the academic session, not just at the end.

Key Features of CCE

- **Regularity of assessment:** Evaluation is conducted periodically, ensuring consistent tracking of student progress.
- **Frequency of unit tests:** Unit tests are part of the regular assessment cycle to gauge understanding of specific topics.
- **Diagnosis of learning gaps:** CCE aims to identify specific areas where a student faces difficulties, allowing for targeted intervention.
- **Comprehensive assessment:** It covers both scholastic areas (academic subjects) and co-scholastic areas (like sports, arts, life skills, attitude, values).

Identifying the Incorrect Feature

The option **Measuring only scholastic achievement** contradicts the core principle of CCE. CCE explicitly includes the evaluation of co-scholastic aspects alongside scholastic achievements. Therefore, measuring *only* academic performance is not a feature of CCE.

Based on the principles of CCE, the incorrect feature among the given options is the sole focus on scholastic achievement.

7. Answer: c

Explanation:

Understanding Relevant Facts: The Principle of Prepotency

The question describes a learning scenario where **relevant facts** are distinguished from **non-relevant facts**. This separation highlights that certain elements or pieces of information within a situation have a stronger influence on the learner's response than others.

Identifying the Correct Learning Principle

This concept directly aligns with the **Principle of prepotency of elements**. This principle suggests that in any learning situation, some elements (stimuli or facts) are naturally more potent or dominant than others. The learner tends to respond first and most strongly to these prepotent elements.

- **Principle of multiple response:** Deals with having various possible reactions, not distinguishing relevant from non-relevant information.
- **Principle of analogy:** Involves learning by comparing situations, not by prioritizing specific facts within one situation.
- **Principle of prepotency of elements:** Directly relates to focusing on dominant or relevant elements while ignoring less important ones.
- **Principle of associative shifting:** Concerns changing the stimulus associated with a response, not prioritizing information relevance.

Therefore, presenting **relevant facts** separately from **non-relevant facts** is a practical application of the **Principle of prepotency of elements**, as it focuses attention on the most influential information.

The correct option is C.

8. Answer: d

Explanation:

Identifying Creative Children Through Specific Tests

Teachers can administer several tests to identify children exhibiting creativity. These tests often focus on divergent thinking, imagination, and problem-solving skills.

Key Creativity Assessment Tests

- **Figure Construction Test:** This test assesses a child's ability to create novel figures or designs, often using geometric shapes. It measures imagination and the ability to generate original visual ideas.
- **Product Improvement Test:** This involves asking children to suggest ways to improve an existing product. It evaluates their capacity for divergent thinking and finding multiple, often unusual, solutions or modifications.
- **Picture Completion Test:** In this test, children are presented with incomplete pictures and asked to identify the missing parts or complete the image. It taps into visual creativity and the ability to perceive and integrate elements meaningfully.

Rationale for Selected Tests

Tests such as Figure Construction, Product Improvement, and Picture Completion directly probe aspects of creativity like originality, fluency, flexibility, and elaboration. They provide practical methods for educators to observe and measure creative potential in children within an educational setting.

Therefore, the combination of Figure construction test (a), Product improvement test (b), and Picture completion test (d) are effective tools for identifying creative children.

9. Answer: c

Explanation:

Inclusive Education Needs for Children with Impairment

Inclusive education aims to provide equal learning opportunities for all students, including those with impairments. It focuses on creating supportive environments and fostering independence.

Analyzing Needs in Inclusive Settings

Let's examine the needs listed in the context of inclusive education:

- **Need for coping with own's impairment:** This is essential. Students need strategies and support to manage their specific impairments effectively within the learning environment.
- **Need for proper guidance & counselling:** Crucial for emotional well-being and academic support. Guidance helps students navigate challenges related to their impairment and education.
- **Need for assistive equipments:** Vital for accessibility. Assistive equipment enables students with impairments to participate more fully in classroom activities and access learning materials.
- **Need for being dependent on others:** This is contrary to the goals of inclusive education. While support is necessary, the focus should be on promoting self-reliance, independence, and empowerment, rather than fostering dependence.

Conclusion on Needs

Inclusive education strives to build capacity and independence. Therefore, the need for dependence on others is not a requirement that should be fostered. Instead, the focus is on providing the necessary support and tools (like guidance and equipment) to enable the child to become as independent as possible.

10. Answer: d

Explanation:

Incorrect Statement on Development and Learning

The question asks to identify the statement that is incorrect concerning the relationship between development and learning. Based on the provided correct answer, Option D is identified as the incorrect statement.

Analysis of Option D

Statement D posits: "Despite the limits of maturation, development can go beyond a certain point, when learning is encouraged."

This statement suggests that learning can significantly extend development beyond the inherent boundaries set by biological maturation. If this statement is deemed incorrect, it implies that development remains strictly confined by maturation, and learning cannot push it substantially past these biological constraints.

Valid Development and Learning Principles

The other statements (A, B, and C) represent widely accepted principles in developmental psychology:

- **Option A:** A lack of learning opportunities, such as educational or stimulating experiences, can indeed impede or limit an individual's development.
- **Option B:** This statement emphasizes the concept of developmental readiness. Effective learning often requires that a child has attained a specific developmental stage.
- **Option C:** This view frames development as resulting from a combination of biological maturation and learning (environmental influences).

Since options A, B, and C describe valid aspects of the development-learning relationship, Option D is identified as the incorrect statement.

11. Answer: d

Explanation:

Hearing Impaired Children: Suitable Instruction Methods

Instructional methods for hearing-impaired children primarily focus on visual and supplementary communication strategies. The following are recognized as suitable:

- **Sign Language:** A complete visual language using hands, face, and body. Essential for deaf communication and education.
- **Finger Spelling:** Represents letters with specific handshapes (dactylology). Used for spelling names, technical terms, or words without signs.
- **Lip Reading:** Understanding speech by visually tracking lip movements and facial expressions. It aids in interpreting spoken language.
- **Cued Speech:** A system supplementing lip reading. It uses handshapes near the mouth to differentiate phonetically similar sounds, improving clarity.

Hearing Impaired Instruction Methods

Since all the listed methods (Sign Language, Finger Spelling, Lip Reading, and Cued Speech) offer effective visual and complementary communication channels, they are all considered suitable for educating hearing-impaired children.

12. Answer: a

Explanation:

Promoting Socialization: Teacher's Actions

Socialization is the process by which children learn to interact with others, understand social norms, and develop relationships. A teacher plays a vital role in fostering this development.

Analyzing Teacher Actions for Socialization

Let's examine how different actions by a teacher can impact socialization:

- **Giving the individual project work:** This focuses on independent tasks and individual achievement. It typically involves minimal interaction with peers,

potentially isolating students and not directly promoting social skills like cooperation or communication.

- **Assigning social responsibilities:** Giving students roles within the classroom (e.g., line leader, helper) encourages them to work together, take ownership, and interact positively with peers. This directly fosters socialization.
- **Organizing co-curricular activities:** Activities like group sports, drama clubs, or debate teams inherently require teamwork, communication, and understanding different perspectives, which are key components of socialization.
- **Motivating for social participation:** Encouraging students to join group discussions, share ideas, and participate in class activities actively promotes interaction and builds social confidence.

Comparing the options, giving individual project work is the least conducive to promoting socialization among children as it emphasizes individual effort over group interaction.

Therefore, the action that is **not** helpful in promoting socialization is giving individual project work.

13. Answer: d

Explanation:

Understanding Developmental Changes

Developmental changes involve growth and maturation. The question asks which option is **not** an example of acquiring new features during development.

Analyzing Acquisition of Features

Let's examine each option:

- **Permanent teeth:** The transition from baby teeth to permanent teeth involves acquiring new, permanent structures. This is a developmental change with

acquisition of new features.

- **Primary sex characteristics:** These are the internal and external reproductive organs present at birth. While they mature and become functional during development (especially puberty), they are considered 'primary' and present from the start, rather than entirely 'newly acquired' features in the same sense as secondary ones. However, their development is a key part of maturation.
- **Secondary sex characteristics:** These features develop during puberty (e.g., voice deepening, breast development, pubic hair). They represent the clear acquisition of new features distinguishing sexes.
- **Thymus gland:** This gland is large and active during childhood but begins to shrink (involute or atrophy) after puberty. This represents a decrease or loss of the gland's size/activity, not the acquisition of a new feature.

Conclusion on Developmental Change

The **thymus gland** shrinking is a change, but it is a process of reduction, not acquisition of new features. Therefore, it does not fit the criteria.

14. Answer: c

Explanation:

Understanding Emotions in Early Adolescence

Early adolescence is a period marked by significant physical, cognitive, and emotional changes. Understanding the nature of emotions during this stage is key.

Characteristics of Adolescent Emotions

- **Intensity:** Emotions often feel very strong and potent during early adolescence.
- **Regulation Challenges:** The brain regions responsible for impulse control and emotional regulation are still developing. This leads to emotions often appearing uncontrolled.

- **Cognitive Influence:** Developing cognitive abilities mean that adolescents may struggle to process emotions logically or rationally, sometimes resulting in reactions perceived as **irrational**.

Conclusion

Considering these factors, emotions in early adolescence are best described as **uncontrolled** and **irrational** due to ongoing developmental processes.

15. Answer: d

Explanation:

Gender Biased Actions in Education

Educational practices should be fair and equitable. Gender bias involves unfair treatment or stereotyping based on gender. Actions promoting such bias must be excluded.

Analyzing Educational Practices

- (a) **Homogeneous grouping:** Can lead to gender stereotyping and limit interactions. This is a biased practice to avoid.
- (b) **Gender neutral content:** Promotes equality and fairness. This practice is essential and should be included.
- (c) **Stereotyped guidance occupation:** Reinforces traditional gender roles in careers, limiting student choices. This is a biased practice to avoid.
- (d) **Teacher's prejudiced attitude:** Leads to unequal treatment and expectations based on gender. This is a biased practice to avoid.

Identifying Unacceptable Practices

The question asks which gender-biased actions are NOT to be involved in educational practices. These are the actions that promote inequality or stereotypes:

- Homogeneous grouping (a)
- Stereotyped guidance occupation (c)
- Teacher's prejudiced attitude (d)

Gender neutral content (b) is a positive practice that should be implemented.

Therefore, the gender-biased actions to be excluded are (a), (c), and (d).

16. Answer: a

Explanation:

Senior Secondary Learning Strategies Analysis

The question asks to identify a learning strategy that is generally considered inappropriate for learners at the senior secondary level. This stage of education typically focuses on developing higher-order thinking skills, critical analysis, and deeper conceptual understanding, moving beyond simple recall.

Evaluating Learning Approaches

Let's examine the suitability of each strategy for senior secondary students:

- **Learning tasks at memory level:** This involves rote memorization and recall of facts without necessarily requiring deep understanding or application. While some memorization is necessary, relying solely on memory-level tasks is insufficient and often considered inappropriate for senior secondary students who need to engage in analysis, synthesis, and evaluation.
- **Allowing self-discovery of knowledge:** This approach encourages active learning, curiosity, and independent thinking. It is highly appropriate for senior secondary students, fostering critical thinking and problem-solving skills.
- **Giving appropriate space to classroom interaction:** Collaborative learning, discussions, and peer teaching enhance understanding and communication skills. This is a valuable and appropriate strategy for this age group.

- **Student-centered teaching-learning:** This pedagogy places the learner at the core, promoting engagement, autonomy, and personalized learning pathways. It is highly suitable for senior secondary learners preparing for higher education or specialized careers.

Conclusion on Inappropriate Strategy

Based on the analysis, learning tasks focused exclusively on the **memory level** are the least appropriate strategy for senior secondary learners, as it does not foster the critical thinking and analytical skills expected at this educational stage.

Correct Answer Rationale: Option A, focusing on memory-level tasks, limits cognitive development beyond simple recall, which is inadequate for the complexities and analytical demands of the senior secondary curriculum.

17. Answer: a

Explanation:

Freud's Genital Stage and Adolescent Attraction

Sigmund Freud's psycho-sexual development theory proposes that personality develops through a series of stages, each focused on different erogenous zones. The resolution of conflicts during these stages shapes adult personality.

Genital Stage Characteristics

The **Genital stage** is the final phase of this theory, beginning in adolescence (around puberty) and continuing into adulthood. Its primary characteristics relevant to the question are:

- A resurgence of sexual interests and urges.
- The emergence of conscious attraction towards members of the opposite sex.
- Focus shifts towards establishing mature, reciprocal relationships and preparing for adult roles.

This stage represents the culmination of psychosexual development, where libido is channeled into appropriate social and sexual relationships. Earlier stages involved more self-focused gratification (Oral, Anal, Phallic) or a temporary suspension of sexual interest (Latency).

Therefore, the adolescent attraction to the opposite sex occurs during the **Genital stage**.

18. Answer: c

Explanation:

Piaget's Cognitive Development: Understanding Equilibration

The question asks to identify the mechanism in Piaget's theory where a learner achieves a **proper balance** between their existing understanding (self) and new information from the environment. This process is crucial for cognitive growth.

Piaget's Core Concepts

Jean Piaget's theory explains how children construct their understanding of the world. Key mechanisms include:

- **Assimilation:** Fitting new experiences or information into existing mental schemas (ways of thinking). For example, a child seeing a new breed of dog and calling it 'doggy' because it fits their existing schema for 'dog'.
- **Accommodation:** Adjusting existing schemas or creating new ones to accommodate new information that doesn't fit. For instance, the child learns that a cat is different from a dog and creates a new schema for 'cat'.

The Role of Equilibration

Equilibration is the driving force behind cognitive development according to Piaget. It's the process of achieving cognitive stability or **balance**. It involves:

- Recognizing discrepancies between existing schemas and new information (disequilibrium).
- Using assimilation and accommodation to resolve these discrepancies and restore balance.

Therefore, when a learner maintains a **proper balance** between themselves and their environment, effectively integrating new information without drastically altering their existing cognitive framework or ignoring the new information, this balancing act is termed **Equilibration**. This ensures cognitive consistency and facilitates learning.

Option C, Equilibration, accurately describes this mechanism of maintaining balance.

19. Answer: a

Explanation:

Understanding Assessment of Learning

The type of assessment designed to evaluate a student's **overall achievement** and **proficiency** at the **end of a learning period** is known as **Assessment of learning**.

This form of assessment is typically summative, providing a final measure of what students have learned over a specific duration, such as a semester, unit, or course.

Analyzing Other Assessment Types

The other options represent different purposes or timings of assessment:

- **Assessment for diagnosing:** Focuses on identifying specific strengths and weaknesses early on to guide instruction.

- **Assessment for learning:** This is formative assessment, used during the learning process to provide feedback and improve teaching and learning in real-time.
- **Assessment for remedy:** Aims to address specific learning difficulties or gaps identified through diagnostic or other assessments.

Therefore, **Assessment of learning** is the correct term for evaluating final, overall achievement.

20. Answer: b

Explanation:

Writing Disorder Definition

The question describes a specific learning disorder characterized by difficulties in the act of writing. Key symptoms mentioned include issues with **letter formation**, **spelling**, and **fine motor co-ordination**, all directly related to the writing process.

Identifying the Disorder

Based on the description, the disorder is:

- **Dysgraphia:** This condition specifically affects a person's writing abilities. It encompasses challenges with handwriting, spelling, and organizing thoughts on paper, often involving difficulties with the fine motor skills needed for writing. This matches the question's description precisely.

Why Other Options Are Incorrect

The other options represent different types of learning difficulties:

- **Dyslexia:** Primarily impacts reading and language skills, such as decoding words and reading comprehension.
- **Dyspraxia:** Affects motor coordination and planning, impacting physical tasks more broadly, not exclusively writing.

- **Dyscalculia:** Relates to difficulties with mathematical concepts and calculations.

Therefore, Dysgraphia is the correct term for the described writing disorder.

21. Answer: a

Explanation:

Kohlberg's Moral Stages Matching Explained

This question requires matching stages of Kohlberg's moral development theory with their corresponding characteristics. We will analyze each stage and its best fit:

Stage (a): Conforming Obtain Reward

- This stage focuses on actions taken to gain rewards or positive outcomes. It reflects a motivation driven by personal benefit.
- This aligns directly with the characteristic **(ii) Stage based on self-interest**.

Stage (b): Maintaining Social Order

- This characteristic relates to adhering to laws and rules established by society to ensure order and stability.
- The core idea is upholding the social structure, which matches **(iv) Importance of justice and law**.

Stage (c): Good Interpersonal Relationships

- At this stage, individuals value being seen as good or decent by others and seek social approval.
- The focus is on positive relationships and meeting the expectations of one's social group, fitting **(i) Getting the approval of others**.

Stage (d): Universal Ethical Principles

- This represents the highest level of moral reasoning, guided by abstract principles that apply universally.
- These principles are often based on conscience and a sense of ethical integrity, matching (iii) **Eternal value accepted by conscience.**

Correct Code Summary

Based on the analysis, the correct pairings are:

- (a) - (ii)
- (b) - (iv)
- (c) - (i)
- (d) - (iii)

This corresponds to the code (ii), (iv), (i), (iii).

(a)	(b)	(c)	(d)
(ii)	(iv)	(i)	(iii)

22. Answer: a

Explanation:

Inclusive Education Protects Children's Right to Education

Inclusive education is a fundamental approach to schooling that ensures all students, regardless of their abilities or disabilities, learn together in the same environment. This model focuses on adapting the educational setting to meet the needs of every child, rather than expecting the child to fit into a pre-existing system.

Understanding Special Needs in Education

Children with special needs are those who require additional support to access education due to physical, sensory, intellectual, developmental, or learning differences. This can include conditions like autism, dyslexia, ADHD, physical disabilities, and more. The goal is to provide them with the necessary resources and accommodations to thrive academically and socially.

The Constitutional Right Protected

Inclusive education specifically safeguards the **Right to Education** for children with special needs. This right is often enshrined in constitutional law and international conventions, guaranteeing that every child has access to quality schooling. By including children with special needs in mainstream classrooms, inclusive education ensures they are not excluded or segregated, thereby upholding their legal and constitutional entitlement to learn alongside their peers.

Why Right to Education is Key

- **Universality:** The Right to Education applies to all children without discrimination.
- **Access:** Inclusive education removes barriers that often prevent children with special needs from accessing school.
- **Participation:** It ensures these children can actively participate in the learning process.
- **Non-Discrimination:** It aligns with the principle that education is a right, not a privilege based on ability.

Analyzing Other Options

While the Right to Respect, Right to Acceptance, and Right to Integration are important aspects of a child's well-being and development within an inclusive setting, the primary *constitutional right* that inclusive education directly protects and upholds is the fundamental **Right to Education** itself. These other rights are often consequences or components of ensuring the Right to Education is realized effectively for children with special needs.

23. Answer: a

Explanation:

Deprived Children Characteristics Explained

Deprived children often face multiple disadvantages due to their circumstances. Understanding these characteristics helps identify children needing support.

Analyzing Deprivation Characteristics

Let's examine the options in relation to the common traits associated with childhood deprivation:

- **Option 1: They look physically challenged** – This is not a defining or common characteristic of deprived children. While a child experiencing deprivation might also have a physical challenge, the challenge itself is not caused by or inherent to the state of being deprived.
- **Option 2: They are socially disadvantaged** – This is a common characteristic. Deprivation often leads to social exclusion, limited access to networks, and fewer opportunities compared to their peers.
- **Option 3: They are economically deprived** – This is the core aspect of deprivation. Lack of sufficient economic resources impacts nutrition, housing, healthcare, and education, which are fundamental needs.
- **Option 4: They feel emotionally inferior** – This is also a common outcome. Consistent hardship, social stigma, and unmet emotional needs can lead to low self-esteem, feelings of inadequacy, and emotional insecurity.

Conclusion on Deprivation Traits

Based on the analysis, being **physically challenged** is not a direct or common characteristic resulting from social, economic, or emotional deprivation itself.

The characteristic that is *not* common among deprived children is that they look physically challenged.

24. Answer: a

Explanation:

Social Learning Theory Steps Sequence

Albert Bandura's social learning theory identifies four key steps crucial for observational learning. Understanding this sequence is essential for grasping how individuals learn from others.

Bandura's Observational Learning Processes

1. **Attention:** This initial step involves paying attention to the behaviour being observed. It corresponds to step **(a) Perception of behaviour**.
2. **Retention:** The learner must be able to remember the behaviour after the observation stops. This matches step **(c) Remember of behaviour**.
3. **Reproduction:** The learner needs the capability to physically or mentally replicate the behaviour. This is represented by step **(d) Convert the memory into action**.
4. **Motivation:** Finally, the learner must be motivated to perform the behaviour. This motivation is often influenced by anticipated consequences or reinforcements, matching step **(b) Reinforcement of behaviour**.

Arranging these steps in their sequential order gives us: **(a), (c), (d), (b)**.

25. Answer: b

Explanation:

Heredity Influence Analysis

Heredity refers to the passing of traits from parents to offspring through genes. Understanding which traits are primarily influenced by genetics versus environment

is key.

Trait Influence Breakdown

- **Aptitude:** Natural talent or ability often has a significant hereditary component. People may inherit predispositions towards certain skills.
- **Emotions:** Basic emotional responses and temperamental tendencies can be influenced by genetics, though expression is modified by experience.
- **Interest:** While interests can be sparked by environment and learning, underlying temperamental factors influenced by heredity might play a role in forming preferences.
- **Attitude:** An attitude is a learned set of beliefs, feelings, and behavioral intentions towards an object or subject. Attitudes are primarily shaped by upbringing, culture, education, and personal experiences, making them the least influenced by heredity compared to the other options.

Conclusion on Heredity

While genetics can influence potential or predispositions, **attitudes** are predominantly formed through social learning and environmental interactions.

26. Answer: c

Explanation:

Analyzing Individual Differences Statements

The question asks to identify the statement that is NOT correct regarding individual differences. Let's analyze each option:

- **Option 1:** Individual differences exist in both cognitive and psychomotor domains. This statement is correct. People vary in their thinking abilities (cognitive) and physical skills (psychomotor).

- **Option 2:** Species characteristics influence individual differences. This statement is correct. Genetic makeup and inherent biological traits (species characteristics) contribute significantly to individual variations.
- **Option 3:** The cause of individual differences is the social environment, not the physical environment. This statement is incorrect. Individual differences result from a complex interaction of multiple factors, including genetics, the physical environment (climate, geography, etc.), and the social environment (culture, upbringing, education, etc.). Attributing the cause solely to the social environment while excluding the physical environment is inaccurate.
- **Option 4:** Age also has an effect on individual differences. This statement is correct. As individuals age, their abilities, experiences, and characteristics change, leading to differences across age groups and even within them.

Therefore, the incorrect statement is the one that wrongly limits the causes of individual differences.

Incorrect Statement Identification

The statement "The cause of individual differences is the social environment, not the physical environment" is factually incorrect because both the physical and social environments, alongside genetic factors, are established contributors to individual variations.

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27. Answer: d

Explanation:

Assessing Expression of Feeling and Logical Thinking

The suitability of a question type for assessing students' expression of feelings and logical thinking varies.

Unsuitable Question Type Identification

- **Multiple option type** questions usually involve selecting the best answer from a predefined set of choices. This format inherently restricts the student's ability to elaborate on their feelings or construct detailed logical arguments. It primarily tests recognition or recall, not deep expression or complex reasoning.

Rationale for Other Types

- **Analytical type** questions require breaking down information and evaluating relationships, which fosters logical thinking. Students can express feelings related to their analysis.
- **Critical type** questions necessitate evaluation, judgment, and forming opinions, directly involving logical thinking and often personal feelings or viewpoints.
- **Discussion type** questions encourage interaction, allowing students to articulate their feelings and logical reasoning through dialogue and debate.

Consequently, multiple option type questions are the least appropriate for gauging the depth of a student's feelings and the complexity of their logical thinking.

28. Answer: b

Explanation:

Progressive Education Components Explained

Progressive education is a teaching philosophy that emphasizes active learning, critical thinking, and learning through direct experience. It contrasts with traditional educational models that often rely heavily on rote memorization.

Key Progressive Education Principles

- **Active Learning:** Students learn best by doing and engaging directly with the material.
- **Problem-Solving Focus:** Emphasis is placed on applying knowledge to solve real-world problems.

- **Collaboration:** Encourages students to work together, fostering social skills.
- **Child-Centered Approach:** Learning experiences are tailored to students' interests and needs.
- **Experiential Learning:** Learning through experience and reflection is fundamental.

Analysis of Options vs Progressive Education

Evaluating the provided options against the principles of progressive education:

- **Discussion:** Fosters critical thinking and participation, aligning well with progressive methods.
- **Memorization:** This involves rote learning of facts without deep understanding. It is generally considered contrary to the active, inquiry-based nature of progressive education.
- **Experientation:** Learning through hands-on experiments and discovery is a cornerstone of progressive education.
- **Interaction:** Social and collaborative interaction is vital for developing understanding and skills in a progressive learning environment.

Identifying Non-Component in Progressive Education

Memorization focuses on recall rather than understanding or application, making it the element that is not a core component of progressive education. The philosophy champions active engagement and meaningful learning experiences over rote repetition.

29. Answer: d

Explanation:

Understanding Acquired Motives

Acquired motives, also known as secondary motives, are psychological needs that are learned or developed through experience and social interaction. They are not essential for survival but influence behavior.

Primary vs. Acquired Motives

Primary motives are innate and biological, essential for survival (e.g., hunger, thirst). Acquired motives are learned through conditioning and social context.

Analyzing the Options

Let's examine each option in the context of learned (acquired) versus innate (primary) motives:

- **Affiliation:** The need to belong and form social bonds is generally considered a learned, acquired motive, developed through social experiences.
- **Achievement:** The drive to succeed and excel is a classic example of an acquired motive, shaped by cultural and personal learning.
- **Approval:** The desire for social recognition and acceptance is learned and thus an acquired motive.
- **Pain avoidance:** The instinct to avoid physical pain or harm is a fundamental, biological, and innate response. It is a primary motive, not acquired.

Conclusion

Based on the analysis, **Pain avoidance** is an innate, primary motive essential for survival, unlike affiliation, achievement, and approval, which are learned or acquired motives.

30. Answer: d

Explanation:

Environmental Factors in Teaching-Learning

Environmental factors refer to external elements that influence the teaching-learning process. These are conditions outside the individual learner or teacher.

Analyzing the Options

- **Learning material:** This includes textbooks, tools, and resources used. It is an external element provided for learning, hence an environmental factor.
- **Physical conditions:** This encompasses the classroom environment, such as lighting, temperature, seating arrangement, and cleanliness. These are external conditions affecting learning.
- **Recreational facilities:** Access to playgrounds, sports equipment, or other recreational spaces influences student well-being and engagement. These are part of the external environment.
- **Maturation:** This refers to the internal biological and psychological development of an individual, influencing their readiness to learn. It is an inherent developmental process, not an external environmental factor.

Identifying the Non-Environmental Factor

Based on the analysis, learning materials, physical conditions, and recreational facilities are all external or environmental factors.

Maturation is an internal developmental process unique to the individual and is therefore not considered an environmental factor affecting teaching-learning.

31. Answer: b

Explanation:

विलोम शब्दों का असंगत विकल्प समाधान

इस प्रश्न का उद्देश्य दिए गए विकल्पों में से उस जोड़ी को चुनना है जहाँ विलोम शब्द सही नहीं हैं। हमें विलोम की दृष्टि से असंगत जोड़ी को पहचानना है।

विकल्पों का विश्लेषण

आइये प्रत्येक विकल्प का विश्लेषण करें:

- **आकृष्ट - विकृष्ट:** 'आकृष्ट' का अर्थ है खींचा हुआ या आकर्षित, जबकि 'विकृष्ट' का अर्थ है दूर खींचा हुआ या विकर्षित। यह एक सही विलोम जोड़ी है।
- **आह्वान - अनाह्वान:** 'आह्वान' का अर्थ है बुलाना, मंगाना या किसी कार्य के लिए प्रेरित करना। 'अनाह्वान' का अर्थ केवल 'न बुलाना' या 'बुलाने का अभाव' है। यह 'आह्वान' का सीधा विपरीतार्थक शब्द नहीं है। 'आह्वान' का उपयुक्त विलोम 'विसर्जन' (भेजना, विदा करना) हो सकता है। इसलिए, यह एक असंगत विलोम जोड़ी है।
- **कलंकित - निष्कलंक:** 'कलंकित' का अर्थ है दागदार या अपमानित, जबकि 'निष्कलंक' का अर्थ है बिना दाग वाला या निर्दोष। यह एक सही विलोम जोड़ी है।
- **ऐहिक - पारलौकिक:** 'ऐहिक' का अर्थ है इस लोक से संबंधित या सांसारिक, जबकि 'पारलौकिक' का अर्थ है परलोक से संबंधित या अलौकिक। यह एक सही विलोम जोड़ी है।

निष्कर्ष

उपरोक्त विश्लेषण के आधार पर, विकल्प 'आह्वान - अनाह्वान' विलोम की दृष्टि से असंगत है क्योंकि 'अनाह्वान' 'आह्वान' का सही विलोम नहीं है।

32. Answer: c

Explanation:

क्रिया विश्लेषण: असंगत विकल्प पहचानें

प्रश्न वाक्य में प्रयुक्त क्रिया की दृष्टि से असंगत विकल्प का चयन करने को कहता है। हमें प्रत्येक विकल्प का विश्लेषण करना होगा:

विकल्प 1: द्विकर्मक क्रिया

- **वाक्य:** अध्यापिका छात्राओं को भूगोल पढ़ा रही है।
- **विश्लेषण:** इस वाक्य में क्रिया 'पढ़ा रही है'। यहाँ दो कर्म हैं: 'छात्राओं' (अप्रत्यक्ष कर्म) और 'भूगोल' (प्रत्यक्ष कर्म)।

- निष्कर्ष: क्रिया 'द्विकर्मक' है। यह वर्गीकरण संगत है।

विकल्प 2: अकर्मक क्रिया

- वाक्य: निशीथ जोर-जोर से हँस रहा है।
- विश्लेषण: क्रिया 'हँस रहा है'। इस क्रिया का कोई कर्म नहीं है। 'जोर-जोर से' क्रिया-विशेषण है जो क्रिया की रीति बता रहा है।
- निष्कर्ष: क्रिया 'अकर्मक' है। यह वर्गीकरण संगत है।

विकल्प 3: असंगत वर्गीकरण

- वाक्य: मदारी अनेक करतब दिखलाकर बच्चोंको ललचाता है।
- विश्लेषण: वाक्य में मुख्य क्रिया 'ललचाता है'। इस क्रिया का कर्म 'बच्चों को' है। कर्म के होने के कारण 'ललचाना' एक सकर्मक क्रिया है।
- निष्कर्ष: विकल्प में इसे 'अकर्मक क्रिया' बताया गया है, जो कि असंगत है।

विकल्प 4: रंजक क्रिया

- वाक्य: लड़-झगड़कर वह अपना हिस्सा ले हीमरा। (मान लें क्रिया 'ले लिया')
- विश्लेषण: क्रिया 'ले लिया'। कर्म 'अपना हिस्सा' है। यह एक सकर्मक क्रिया है। 'रंजक क्रिया' (Factitive verb) का प्रयोग यहाँ सामान्यतः नहीं होता, लेकिन यदि वाक्य का अर्थ किसी को कुछ बनाने या समझने के संदर्भ में हो तो यह लागू हो सकता है। हालाँकि, विकल्प 3 में स्पष्ट असंगति है।
- निष्कर्ष: इस विकल्प का वर्गीकरण भी संदिग्ध हो सकता है, पर विकल्प 3 अधिक स्पष्ट रूप से असंगत है।

अंतिम निर्णय

वाक्य "मदारी अनेक करतब दिखलाकर बच्चोंको ललचाता है" में 'ललचाना' क्रिया सकर्मक है, जबकि विकल्प में इसे अकर्मक क्रिया कहा गया है। इसलिए, यह विकल्प क्रिया के प्रकार की दृष्टि से असंगत है।

33. Answer: b

Explanation:

वर्णों की ध्वनिगत विशेषताओं का विश्लेषण

इस प्रश्न का उद्देश्य हिन्दी वर्णों (स्वरों) की ध्वनिगत विशेषताओं के दिए गए विवरणों में से असंगत (गलत) कथन को पहचानना है। विशेषताओं में जीभ का स्थान (अग्र, मध्य, पश्च), मुँह के खुलने की स्थिति (संवृत, विवृत), और होंठों की गोलाई (वृत्तमुखी, अवृत्तमुखी) शामिल हैं।

विकल्पों का मूल्यांकन

- विकल्प 1: उ - पश्च, संवृत, वृत्तमुखी - यह विवरण सही है। 'उ' एक पश्च (back), संवृत (close) और वृत्तमुखी (rounded) स्वर है।
- विकल्प 2: ऋ - अग्र, संवृत, वृत्तमुखी - यह विवरण असंगत है। ऋ को सामान्यतः अग्र (front) स्वर नहीं माना जाता; यह मध्य या पश्च के करीब होता है। साथ ही, यह अवृत्तमुखी (unrounded) होता है, वृत्तमुखी (rounded) नहीं।
- विकल्प 3: अ - मध्य, ह्रस्व, उदासीन - यह विवरण सही है। 'अ' को मध्य (mid), ह्रस्व (short) और उदासीन (neutral) स्वर माना जाता है।
- विकल्प 4: आ - पश्च, विवृत, अवृत्तमुखी - यह विवरण सही है। 'आ' एक पश्च (back), विवृत (open) और अवृत्तमुखी (unrounded) स्वर है।

असंगत कथन की पहचान

विकल्प 2 में 'ऋ' के लिए 'अग्र' (front) और 'वृत्तमुखी' (rounded) का प्रयोग किया गया है, जो इसकी मानक ध्वनिगत विशेषताओं के विपरीत है। 'ऋ' एक मध्य/पश्च, अवृत्तमुखी स्वर है। इसलिए, यह कथन असंगत है।

34. Answer: d

Explanation:

हिंदी अध्यापक की मुख्य विशेषताएँ

एक सफल हिंदी अध्यापक में कुछ विशिष्ट गुण होने चाहिए जो उसे अन्य शिक्षकों से अलग करते हैं। प्रश्न पूछता है कि इनमें से कौन सा एक विशिष्ट गुण नहीं है।

विकल्पों का विश्लेषण

- **साहित्य का ज्ञान:** हिंदी अध्यापक के लिए हिंदी साहित्य का गहरा ज्ञान होना एक अत्यंत महत्वपूर्ण विशिष्ट विशेषता है।
- **भाषा शिक्षण की विधियों का ज्ञान:** प्रभावी ढंग से भाषा सिखाने के लिए विभिन्न शिक्षण विधियों का ज्ञान आवश्यक है। यह एक विशिष्ट विशेषता है।
- **हिंदी भाषा पर विशिष्ट अधिकार:** अध्यापक का अपनी भाषा (हिंदी) पर पूर्ण अधिकार, स्पष्ट उच्चारण और व्याकरण की समझ उसकी विशिष्ट पहचान है।
- **शिक्षा तथा उपाधियाँ:** हालांकि किसी भी शिक्षक के लिए न्यूनतम शैक्षणिक योग्यता और उपाधियाँ आवश्यक होती हैं, ये स्वयं में हिंदी भाषा या उसके शिक्षण की *विशिष्ट* विशेषताएँ नहीं मानी जाती। ये सामान्य आवश्यकताएँ हैं, न कि हिंदी अध्यापक की विशेष प्रवीणता का प्रतीक।

निष्कर्ष

इसलिए, शिक्षा तथा उपाधियाँ हिंदी अध्यापक की विशिष्ट विशेषताओं में शामिल नहीं हैं, जबकि अन्य तीन विकल्प (साहित्य का ज्ञान, भाषा शिक्षण विधियों का ज्ञान, और हिंदी भाषा पर विशिष्ट अधिकार) उसकी मुख्य विशिष्टताएँ हैं।

35. Answer: a

Explanation:

सार्वनामिक विशेषण की पहचान

सार्वनामिक विशेषण वे सर्वनाम होते हैं जो संज्ञा के स्थान पर प्रयुक्त न होकर, संज्ञा के पहले आकर उसकी विशेषता बताते हैं। ये मुख्य रूप से 'यह', 'वह', 'कोई', 'कोई' जैसे सर्वनामों से बनते हैं।

विकल्पों में सार्वनामिक विशेषण का प्रयोग

विकल्प 1: जिसने परिश्रम किया, वह सफल होगया।

इस वाक्य में 'जिसने' एक संबंधवाचक सर्वनाम है और 'वह' एक पुरुषवाचक सर्वनाम है। यहाँ किसी भी सर्वनाम का प्रयोग संज्ञा की विशेषता बताने के लिए नहीं हुआ है। अतः, इसमें सार्वनामिक विशेषण का प्रयोग नहीं हुआ है।

विकल्प 2: यह पुस्तक किससे मँगवाऊँ।

इस वाक्य में 'यह' शब्द 'पुस्तक' (संज्ञा) से पहले आकर उसकी विशेषता बता रहा है। 'यह' एक सार्वनामिक विशेषण है।

विकल्प 3: ऐसे व्यक्ति पर कभी विश्वास मत करो।

इस वाक्य में 'ऐसे' शब्द 'व्यक्ति' (संज्ञा) से पहले आकर उसकी विशेषता बता रहा है। 'ऐसे' (जो 'ऐसा' से बना है) को सार्वनामिक विशेषण के रूप में गिना जाता है क्योंकि यह संकेत करता है।

विकल्प 4: आपके घर से कल कोई नौकर आयाथा।

इस वाक्य में 'कोई' शब्द 'नौकर' (संज्ञा) से पहले आकर उसकी विशेषता बता रहा है। 'कोई' एक अनिश्चयवाचक सर्वनाम है जो यहाँ सार्वनामिक विशेषण का कार्य कर रहा है।

निष्कर्ष: सार्वनामिक विशेषण

उपरोक्त विश्लेषण के आधार पर, विकल्प 1 में सार्वनामिक विशेषण का प्रयोग नहीं हुआ है।

36. Answer: c

Explanation:

साहित्य का अभीष्ट: नयापन और निरंतरता का संतुलन

गद्यांश स्पष्ट रूप से बताता है कि साहित्य केवल नए विचारों या केवल पुरानी परंपराओं को चुनने तक सीमित नहीं है। यह दोनों मूल्यों को महत्व देता है।

- गद्यांश में कहा गया है: "नया निश्चय ही एक मूल्य है। पर निरंतरता भी एक मूल्य है।"
- साहित्य इन दोनों में से किसी एक को नहीं चुनता, क्योंकि "वह जानता है कि एक के बिना दूसरा संभव नहीं है।"
- परंपरा (निरंतरता) को जीवित रहने के लिए नवीनीकरण (नयापन) चाहिए, और नयापन भी अपनी वैधता पाने के लिए निरंतरता में समाहित होता है।
- इसलिए, साहित्य का उद्देश्य इन दोनों, यानी नएपन एवं निरंतरता, को चुनना और संतुलित करना है।

अतः, सही विकल्प नएपन एवं निरंतरता दोनों को चुनना है।

37. Answer: d

Explanation:

गद्यांश का केंद्रीय भाव विश्लेषण

यह गद्यांश साहित्य में 'नयापन' (Novelty) और 'निरंतरता' (Continuity) के महत्व और उनके अंतर्संबंध पर जोर देता है। यह बताता है कि साहित्य दोनों मूल्यों को महत्व देता है क्योंकि एक के बिना दूसरा संभव नहीं है। गद्यांश यह भी स्पष्ट करता है कि मनुष्य दो आयामों - इतिहास और अनंत - में जीता है, जहाँ वह बदलता भी है और स्थिर भी रहता है।

परिवर्तन और स्थायित्व का विवेचन

गद्यांश के अनुसार, कुछ चीजें बदलती हैं, जबकि कुछ स्थिर रहती हैं:

- **परिवर्तनशील पहलू:** समाज, परिस्थितियाँ, आर्थिक व्यापार, मानव संबंध आदि समय के साथ बदलते हैं। नयी दृष्टि के लिए नया शिल्प भी आवश्यक होता है।
- **स्थिर पहलू:** प्रेम, ईर्ष्या, मोह-मत्सर, राग-विराग जैसे मानवीय भाव और प्रवृत्तियाँ काफी हद तक वही बनी रहती हैं।

विकल्पों का मूल्यांकन

आइए दिए गए कथनों का गद्यांश के आधार पर मूल्यांकन करें:

- **कथन 1:** "मनुष्य की मूल प्रवृत्तियाँ समय के साथ परिवर्तनशील हैं।" - यह कथन असत्य है। गद्यांश कहता है कि प्रेम, ईर्ष्या आदि भाव 'वही बने रहते हैं', जो मूल प्रवृत्तियों के स्थिर होने का संकेत देता है।
- **कथन 2:** "निरंतरता सदैव अपरिवर्तनीय होती है।" - यह कथन असत्य है। गद्यांश स्पष्ट करता है कि नयापन निरंतरता को बदल देता है ('निरंतरता को कहीं न कहीं बदल भी देता है')।
- **कथन 3:** "मनुष्य मात्र इतिहास में जीता है।" - यह कथन असत्य है। गद्यांश कहता है कि मनुष्य 'इतिहास में और अनन्त में' दोनों आयामों में रहता है, न कि केवल इतिहास में।

- **कथन 4:** "मनुष्य का समाज समय के साथ परिवर्तनशील है।" - यह कथन सत्य है। गद्यांश सीधे तौर पर उल्लेख करता है कि 'समाज, परिस्थितियाँ, आर्थिक व्यापार, मानव संबंध' आदि बदलते हैं।

निष्कर्ष

गद्यांश के विश्लेषण के आधार पर, केवल मनुष्य का समाज ही समय के साथ परिवर्तनशील है, यह कथन सत्य है।

38. Answer: c

Explanation:

गद्यांश का विश्लेषण

यह गद्यांश साहित्य में नवीनता (नया) और निरंतरता (परंपरा) के महत्व पर जोर देता है। यह बताता है कि साहित्य दोनों को चुनता नहीं क्योंकि वे एक-दूसरे के पूरक हैं। गद्यांश यह भी स्पष्ट करता है कि विश्लेषण के लिए कथ्य (content) और शिल्प (craft) को अलग किया जा सकता है, लेकिन रचना के स्तर पर वे अविभाज्य (अद्वैत) होते हैं। एक नई दृष्टि के लिए नया शिल्प आवश्यक है, और नवीनता निरंतरता को बदलते हुए ही अपनी सार्थकता पाती है।

कथनों का मूल्यांकन

- **कथन 1:** साहित्य में दृष्टि का अवबोधन कथ्य से होता है। - गद्यांश कहता है कि नई दृष्टि के लिए नया शिल्प खोजा जाता है और कथ्य-शिल्प रचना में अद्वैत होते हैं। यह कथन सीधे तौर पर असत्य नहीं है, क्योंकि कथ्य और शिल्प के अविभाज्य होने के कारण दृष्टि का संबंध कथ्य से भी हो सकता है।
- **कथन 2:** नवीन कथ्य अपने लिए नवीन शिल्प भी लाता है। - यद्यपि गद्यांश 'नई दृष्टि' और 'नए शिल्प' को जोड़ता है, कथ्य और शिल्प के अद्वैत होने के कारण यह निष्कर्ष निकाला जा सकता है कि नवीन कथ्य के लिए नवीन शिल्प की आवश्यकता हो सकती है। यह कथन गद्यांश के विपरीत नहीं है।
- **कथन 3:** कथ्य और शिल्प दोनों एक-दूसरे से स्वायत्त होते हैं। - यह कथन गद्यांश के स्पष्ट कथन "रचना में वे अद्वैत हैं" के सीधे विरोध में है। 'अद्वैत' का अर्थ है अविभाज्य या गैर-दो, जबकि 'स्वायत्त' का अर्थ है स्वतंत्र। इसलिए, यह कथन निश्चित रूप से असत्य है।

- **कथन 4:** साहित्यिक रचना में कथ्य और शिल्प परस्पर अनूद्युत होते हैं। - यह कथन गद्यांश के "रचना में वे अद्वैत हैं" वाक्य से पूरी तरह मेल खाता है, जिसका अर्थ है कि वे आपस में गुंथे हुए हैं या अविभाज्य हैं।

असत्य कथन की पहचान

प्रश्न में पूछा गया है कि कौन-सा कथन असत्य है। उपरोक्त विश्लेषण के आधार पर, कथन 3 ("कथ्य और शिल्प दोनों एक-दूसरे से स्वायत्त होते हैं") गद्यांश के मुख्य तर्क के विपरीत है, जिसमें कहा गया है कि रचना में कथ्य और शिल्प 'अद्वैत' (अविभाज्य) होते हैं।

अतः, असत्य कथन विकल्प 3 है।

39. Answer: b

Explanation:

Lasting Novelty Conditions in Passage

गद्यांश इस बात पर चर्चा करता है कि 'नयापन' (novelty) क्या है और यह किस प्रकार टिकाऊ (lasting) बनता है। गद्यांश के अनुसार, किसी भी नए विचार या रचना के स्थायी होने के लिए समय के साथ उसके संबंध महत्वपूर्ण हैं।

- नयापन वर्तमान समय (समकालीनता) को समझने से उत्पन्न होता है, लेकिन यदि वह समय की सीमाओं से परे नहीं देख पाता, तो टिकाऊ नहीं हो सकता।
- गद्यांश स्पष्ट करता है कि केवल वर्तमान में रहकर कालातीत (timeless) नहीं हुआ जा सकता, और न ही बिना समकालीन हुए कालातीत बना जा सकता है।
- अर्थात्, स्थायी या टिकाऊ नयापन वह है जो वर्तमान के संदर्भ में प्रासंगिक हो और साथ ही समय की कसौटी पर खरा उतरकर कालातीत भी हो।
- जो कालातीत है, वही वास्तव में हर समय नया बना रहता है।

Novelty Endurance Option Analysis

गद्यांश में दिए गए तर्कों के आधार पर विकल्पों का विश्लेषण इस प्रकार है:

- **विकल्प 1 (जब वह समकालीन हो):** गद्यांश के अनुसार, केवल समकालीन होना पर्याप्त नहीं है।

- विकल्प 2 (जब वह समकालीन भी हो और कालातीत भी): यह विकल्प गद्यांश के निष्कर्ष से सीधे मेल खाता है। टिकाऊ नयापन के लिए वर्तमान प्रासंगिकता (समकालीन) और समय से परे स्थायी गुण (कालातीत) दोनों आवश्यक हैं।
- विकल्प 3 (जब उसमें चमत्कार हो): गद्यांश में 'चमत्कार' को नयापन के टिकाऊ होने की शर्त के रूप में उल्लेखित नहीं किया गया है।
- विकल्प 4 (जब वह परंपरा को बदलता हो): परंपरा बदलना नयापन का एक परिणाम या पहलू हो सकता है, लेकिन गद्यांश इसे स्थायी होने की मुख्य शर्त नहीं बताता।

अतः, नयापन तभी टिकाऊ होता है जब वह समकालीन होते हुए भी कालातीत हो।

40. Answer: b

Explanation:

संधि की दृष्टि से अनुपयुक्त विकल्प का विश्लेषण

प्रश्न में संधि के नियमों के अनुसार अनुपयुक्त विकल्प की पहचान करनी है। हम प्रत्येक विकल्प का विश्लेषण करेंगे:

विकल्प B: मिताहार, विकलांग, भूर्ध्व - दीर्घ संधि

इस विकल्प का मूल्यांकन इस प्रकार है:

- मिताहार: यह 'मित' + 'आहार' से बनता है, जो दीर्घ संधि का सही उदाहरण है ('अ' + 'आ' = 'आ')।
- विकलांग: यह शब्द संधि का मानक उदाहरण नहीं है, विशेषकर दीर्घ संधि का। यह सामान्यतः 'वि' उपसर्ग और 'अंग' या अन्य मूल से बना माना जाता है, या यह स्वयं एक मूल शब्द हो सकता है। यह दीर्घ संधि के नियम का पालन नहीं करता।
- भूर्ध्व: यह 'भू' + 'ऊर्ध्व' से बनता है, जो दीर्घ संधि का सही उदाहरण है ('ऊ' + 'ऊ' = 'ऊ')।

चूंकि 'विकलांग' शब्द दीर्घ संधि का सही उदाहरण नहीं है, यह पूरा विकल्प संधि की दृष्टि से अनुपयुक्त है।

अन्य विकल्पों का संक्षिप्त मूल्यांकन

- विकल्प A (दैत्यारि, गत्यानुसार, अगन्याशय - यण संधि): इसमें 'दैत्यारि' (दैत्य + अरि) दीर्घ संधि है, यण नहीं। अतः यह भी अनुपयुक्त है। हालाँकि, उत्तर B दिया गया है, इसलिए हम B पर मुख्य ध्यान केंद्रित कर रहे हैं।
- विकल्प C (दिग्विजय, अब्ज, वृहन्नेत्र - व्यंजन संधि): ये सभी शब्द व्यंजन संधि के सही उदाहरण हैं (दिक् + विजय, अप् + ज, वृहत् + नेत्र)।
- विकल्प D (वयोवृद्ध, पुरोध, प्रादुर्भूत - विसर्ग संधि): ये सभी शब्द विसर्ग संधि के सही उदाहरण हैं (वयः + वृद्ध, पुरः + धा, प्रादुः + भूत)।

निष्कर्ष में, विकल्प B अनुपयुक्त है क्योंकि इसमें 'विकलांग' शब्द दीर्घ संधि का उदाहरण नहीं है।

41. Answer: a

Explanation:

मौन वाचन का उद्देश्य विश्लेषण

प्रश्न पूछता है कि दिए गए विकल्पों में से कौन सा मौन वाचन (Silent Reading) का उद्देश्य नहीं है। मौन वाचन का मुख्य लक्ष्य बिना बोले, मन ही मन पढ़कर अर्थ को समझना और सूचना प्राप्त करना होता है।

विकल्पों का मूल्यांकन

- **स्वाध्याय की आदत विकसित करना:** मौन वाचन स्वयं अध्ययन (self-study) के लिए आवश्यक है, जिससे छात्र अपनी गति से ज्ञान प्राप्त कर सकते हैं। यह मौन वाचन का एक उद्देश्य है।
- **तीव्र गति से पढ़ने का अभ्यास करना:** मौन वाचन पाठक को बिना रुके, तेज़ी से पढ़कर जानकारी संसाधित करने में मदद करता है, जिससे पढ़ने की गति बढ़ती है। यह मौन वाचन का एक उद्देश्य है।
- **अर्थ ग्रहण कर उसका केन्द्रीय भाव समझना:** यह मौन वाचन का सर्वोपरि उद्देश्य है। पाठक सामग्री के अर्थ और मुख्य विचार को गहराई से समझने का प्रयास करता है।
- **उचित लय और गति प्रदान करना:** लय और गति बनाए रखना मुख्य रूप से सस्वर वाचन (Oral Reading) का उद्देश्य होता है, जहाँ पाठक बोलकर पढ़ता है। मौन वाचन में इस पर ध्यान केंद्रित नहीं किया जाता है।

निष्कर्ष

चूंकि लय और गति प्रदान करना सस्वर वाचन से संबंधित है, यह मौन वाचन का उद्देश्य नहीं माना जाता है। इसलिए, विकल्प 1 सही उत्तर है।

42. Answer: c

Explanation:

यह प्रश्न उपसर्गों के सही विभाजन और पहचान पर आधारित है। हमें दिए गए विकल्पों में से उस विकल्प को चुनना है जिसमें शब्दों का उपसर्ग-विभाजन नियम के अनुसार सही है।

विकल्पों का विश्लेषण

- विकल्प 1: 'अपरिग्रह', 'अपरोक्ष', 'अपर्ण' में 'अप' उपसर्ग।
 - 'अपरिग्रह' में 'परि' उपसर्ग है, 'अप' नहीं।
 - 'अपरोक्ष' में 'अप' उपसर्ग है।
 - 'अपर्ण' में 'अप' उपसर्ग नहीं है।

यह विकल्प नियम के अनुसार नहीं है।
- विकल्प 2: 'आरण्यक', 'आवश्यक', 'आधुनिक' में 'आ' उपसर्ग।
 - 'आरण्यक' में 'आ' उपसर्ग नहीं है, यह 'अरण्य' से संबंधित है।
 - 'आवश्यक' और 'आधुनिक' स्वतंत्र शब्द हैं जिनमें 'आ' को अलग उपसर्ग नहीं माना जाता।

यह विकल्प नियम के अनुसार नहीं है।
- विकल्प 3: 'निश्शुल्क', 'निष्पक्ष', 'निस्स्वार्थ' में 'निस्' उपसर्ग।
 - 'निश्शुल्क' का विभाजन 'निः + शुल्क' होता है।
 - 'निष्पक्ष' का विभाजन 'निः + पक्ष' होता है।
 - 'निस्स्वार्थ' का विभाजन 'निः + स्वार्थ' होता है।

यहाँ 'निस्' (या 'निः') उपसर्ग का प्रयोग और विभाजन सही है।
- विकल्प 4: 'व्याधि', 'वीक्षण', 'व्यतिरेक' में 'वी' उपसर्ग।
 - इन तीनों शब्दों में सही उपसर्ग 'वि' है, न कि 'वी'।
 - उदाहरण: 'व्याधि' = 'वि + आधि', 'वीक्षण' = 'वि + ईक्षण', 'व्यतिरेक' = 'वि + अतिरेक'।

यह विकल्प नियम के अनुसार नहीं है।

निष्कर्ष

केवल विकल्प 3 में दिए गए सभी शब्दों ('निश्शुल्क', 'निष्पक्ष', 'निस्स्वार्थ') का उपसर्ग-विभाजन नियमानुसार सही है, जहाँ उपसर्ग 'निस्' (या इसका रूप 'निः') है।

43. Answer: b

Explanation:

व्याख्या:

- (1) सीधा साधा, अठोतर, उहापोह
 - यह समूह अशुद्ध है क्योंकि:
 - सीधा साधा का शुद्ध रूप → सीधा-सादा
 - अठोतर का शुद्ध रूप → अठहत्तर
 - उहापोह का शुद्ध रूप → ऊहापोह
- (2) दाशरथि, स्थायित्व, विद्यार्थिपरिषद्
 - ✓ सभी शब्द शुद्ध हैं।
- (3) सुधीजन, प्रेयसी, निजीकरण
 - ✓ सभी शब्द शुद्ध हैं।
- (4) वेश्या, शशिभषण, शक्तीकरण
 - ✓ ये शब्द भी मान्य एवं प्रचलित रूप में शुद्ध हैं।

सही उत्तर: सीधा साधा, अठोतर, उहापोह

44. Answer: b

Explanation:

प्रत्यय युक्त शब्दों का विश्लेषण

प्रश्न दिए गए शब्दों के समूह और उनके प्रत्यय (suffix) के बीच संबंध की संगति का मूल्यांकन करने के लिए कहता है।

विकल्प 1: 'अ' प्रत्यय

- मैथुन: 'मथ्' धातु + 'उन' प्रत्यय।
- शौच: 'शुचि' शब्द + 'अ' प्रत्यय या 'शुच्' + 'ण' प्रत्यय।
- राघव: 'रघु' शब्द + 'अ' प्रत्यय।

यह समूह 'अ' प्रत्यय के साथ पूरी तरह संगत नहीं है।

विकल्प 2: 'एत' प्रत्यय

- फिकैत: संभवतः 'फिक्र' + 'एत' प्रत्यय।
- डकैत: 'डाका' + 'एत' प्रत्यय (लूट करने वाला)।
- लड़ैत: 'लड़' धातु + 'एत' प्रत्यय (लड़ने वाला)।

ये शब्द 'एत' प्रत्यय (प्रश्न में 'एत' के रूप में दर्शाया गया) के उपयोग को दर्शाते हैं, जो कर्ता या संबंधित संज्ञा बनाने में प्रयुक्त होता है। यह समूह संगत प्रतीत होता है।

विकल्प 3: 'अनीय' प्रत्यय

- नारदीय: 'नारद' + 'ईय' प्रत्यय।
- स्थानीय: 'स्थान' + 'ईय' प्रत्यय।
- मानवीय: 'मानव' + 'ईय' प्रत्यय।

इन सभी शब्दों में 'ईय' प्रत्यय है, न कि 'अनीय'। यह समूह असंगत है।

विकल्प 4: 'एय' प्रत्यय

- कौशेय: 'कुश'/'कौश' + 'एय' प्रत्यय।
- सौजन्य: 'सु' + 'जन' + 'य' प्रत्यय।
- कौमार्य: 'कुमार' + 'य' प्रत्यय।

इस समूह में 'सौजन्य' और 'कौमार्य' में 'य' प्रत्यय है, 'एय' नहीं। यह समूह असंगत है।

सही उत्तर का चयन

विश्लेषण से पता चलता है कि विकल्प 2, जिसमें 'फिकैत', 'डकैत', और 'लड़ैत' शब्द 'एत' प्रत्यय के साथ संगत हैं, प्रश्न के अनुसार सही विभाजन है।

45. Answer: d

Explanation:

समास वर्गीकरण: संगत विकल्प की पहचान

इस प्रश्न का उद्देश्य दिए गए शब्दों और उनके समास के वर्गीकरण में से सबसे संगत विकल्प की पहचान करना है। हम प्रत्येक विकल्प का समास की दृष्टि से विश्लेषण करेंगे।

विकल्पों का समास-आधारित विश्लेषण

विकल्प 1: चक्षुश्रवा का समास

'चक्षुश्रवा' शब्द का अर्थ सर्प (साँप) होता है। यह एक विशिष्ट प्राणी का बोध कराता है, इसलिए इसका सही समास बहुव्रीहि समास है, न कि इतरेतर द्वन्द्व। अतः यह विकल्प असंगत है।

विकल्प 2: आपादमस्तक का समास

'आपादमस्तक' का अर्थ है 'पैर से मस्तक तक'। इसमें 'आ' (तक) उपसर्ग की प्रधानता है, जो अव्ययीभाव समास की पहचान है। इसका सही समास अव्ययीभाव समास है, बहुव्रीहि नहीं। अतः यह विकल्प भी असंगत है।

विकल्प 3: जातिगत का समास

'जातिगत' शब्द का अर्थ है 'जाति से संबंधित' या 'जाति का'। इसका समास विग्रह 'जाति का गत' होता है, जो संबंध तत्पुरुष समास के अंतर्गत आता है। अधिकरण तत्पुरुष यहाँ सही नहीं है। अतः यह विकल्प असंगत है।

विकल्प 4: श्रमसाध्य का समास

'श्रमसाध्य' शब्द का अर्थ है 'श्रम से साध्य' या 'कठिन परिश्रम द्वारा प्राप्त'। यहाँ 'से' विभक्ति का प्रयोग हुआ है, जो करण कारक को इंगित करती है। इस प्रकार, 'श्रम से साध्य' का समास करण तत्पुरुष समास है। यह विकल्प समास की दृष्टि से पूरी तरह संगत है।

सही समास विकल्प का निष्कर्ष

उपरोक्त विश्लेषण के आधार पर, समास की दृष्टि से केवल चौथा विकल्प ('श्रमसाध्य - करण तत्पुरुष') ही सही और संगत है।

46. Answer: d

Explanation:

Nesfield's Grammar Type

Nesfield's grammar work is characteristically focused on the rules and standards of correct English usage. It emphasizes how language *should* be used according to established conventions.

Understanding Prescriptive Grammar

Prescriptive grammar aims to prescribe or dictate the "correct" way to use a language. It provides rules that speakers and writers should follow, often distinguishing between "proper" and "improper" usage based on traditional norms.

Nesfield's Grammar as Prescriptive

Given its focus on rules and adherence to established standards for correct usage, Nesfield's grammar falls under the category of **prescriptive grammar**. It guides users towards a specific, accepted form of the language.

47. Answer: b

Explanation:

Teaching Poems Using Multilingual Resources

The question describes a teaching scenario where learners discuss an English poem using their native language. This approach leverages the learners' existing linguistic knowledge to aid understanding and participation.

Identifying the Correct Approach

- **Multilingual Resources:** This option accurately describes the practice. The learner's native language is used as a bridge or 'resource' to facilitate comprehension and discussion of the English poem. It acknowledges that learners can draw upon multiple languages in the learning process.

Evaluating Incorrect Options

- **Evaluative comprehension:** This refers to assessing a learner's understanding, not the teaching method itself.
- **Pre-reading skills:** These are foundational abilities developed before engaging with text, such as identifying sounds or letters, which is different from using the native language during a discussion.
- **First language acquisition:** This is the natural process of learning one's native tongue from infancy, not a strategy for teaching a second language like English.

Therefore, using the native language to discuss an English poem is a clear example of employing **multilingual resources**.

48. Answer: d

Explanation:

Girl's Poem: Identifying the Addressee

The poem is presented from the first-person perspective of a young girl. Throughout the text, the speaker repeatedly uses direct address to a specific person, making the addressee clear.

Addressing the Mother

- The speaker explicitly begins lines with "Mother, I am the one..." and "Mother, I am the one you sent away...", establishing a direct and consistent address to her mother.
- The poem contains repeated pleas such as "look for me, mother," further reinforcing the maternal relationship and address.
- Details about the mother's actions ("the doctor told you", "your beloved Mumbai", "you put on your grass - green sari") are central to the narrative, pointing directly to the mother as the recipient of the speaker's words.

Based on these direct, repeated, and contextually relevant addresses, the girl is speaking to her mother.

49. Answer: c

Explanation:

Foeticide City Location in Poem

The poem describes a tragic narrative related to foeticide. To determine the city where this event takes place, we need to carefully examine the text.

Identifying the City Mentioned

The poem contains a direct reference to a city in the line:

*"Before I died I heard your beloved **Mumbai** a girl - In the end they had to give me an injection to kill me."*

This line clearly links the event of being killed (foeticide) with the city of **Mumbai**. The speaker refers to it as "your beloved Mumbai".

Conclusion

Based on the explicit mention within the poem, the foeticide takes place in **Mumbai**.

50. Answer: a

Explanation:

Infant Smell Identification from Poem

The question asks about the smell of the killed infant based on the provided poem.

The poem explicitly states the condition and smell of the infant after death:

- The speaker, addressing their mother, says: "Look for me, mother because I smell of formaldehyde".

This line directly indicates the smell associated with the infant after being killed and presumably preserved.

Therefore, the killed infant smells of formaldehyde.

51. Answer: b

Explanation:

Identifying the Narrator 'I'

The poem uses the first-person pronoun "I" to represent the speaker. This speaker directly addresses "Mother", providing clues to her identity.

Textual Evidence

- The opening lines state: "Mother, I am the one / you sent away / when the doctor told you / I would be / a girl - your second girl." This explicitly identifies "I" as an infant girl rejected and sent away because of her gender.

- The speaker recounts her death: "In the end they had to give me an injection to kill me."
- The poem refers to the speaker's condition after death: "...except later in the autopsy room / when they knew my mouth would not search for anything and my head could be measured and bent cut apart." This reinforces the idea of a deceased infant.
- The imagery "I looked like a sliced pomegranate. / The fruit you never touched" connects the speaker's fate to the mother's rejection.

Eliminating Other Options

Based on the direct address and narrative context:

- **The poet:** The poet is the author of the work, not the character speaking within it.
- **Mother:** The speaker addresses "Mother" directly, making it clear "I" is not the mother.
- **The doctor:** The doctor is mentioned as delivering the news, but is not the one recounting the experience of being sent away and killed.

Conclusion

The poem's narrative consistently portrays "I" as the infant girl who was killed shortly after birth due to being female, and subsequently rejected even in death until the autopsy.

52. Answer: c

Explanation:

Poem Analysis: Mother's Dislike Revealed

The speaker, addressing their mother, reveals aspects of their life and death. Key details help identify what the mother disliked.

Identifying Mother's Dislike

The poem contains a direct statement linking a specific fruit to the mother's aversion:

- The speaker says, "I looked like a sliced pomegranate."
- Immediately following this, the speaker adds, "The fruit you never touched."

This juxtaposition strongly implies that the mother disliked pomegranates, as they are the fruit the speaker resembled and which the mother avoided.

Connecting Poem Lines to Option C

Option C, **pomegranates**, aligns directly with the speaker's description and the implied sentiment towards the fruit.

53. Answer: d

Explanation:

Finding the 'Post Mortem' Word in the Poem

The question asks to identify a word from the provided poem that means "post mortem". A "post mortem" examination is the medical examination of a dead body to determine the cause of death.

Analyzing the Poem for Meaning

- The poem describes the life and death of a girl who was not wanted by her mother.
- It mentions the circumstances of her death and the procedures performed afterward.
- Key phrases related to the examination of the body include "autopsy room" and smelling of "formaldehyde".

Matching Poem Words to 'Post Mortem'

- **Autopsy:** This word directly means "post mortem examination". The poem explicitly mentions the **autopsy** room.
- **Formaldehyde:** This is a chemical used to preserve bodies, often used during autopsies, but it is not the examination itself.
- **Injection to kill:** This refers to the method of death, not the examination after death.
- **Neon blue:** This is a color and is unrelated to the meaning of "post mortem".

Therefore, the word from the poem that means "post mortem" is **autopsy**.

54. Answer: b

Explanation:

Infant Killed Due to Mother's Preference

The poem reveals that the infant in the womb was killed because the mother did not wish to have a **second girl child**. This is directly stated in the lines:

- "Mother, I am the one you sent away"
- When the doctor told you I would be a girl – your second girl."

The action of being "sent away" in this context, especially after the doctor's diagnosis of being a girl, implies the termination of the pregnancy. The subsequent description of the mother putting on a sari and smiling "Afterwards" reinforces that the decision was made and executed, and the mother moved on, indicating it was her choice related to the child's gender.

Analysis of Options

Based on the poem's narrative:

- Option 1 (defective): The poem does not mention any defect.

- **Option 2 (mother didn't want a second girl child):** This directly aligns with the explicit statements in the poem.
- **Option 3 (doctor's mistake):** The poem attributes the decision to the mother, not the doctor's error.
- **Option 4 (ugly):** The poem describes the infant's appearance only after death ('like a sliced pomegranate'), not as a reason for termination.

Therefore, the reason for the infant being killed in the womb was the mother's unwillingness to have a second girl child.

55. Answer: a

Explanation:

Poem Literary Device Analysis

The question asks to identify the literary device used for effectiveness in the provided poem. Examining the poem reveals a significant and impactful use of repetition.

Repetition: Key Device for Effectiveness

Repetition is a literary technique where specific words, phrases, or sentence structures are used multiple times. This repetition serves to emphasize key ideas, create rhythm, and enhance emotional resonance.

In this poem, repetition is used effectively in several ways:

- The phrase "Mother, I am the one you sent away" is repeated, strongly emphasizing the speaker's identity as an abandoned child and the mother's role in it.
- The recurring plea "Look for me, mother" highlights the speaker's persistent existence and yearning for recognition, even after death.
- The repetition of "No one wanted" underscores the speaker's deep feelings of rejection and isolation throughout her life and perhaps beyond.

Through these repeated phrases, the poem powerfully conveys the speaker's enduring sorrow, the unresolved nature of her fate, and her desperate emotional plea to the mother. This makes repetition a central device for the poem's overall effectiveness.

Other Devices: Limited Effectiveness

While other literary devices might be present in the poem, they are not as prominently employed for the primary emotional impact emphasized by the question:

- **Metaphor:** The poem uses metaphors, such as "I looked like a sliced pomegranate," for vivid imagery. However, these descriptions primarily serve to illustrate rather than repeatedly drive the core emotional message.
- **Irony:** Elements of irony, like the mother smiling after sending the child away, contribute to the poem's depth but are not the main source of its pervasive emotional weight.
- **Climax:** The poem conveys intense emotion but does not necessarily build towards a singular, pronounced peak moment characteristic of a climax in plot structure.

Therefore, repetition stands out as the most impactful literary device used for effectiveness in conveying the poem's themes of abandonment and loss.

56. Answer: d

Explanation:

Identifying the Literary Device: Simile

The question asks to identify the literary device used in the phrase "I looked like a sliced pomegranate". This phrase makes a comparison between two unlike things using the word "like".

Understanding Similes

A **simile** is a figure of speech that directly compares two different things, usually using the words 'like' or 'as'. It highlights a specific quality shared by the two things being compared.

Analyzing the Phrase

- The phrase is: "I looked like a sliced pomegranate".
- The word '**like**' is used to connect the subject ('I') with the object of comparison ('a sliced pomegranate').
- This direct comparison using 'like' clearly indicates a simile.

Evaluating Other Options

- **Metaphor:** A metaphor states one thing *is* another (e.g., "Her smile is sunshine"). The given phrase uses 'like', so it's not a metaphor.
- **Implied Simile:** This compares without using 'like' or 'as' (e.g., "He was a lion"). The phrase uses 'like', making it explicit, not implied.
- **Irony:** This involves a contrast between expectation and reality or meaning. The phrase is a straightforward comparison, not ironic.

Conclusion

Based on the use of the word 'like' for comparison, the phrase "I looked like a sliced pomegranate" is a **simile**.

57. Answer: a

Explanation:

Understanding Poem Word Meaning: Shone Due to Wetness

The question asks for a word from a poem that means "shone due to being wet". We need to evaluate the given options based on their definitions.

Analyzing Word Options

- **glistened**: This word means to shine with a sparkling light, typically because of being wet or oily. This matches the required definition.
- **sulking**: This means to be in a huffy or gloomy mood, often refusing to talk or be cheerful. It does not relate to shining or wetness.
- **clutched**: This means to grasp something tightly or firmly. It is unrelated to the definition needed.
- **blossom**: This refers to the process of flowering or a state of development and growth. It is not related to shining due to wetness.

Identifying the Correct Term

Based on the definitions, the word **glistened** is the only option that accurately represents the meaning "shone due to being wet".

58. Answer: a

Explanation:

Listening Types: Active and Passive

Listening is a crucial communication skill. There are two primary categories of listening:

- **Active Listening**: This involves fully concentrating on what is being said, understanding the message, responding thoughtfully, and remembering the information. It requires conscious effort and engagement.
- **Passive Listening**: This is a more relaxed form where the listener hears the information but doesn't actively engage or process it deeply. It often occurs

when listening to background music or casual conversation without full attention.

Therefore, the two main kinds of listening are active and passive.

59. Answer: b

Explanation:

Defining Aural-Oral Skill

The question asks to identify the skill specifically focused on training learners to perceive English speech sounds, including nuances like stress and intonation.

Analyzing the Skill

The term 'aural-oral' skill directly relates to the process of hearing (aural) and producing (oral) language. In the context of language learning, the 'aural' component is crucial for understanding spoken language.

- **Aural-Oral Skill:** This skill emphasizes the training of the ear to recognize and differentiate various components of spoken language. This includes phonemes (speech sounds), stress patterns (emphasis on syllables), and intonation patterns (the rise and fall of the voice). It is directly involved in comprehending the subtleties of spoken English.
- **Listening Skill:** While related, 'listening' is a broader term. The question specifies finer details like stress and intonation, which are hallmarks of aural-oral training.
- **Reading and Writing Skills:** These are distinct language skills involving visual processing of text, not auditory perception of speech.

Therefore, the skill that involves training the learner to listen for specific English speech sounds, stress, and intonation patterns is the **aural-oral** skill.

60. Answer: a

Explanation:

Assertion (A) Analysis:

- Assertion A states that print material disadvantages include a lack of interaction and audio-visual elements.
- This is accurate. Unlike digital or multimedia resources, traditional print materials are static and cannot inherently provide interactive features or audio-visual components.
- Therefore, Assertion A is **true**.

Assertion (B) Analysis:

- Assertion B claims print materials are not portable, not easily available, and not cost-effective.
- **Portability:** Print materials like books and newspapers are generally portable.
- **Availability:** Print materials are widely available through bookstores, libraries, and other distribution channels.
- **Cost-effectiveness:** Print materials can be cost-effective, especially compared to the costs associated with digital devices and potential subscription fees.
- Since print materials possess portability, are generally available, and can be cost-effective, the claims in Assertion B are inaccurate.
- Therefore, Assertion B is **false**.

Conclusion:

- Assertion A is true.
- Assertion B is false.

The correct option is that A is true and B is false.

61. Answer: d

Explanation:

Mapping Rekha's Movement

We can track Rekha's position using coordinates (x, y) , assuming she starts at the origin $(0, 0)$ and initially walks North.

- **Start:** $(0, 0)$
- **Step 1:** Walks 10 km North. New position: $(0, 10)$.
- **Step 2:** Turns right (East) and walks 10 km. New position: $(0 + 10, 10) = (10, 10)$.
- **Step 3:** Turns left (North) and walks 5 km. New position: $(10, 10 + 5) = (10, 15)$.
- **Step 4:** Turns left (West) and walks 15 km. New position: $(10 - 15, 15) = (-5, 15)$.
- **Step 5:** Turns left (South) and walks 15 km. New position: $(-5, 15 - 15) = (-5, 0)$.

Calculating Final Distance

Rekha's final position is $(-5, 0)$. Her starting point was $(0, 0)$.

The distance from the starting point is the difference along the x-axis, as the y-coordinate is the same.

$$\text{Distance} = |\text{Final } x - \text{coordinate} - \text{Initial } x - \text{coordinate}|$$

$$\text{Distance} = |(-5) - 0| = |-5| = 5 \text{ km.}$$

Alternatively, using the distance formula: $\text{Distance} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$

$$\text{Distance} = \sqrt{(-5 - 0)^2 + (0 - 0)^2} = \sqrt{(-5)^2 + 0^2} = \sqrt{25} = 5 \text{ km.}$$

62. Answer: b

Explanation:

Relationship Analysis: B to E

This solution analyzes the given family relationships to determine how B is related to E.

Family Tree Breakdown

- **Fact 1:** A is the father of C. ($A \rightarrow \text{Father}$, $C \rightarrow \text{Child}$)
- **Fact 2:** E is the brother of A. (A and E are siblings)
- **Fact 3:** C is the sister of D. (C and D are siblings)
- **Fact 4:** D is the son of B. ($B \rightarrow \text{Parent}$, $D \rightarrow \text{Child}$)

Deductions

- From Fact 3 and Fact 4, since C and D are siblings and D is B's son, B must be a parent to both C and D.
- From Fact 1, A is the father of C.
- Combining these, A (father) and B (parent) are the parents of C and D. Therefore, B is the mother of C and D.
- Since A and B are parents of C and D, they are partners/married.
- From Fact 2, E is the brother of A.

Final Relationship Determination

We need to find how B is related to E.

1. **Identify Siblings:** A and E are brothers.
2. **Identify Partner:** B is the partner/wife of A.
3. **Connect Relationships:** Since E is the brother of A, and B is the wife of A, B is E's sister-in-law.

Result: B is the sister-in-law of E.

63. Answer: c

Explanation:

We need to determine the order in which five men (P, Q, R, S, T) read a newspaper based on the given conditions and identify who reads it last.

1. Analyze Conditions

- There are 5 positions: 1st, 2nd, 3rd, 4th, 5th.
- **Condition 1:** The first reader gives the newspaper to R. This implies R is the 2nd reader.
- **Condition 2:** The last reader took the newspaper from P. This implies P is the 4th reader, and the 5th reader is the last one.
- **Condition 3:** T was not the first or last reader. T cannot be in position 1 or 5.
- **Condition 4:** There were two readers between P and Q.

2. Deduce Positions

- From Condition 2, P must be 4th and the 5th person is the last reader.
- From Condition 1, R must be 2nd.
- Current order: __, R, __, P, __ (Positions: 1, 2, 3, 4, 5)
- The remaining people are Q, S, T for positions 1, 3, 5.
- From Condition 3, T cannot be 1st or 5th. Therefore, T must be 3rd.
- Updated order: __, R, T, P, __ (Positions: 1, 2, 3, 4, 5)
- The remaining people are Q and S for positions 1 and 5.
- From Condition 4, there are two readers between P (4th) and Q. The people between P and Q are R (2nd) and T (3rd). This confirms P and Q must be separated by exactly these two people. Since P is 4th, Q must be 1st.
- Order: Q, R, T, P, __ (Positions: 1, 2, 3, 4, 5)
- The only person left for the 5th position is S.
- Final Order: Q, R, T, P, S

3. Verify Final Order

- **Reader Sequence:** Q (1st), R (2nd), T (3rd), P (4th), S (5th).
- **Condition 1 Check:** Q (1st) gives it to R (2nd). Verified.
- **Condition 2 Check:** S (last, 5th) took from P (4th). Verified.
- **Condition 3 Check:** T (3rd) is not 1st or 5th. Verified.

- Condition 4 Check: Two readers (R, T) are between P (4th) and Q (1st). Verified.

4. Identify Last Reader

The sequence determined is Q, R, T, P, S. Therefore, **S** reads the newspaper last.

64. Answer: b

Explanation:

Calculate Day of Week for Future Date

The problem requires finding the day of the week for 8th December 2024, given that 10th December 2022 was a Saturday.

Calculate Total Days Between Dates

First, calculate the total number of days between 10th December 2022 and 8th December 2024.

1. Days remaining in 2022: From 10th December to 31st December. Total days = $31 - 10 = 21$ days.
2. Days in the full year 2023: Total days = 365 days.
3. Days in 2024 until the target date: From 1st January to 8th December. Note that 2024 is a leap year. Days = 31 (Jan) + 29 (Feb) + 31 (Mar) + 30 (Apr) + 31 (May) + 30 (Jun) + 31 (Jul) + 31 (Aug) + 30 (Sep) + 31 (Oct) + 8 (Nov) = 343 days.
4. Total number of days = Days in 2022 + Days in 2023 + Days in 2024
Total days = $21 + 365 + 343 = 729$ days.

Determine the Day Shift

To find the shift in the day of the week, divide the total number of days by 7 (the number of days in a week).

Number of weeks = Total days $\div$ 7

$729 \div 7$

Calculation: $729 = (104 \times 7) + 1$.

The result is 104 full weeks and a remainder of 1 day.

Find the Final Day

Add the remainder days to the starting day of the week.

- Starting day: Saturday (10th December 2022)
- Remainder days: 1
- Final day = Saturday + 1 day = Sunday.

Final Answer

Therefore, the day on 8th December, 2024, will be Sunday.

65. Answer: d

Explanation:

Code Language Analysis Exams Guide

The task is to determine the specific code words used for "sun" and "brightly" based on the provided examples of a coded language.

Analyzing Coded Sentences

We are given the following translations:

- "suns hines brightly" translates to "ba lo sul"
- "houses are brightly lit" translates to "kado ula ari ba"
- "light comes from sun" translates to "dopi kup lo nro"

Identifying Code for "brightly"

To find the code for "brightly", we compare the sentences where it appears:

- "brightly" is present in the first two phrases.
- Comparing the codes "ba lo sul" and "kado ula ari ba", the common code word is "ba".
- Thus, the code word for "brightly" is "ba".

Identifying Code for "sun"

To find the code for "sun", we look for sentences containing it:

- The word "sun" (or its variant "suns") appears in the first ("suns") and third ("sun") phrases.
- Comparing the codes "ba lo sul" and "dopi kup lo nro", the common code word is "lo".
- Therefore, the code word for "sun" is "lo".

Final Codes for "sun" and "brightly"

The question asks for the code words for "sun" and "brightly" in that specific order.

- Code for "sun": "lo"
- Code for "brightly": "ba"
- The required sequence is "lo", "ba".

This matches Option 4.

66. Answer: a

Explanation:

Letter Series Position Analysis

The given letter series is MQNRO, JSKTL, GUHVI, DWEXF, ?

We need to find the pattern by looking at the alphabetical position of each letter in the series.

- Term 1: MQNRO (M=13, Q=17, N=14, R=18, O=15)
- Term 2: JSKTL (J=10, S=19, K=11, T=20, L=12)
- Term 3: GUHVI (G=7, U=21, H=8, V=22, I=9)
- Term 4: DWEXF (D=4, W=23, E=5, X=24, F=6)

Identifying the Pattern

Let's analyze the difference in positions for each letter place:

- **1st Letter:** M (13) → J (10) → G (7) → D (4) The pattern is subtracting 3 positions: $13 - 3 = 10$, $10 - 3 = 7$, $7 - 3 = 4$. The next term's 1st letter is $4 - 3 = 1$, which is 'A'.
- **2nd Letter:** Q (17) → S (19) → U (21) → W (23) The pattern is adding 2 positions: $17 + 2 = 19$, $19 + 2 = 21$, $21 + 2 = 23$. The next term's 2nd letter is $23 + 2 = 25$, which is 'Y'.
- **3rd Letter:** N (14) → K (11) → H (8) → E (5) The pattern is subtracting 3 positions: $14 - 3 = 11$, $11 - 3 = 8$, $8 - 3 = 5$. The next term's 3rd letter is $5 - 3 = 2$, which is 'B'.
- **4th Letter:** R (18) → T (20) → V (22) → X (24) The pattern is adding 2 positions: $18 + 2 = 20$, $20 + 2 = 22$, $22 + 2 = 24$. The next term's 4th letter is $24 + 2 = 26$, which is 'Z'.
- **5th Letter:** O (15) → L (12) → I (9) → F (6) The pattern is subtracting 3 positions: $15 - 3 = 12$, $12 - 3 = 9$, $9 - 3 = 6$. The next term's 5th letter is $6 - 3 = 3$, which is 'C'.

Next Term Calculation

Combining the calculated letters for the next term based on the identified patterns:

- Position 1: A
- Position 2: Y
- Position 3: B
- Position 4: Z
- Position 5: C

The next term in the series is AYBZC.

67. Answer: b

Explanation:

We are given the equation:

$$\tan\theta + \sec\theta = 4 \quad (1)$$

We know the trigonometric identity:

$$\sec^2\theta - \tan^2\theta = 1$$

Factorizing the left side using the difference of squares formula ($a^2 - b^2 = (a - b)(a + b)$):

$$(\sec\theta - \tan\theta)(\sec\theta + \tan\theta) = 1$$

Substitute the value from equation (1) into this identity:

$$(\sec\theta - \tan\theta)(4) = 1$$

Solve for $\sec\theta - \tan\theta$:

$$\sec\theta - \tan\theta = \frac{1}{4} \quad (2)$$

Now we have a system of two linear equations with $\sec\theta$ and $\tan\theta$:

$$1. \sec\theta + \tan\theta = 4$$

$$2. \sec\theta - \tan\theta = \frac{1}{4}$$

Add equation (1) and equation (2) to eliminate $\tan\theta$:

$$(\sec\theta + \tan\theta) + (\sec\theta - \tan\theta) = 4 + \frac{1}{4}$$

$$2\sec\theta = \frac{16}{4} + \frac{1}{4}$$

$$2\sec\theta = \frac{17}{4}$$

Solve for $\sec\theta$:

$$\sec\theta = \frac{17}{8}$$

Since $\cos\theta = \frac{1}{\sec\theta}$, we can find the value of $\cos\theta$:

$$\cos\theta = \frac{1}{\frac{17}{8}}$$

$$\cos\theta = \frac{8}{17}$$

68. Answer: d

Explanation:

Finding the Smallest Divisor for 2880

The goal is to find the smallest number that divides 2880 to yield a perfect square.

Understanding Perfect Squares

A number is a perfect square if, in its prime factorization, every prime factor has an even exponent. For example, $36 = 2^2 \times 3^2$ is a perfect square.

Prime Factorization of 2880

First, find the prime factors of 2880:

- $2880 = 288 \times 10$
- $2880 = (144 \times 2) \times (2 \times 5)$
- $2880 = (12^2 \times 2) \times (2 \times 5)$
- $2880 = ((2^2 \times 3)^2 \times 2) \times (2 \times 5)$
- $2880 = (2^4 \times 3^2 \times 2) \times (2 \times 5)$
- $2880 = 2^5 \times 3^2 \times 2 \times 5$
- $2880 = 2^6 \times 3^2 \times 5^1$

The prime factorization of 2880 is $2^6 \times 3^2 \times 5^1$.

Identifying Necessary Divisors

Examine the exponents of the prime factors:

- The exponent of 2 is 6 (even).
- The exponent of 3 is 2 (even).
- The exponent of 5 is 1 (odd).

To make the number a perfect square, all exponents must be even. The prime factor 5 has an odd exponent (1).

Determining the Smallest Divisor

To make the exponent of 5 even, we need to divide by 5. This changes the exponent from 1 to $1 - 1 = 0$, which is even.

- Divide 2880 by 5: $\frac{2^6 \times 3^2 \times 5^1}{5^1} = 2^6 \times 3^2$.

The result $2^6 \times 3^2$ is a perfect square since all exponents are even.

Conclusion

The smallest number by which 2880 must be divided to make it a perfect square is 5.

69. Answer: b

Explanation:

Understanding Profit Sharing

Profit sharing in a business partnership is proportional to the product of the investment and the time period for which the investment was made.

Setting Up the Problem

Let P's investment be $I_P = 45,000$ and Q's investment be $I_Q = 30,000$.

P invested for the full year, so P's time $T_P = 12$ months.

Let Q's time in the business be T_Q months.

The profit ratio between P and Q is given as 2 : 1.

Calculating Q's Investment Duration

The ratio of profits is represented as:

$$\frac{\text{Profit of P}}{\text{Profit of Q}} = \frac{I_P \times T_P}{I_Q \times T_Q}$$

Substitute the known values:

$$\frac{2}{1} = \frac{45,000 \times 12}{30,000 \times T_Q}$$

Simplify the equation:

$$\frac{2}{1} = \frac{45 \times 12}{30 \times T_Q}$$

$$\frac{2}{1} = \frac{3 \times 12}{2 \times T_Q}$$

$$\frac{2}{1} = \frac{36}{2T_Q}$$

Solve for T_Q :

$$2 \times (2T_Q) = 36 \times 1$$

$$4T_Q = 36$$

$$T_Q = \frac{36}{4} = 9 \text{ months}$$

This means Q was an active partner for 9 months.

Determining Q's Joining Time

Since the total business period considered is 12 months, Q joined the business after:

$$\text{Time Q joined} = \text{Total time} - T_Q$$

Time Q joined = 12 months – 9 months = 3 months

Thus, Q joined the business after 3 months.

70. Answer: b

Explanation:

Finding the Middle Number Using Ratios and Sum of Squares

The problem asks us to find the middle number when three numbers are in the ratio 3:2:5 and the sum of their squares equals 1862.

Representing the Numbers

- Let the three numbers be $3x$, $2x$, and $5x$, based on the given ratio 3:2:5.
- The middle number in this sequence is $2x$.

Setting up the Equation

The sum of the squares of these numbers is given as 1862.

- Equation: $(3x)^2 + (2x)^2 + (5x)^2 = 1862$

Solving for the Variable 'x'

1. Expand the squares: $9x^2 + 4x^2 + 25x^2 = 1862$
2. Combine like terms: $38x^2 = 1862$
3. Isolate x^2 : $x^2 = \frac{1862}{38}$
4. Calculate the value of x^2 : $x^2 = 49$
5. Find the value of x by taking the square root: $x = \sqrt{49} = 7$

Calculating the Middle Number

The middle number is represented by $2x$. Substitute the value of x found.

- Middle Number = $2x = 2 \times 7$
- Middle Number = 14

Therefore, the middle number is 14.

71. Answer: a

Explanation:

Work Wages Calculation: C's Share

This problem requires calculating the monetary share of work received by C, given the total payment and the fraction of work completed by A and B together.

Understanding the Work Fractions

- The total payment for the work is Rs. 5,290.
- A and B together completed $\frac{19}{23}$ of the total work.

Calculating C's Work Fraction

The entire work is represented as 1. To find the fraction of work done solely by C, subtract the fraction done by A and B from the total work.

$$\text{Work done by C} = \text{Total Work} - \text{Work done by (A + B)}$$

$$\text{Work done by C} = 1 - \frac{19}{23}$$

$$\text{Work done by C} = \frac{23}{23} - \frac{19}{23} = \frac{4}{23}$$

Determining C's Monetary Share

The amount received is directly proportional to the amount of work done. C's share is calculated by multiplying C's work fraction by the total payment.

Amount for C = (Work done by C) $\times$ (Total Payment)

$$\text{Amount for C} = \frac{4}{23} \times 5290$$

First, divide the total payment by 23:

$$\frac{5290}{23} = 230$$

Now, multiply this result by 4 to find C's amount:

$$\text{Amount for C} = 4 \times 230 = 920$$

Final Amount for C

The amount received by C is Rs. 920.

72. Answer: c

Explanation:

Finding Principal Amount using Interest Difference

We are given the difference between Compound Interest (CI) and Simple Interest (SI) on a principal amount (P) at a rate (R) of 5% per annum for a time period (T) of 2 years is Rs. 15.

Key Information

- Difference (CI - SI) = Rs. 15
- Rate (R) = 5% per annum
- Time (T) = 2 years

Formula for CI and SI Difference (2 Years)

For a time period of 2 years, the difference between CI and SI can be calculated using the formula:

$$\text{Difference} = P \left(\frac{R}{100} \right)^2$$

Step-by-Step Calculation

1. Substitute the known values into the formula:

$$15 = P \left(\frac{5}{100} \right)^2$$

2. Simplify the rate term:

$$\frac{5}{100} = \frac{1}{20}$$

$$15 = P \left(\frac{1}{20} \right)^2$$

3. Calculate the square of the rate term:

$$\left(\frac{1}{20} \right)^2 = \frac{1}{400}$$

$$15 = P \times \frac{1}{400}$$

4. Solve for the Principal (P):

$$P = 15 \times 400$$

$$P = 6000$$

Conclusion

The principal amount is Rs. 6,000.

73. Answer: b

Explanation:

Circular Field Radius Problem

The question asks for the radius (R) of a large circular field whose area is the sum of the areas of three smaller circular fields with given radii: $r_1 = 8$ m, $r_2 = 9$ m, and $r_3 = 12$ m.

Calculating the Radius

The area of a circle is given by the formula $A = \pi r^2$. We need to find the radius R such that the area of the large circle, $A_{large} = \pi R^2$, equals the sum of the areas of the three smaller circles ($A_1 + A_2 + A_3$).

1. Calculate the area of the first circular field:

$$A_1 = \pi r_1^2 = \pi(8 \text{ m})^2 = 64\pi \text{ m}^2$$

2. Calculate the area of the second circular field:

$$A_2 = \pi r_2^2 = \pi(9 \text{ m})^2 = 81\pi \text{ m}^2$$

3. Calculate the area of the third circular field:

$$A_3 = \pi r_3^2 = \pi(12 \text{ m})^2 = 144\pi \text{ m}^2$$

4. Find the sum of the areas of the three smaller fields:

$$A_{total} = A_1 + A_2 + A_3 = 64\pi \text{ m}^2 + 81\pi \text{ m}^2 + 144\pi \text{ m}^2$$

$$A_{total} = (64 + 81 + 144)\pi \text{ m}^2 = 289\pi \text{ m}^2$$

5. Set the area of the large circular field equal to the total area:

$$A_{large} = A_{total}$$

$$\pi R^2 = 289\pi \text{ m}^2$$

6. Solve for the radius R :

$$R^2 = 289 \text{ m}^2$$

$$R = \sqrt{289 \text{ m}^2}$$

$$R = 17 \text{ m}$$

Therefore, the radius of the large circular field is 17 m.

74. Answer: d

Explanation:

Series Pattern Analysis

The series terms initially appear as $(LetterComb/Letter)^{Number}$, e.g., $(AG/d)^6$.

However, the options format is

$LetterCombination^{(ExponentNumber/DenominatorLetterPositionValue)}$, e.g., $IW^{(120/p)}$.

The solution follows the pattern derivation based on the question's components (base letters, denominator letter, number) and applies it to the options' format.

1. Base Letter Combination Pattern

Analyze the first part of each term:

- Term 1: AG
- Term 2: CK ($A+2=C$, $G+4=K$)
- Term 3: EO ($C+2=E$, $K+4=O$)
- Term 4: GS ($E+2=G$, $O+4=S$)

The pattern is adding 2 to the first letter's position and 4 to the second letter's position.

Applying this to GS:

- G (position 7) + 2 = I (position 9)
- S (position 19) + 4 = W (position 23)

The next base letter combination is IW.

2. Denominator Letter Pattern

Analyze the letter in the denominator of the question's format (which relates to the exponent calculation):

- Term 1: d (position 4)
- Term 2: g (position 7, $d+3$)
- Term 3: j (position 10, $g+3$)
- Term 4: m (position 13, $j+3$)

The pattern is adding 3 to the position of the previous letter.

Applying this to m:

- m (position 13) + 3 = p (position 16)

The next denominator letter is **p**.

3. Exponent Number Pattern

Analyze the numbers (exponents in the question's format): 6, 21, 45, 78.

Calculate the differences between consecutive terms:

- $21 - 6 = 15$
- $45 - 21 = 24$
- $78 - 45 = 33$

Calculate the differences between these differences (second differences):

- $24 - 15 = 9$
- $33 - 24 = 9$

Since the second difference is constant (9), this is a quadratic sequence. The formula for the n -th term is $T_n = An^2 + Bn + C$. The second difference $2A = 9$, so $A = 9/2$.

Using the first few terms to find B and C:

- $T_1 = \frac{9}{2}(1)^2 + B(1) + C = 6 \implies B + C = 6 - \frac{9}{2} = \frac{3}{2}$
- $T_2 = \frac{9}{2}(2)^2 + B(2) + C = 21 \implies 18 + 2B + C = 21 \implies 2B + C = 3$

Solving these equations $((2B + C) - (B + C) = 3 - \frac{3}{2})$ gives $B = 3/2$. Substituting B back gives $C = 0$.

The formula is $T_n = \frac{9}{2}n^2 + \frac{3}{2}n$, which simplifies to $T_n = \frac{3n(3n+1)}{2}$.

To find the next term's number (for $n=5$):

$$T_5 = \frac{3(5)(3(5)+1)}{2} = \frac{15 \times 16}{2} = 15 \times 8 = 120.$$

The next exponent number is 120.

Constructing the Next Term

The options suggest a format of

BaseLetterCombination(ExponentNumber / Denominator Letter Position Value).

We found:

- Next Base: IW
- Next Denominator Letter: p (position value 16)
- Next Exponent Number: 120

Constructing the term in the required format:

$$IW^{\frac{120}{p}}$$

Conclusion

The next term in the series, combining the patterns identified for the base letters, the denominator letter, and the exponent number, and matching the structure presented in the options, is $IW^{\frac{120}{p}}$.

75. Answer: b

Explanation:

Cylindrical Pipe Thickness Calculation

The problem asks for the thickness of a metallic cylindrical pipe given its volume, length, and external radius. We need to find the difference between the external radius (R) and the internal radius (r).

Volume Formula for Hollow Cylinder

The volume (V) of a hollow cylinder is calculated using the formula:

$$V = \pi h(R^2 - r^2)$$

Where:

- V = Volume
- h = Length (or height) of the cylinder
- R = External radius
- r = Internal radius
- $\pi \approx \frac{22}{7}$

Calculating Internal Radius

We are given:

- $V = 748 \text{ cm}^3$
- $h = 14 \text{ cm}$
- $R = 9 \text{ cm}$

Substitute these values into the volume formula:

$$748 = \frac{22}{7} \times 14 \times (9^2 - r^2)$$

Simplify the equation:

$$748 = 22 \times 2 \times (81 - r^2)$$

$$748 = 44 \times (81 - r^2)$$

Divide both sides by 44:

$$\frac{748}{44} = 81 - r^2$$

$$17 = 81 - r^2$$

Rearrange to solve for r^2 :

$$r^2 = 81 - 17$$

$$r^2 = 64$$

Take the square root to find r :

$$r = \sqrt{64}$$

$$r = 8 \text{ cm}$$

Determining Pipe Thickness

The thickness (t) of the pipe is the difference between the external radius (R) and the internal radius (r):

$$t = R - r$$

Substitute the values of R and r :

$$t = 9 \text{ cm} - 8 \text{ cm}$$

$$t = 1 \text{ cm}$$

Conclusion

The thickness of the metallic cylindrical pipe is 1.0 cm.

76. Answer: c

Explanation:

Sphere Surface Area to Volume Ratio Calculation

Let the radii of the two spheres be r_1 and r_2 . Let their surface areas be A_1 and A_2 , and their volumes be V_1 and V_2 . We are given the ratio of their surface areas:

$$\frac{A_1}{A_2} = \frac{1}{2}$$

Deriving Radius Ratio

The formula for the surface area of a sphere is $A = 4\pi r^2$. Using this, the ratio of the surface areas is:

$$\frac{A_1}{A_2} = \frac{4\pi r_1^2}{4\pi r_2^2} = \frac{r_1^2}{r_2^2}$$

Equating the given ratio with the formula:

$$\frac{r_1^2}{r_2^2} = \frac{1}{2}$$

Taking the square root of both sides gives the ratio of the radii:

$$\frac{r_1}{r_2} = \sqrt{\frac{1}{2}} = \frac{1}{\sqrt{2}}$$

Calculating Volume Ratio

The formula for the volume of a sphere is $V = \frac{4}{3}\pi r^3$. The ratio of the volumes is:

$$\frac{V_1}{V_2} = \frac{\frac{4}{3}\pi r_1^3}{\frac{4}{3}\pi r_2^3} = \frac{r_1^3}{r_2^3} = \left(\frac{r_1}{r_2}\right)^3$$

Substitute the ratio of the radii ($\frac{r_1}{r_2} = \frac{1}{\sqrt{2}}$) into the volume ratio equation:

$$\frac{V_1}{V_2} = \left(\frac{1}{\sqrt{2}}\right)^3 = \frac{1^3}{(\sqrt{2})^3} = \frac{1}{2\sqrt{2}}$$

Therefore, the ratio of their volumes is $1 : 2\sqrt{2}$.

77. Answer: b

Explanation:

Number Series Pattern Analysis

We need to find the missing term in the sequence: 2, 9, 28, ?, 126, 217, 344.

Let's examine the relationship between each term and its position number (n), starting from $n = 1$.

- For $n = 1$: $1^3 + 1 = 1 + 1 = 2$
- For $n = 2$: $2^3 + 1 = 8 + 1 = 9$
- For $n = 3$: $3^3 + 1 = 27 + 1 = 28$
- For $n = 5$: $5^3 + 1 = 125 + 1 = 126$
- For $n = 6$: $6^3 + 1 = 216 + 1 = 217$
- For $n = 7$: $7^3 + 1 = 343 + 1 = 344$

The pattern is consistent: the n -th term of the series is calculated as $n^3 + 1$.

Calculating the Missing Term

The missing term is the 4th term ($n = 4$). Using the identified pattern:

$$\text{Missing Term} = 4^3 + 1$$

$$\text{Missing Term} = 64 + 1$$

$$\text{Missing Term} = 65$$

Thus, the missing number in the series is 65.

78. Answer: b

Explanation:

Geometric Relationships in Inscribed Shapes

Let the circle have a radius denoted by R . We need to find the relationship between the side length of a square, a , and the side length of an inscribed equilateral triangle, b , both inscribed in the same circle.

Square Side Length

For a square inscribed in a circle, the diagonal of the square is equal to the diameter of the circle ($2R$). Using the Pythagorean theorem on the square:

$$a^2 + a^2 = (2R)^2$$

$$2a^2 = 4R^2$$

$$a^2 = 2R^2$$

This gives us $R^2 = \frac{a^2}{2}$.

Equilateral Triangle Side Length

For an equilateral triangle inscribed in a circle, the relationship between its side length b and the circumradius R is given by:

$$b = R\sqrt{3}$$

Squaring both sides, we get:

$$b^2 = (R\sqrt{3})^2$$

$$b^2 = 3R^2$$

Deriving the Relationship Between a and b

Now, we substitute the expression for R^2 from the square calculation ($R^2 = \frac{a^2}{2}$) into the equation for the triangle:

$$b^2 = 3\left(\frac{a^2}{2}\right)$$

Multiply both sides by 2:

$$2b^2 = 3a^2$$

This equation represents the relationship between the side lengths a and b .

Conclusion

The true relationship is $3a^2 = 2b^2$.

79. Answer: c

Explanation:

This question tests understanding of geometric analogies.

Geometric Analogy: Line, Square, Arc, Circle

The first pair establishes a relationship: A **line** is the basic component used to construct a **square**. A square is a closed, two-dimensional shape made of four straight line segments.

We need to find a similar relationship for the second pair, starting with an **arc**. An arc is defined as a portion of the circumference of a circle.

Following the pattern, the component (arc) relates to the whole shape it is part of. Therefore, an arc is a component of a **circle**.

The complete analogy is: Line is to Square as Arc is to Circle.

Conclusion: The shape associated with an arc is a circle.

80. Answer: a

Explanation:

Analyzing the Seating Arrangement Clues

We are given 6 people (A, P, R, X, Y, Z) sitting in a row. Let's break down the conditions:

- **Ends:** A and P are at the ends of the row. The row has 6 positions: _ _ _ _ _ . So, A and P occupy positions 1 and 6.
- **Center:** Y and Z are in the center positions (3rd and 4th). The arrangement looks like A/P Y Z _ _ P/A or A/P _ _ Y Z P/A.
- **R's Position:** R is immediately to the left of A. This is a crucial clue.

Determining the Final Arrangement

Let's deduce the exact positions:

1. Since R is to the immediate left of A, A cannot be in the first position (position 1), because there would be no seat to its left.
2. Therefore, A must be at the right end (position 6). This means P is at the left end (position 1). The arrangement is: P _ _ _ _ A.
3. Given R is immediately left of A, R must be in position 5. The arrangement is now: P _ _ _ R A.
4. We know Y and Z are in the center (positions 3 and 4). The arrangement could be P _ Y Z R A or P _ Z Y R A.
5. The only person left is X, and the only position left is position 2. So, X must be in position 2.
6. The final possible arrangements are P X Y Z R A or P X Z Y R A.

Finding the Person Right of P

The question asks who is sitting on the immediate right of P.

- P is in position 1.
- The person in position 2 is immediately to the right of P.
- From our deduced arrangement, X is in position 2.

Therefore, X is sitting on the immediate right of P.

81. Answer: a

Explanation:

Chief Secretaries During Khattar's Tenure

Manohar Lal Khattar served as the Chief Minister of Haryana starting in October 2014. Several individuals held the position of Chief Secretary during his terms.

- **P. K. Gupta** served as Chief Secretary during the initial period of Manohar Lal Khattar's Chief Ministership, continuing until April 2017.
- **Vijay Vardhan** also served as Chief Secretary during a later phase of Khattar's tenure, from March 2021 to July 2022.

Identifying Non-Serving Chief Secretary

The question asks to identify the individual from the given options who did NOT serve as Chief Secretary during Manohar Lal Khattar's Chief Ministership.

- Based on administrative records, **S. C. Chaudhary** did not serve as Chief Secretary during the period of Manohar Lal Khattar's Chief Ministership (2014 onwards). His service tenure was in an earlier period.
- While Shakuntala Jakhu also served prior to Khattar's tenure, the provided correct answer specifically points to S. C. Chaudhary.

Therefore, S. C. Chaudhary is the official among the options who did not serve as Chief Secretary during this specific period.

The correct option is A.

82. Answer: b

Explanation:

First Chairman of Haryana Public Service Commission

The question asks to identify the individual who served as the **First Chairman** of the Haryana Public Service Commission (HPSC).

Identifying the First HPSC Chairman

Historical records and official information confirm that **Darbari Lal Gupta** was appointed as the first Chairman of the Haryana Public Service Commission.

Therefore, the correct option is the one naming Darbari Lal Gupta.

83. Answer: b

Explanation:

Haryana Historical Sites Matching Solution

This question requires identifying the correctly matched pairs of historical monuments and their locations in Haryana.

Analysis of Matches:

- **(A) Gajari Mahal - Hisar:** Gajari Mahal is a significant historical monument located in Hisar, Haryana. It was built by Firoz Shah Tughlaq. This match is **correct**.
- **(B) Aram-e-Kausar - Narnaul:** The tomb known as Aram-e-Kausar is situated in Narnaul, Haryana. This match is **correct**.
- **(C) Tomb of Sheikh Tayyab - Jind:** The Tomb of Sheikh Tayyab is actually located in Hisar, Haryana, not Jind. Therefore, this match is **incorrect**.

Conclusion on Correct Pairs:

Based on the analysis, the correctly matched pairs are (A) Gujari Mahal – Hisar and (B) Aram-e-Kausar – Narnaul.

Identifying Correct Option Code:

The option that includes both correct matches (A) and (B) is Option 2.

Thus, the correct code is (A) and (B).

84. Answer: c

Explanation:

Shivalik Wildlife Sanctuary Identification

The question asks to identify the wildlife sanctuary located in the Shivalik hights from the given options.

Khol Hi-Raitan Sanctuary Location

- **Khol Hi-Raitan Sanctuary** is situated in the Shivalik foothills of Haryana, near Panchkula.
- It is known for its subtropical, dry evergreen forest type and is part of the larger Shivalik hill range.

Analysis of Other Options

- **Khaparwas Sanctuary** and **Bhindawas Sanctuary** are located in the Jhajjar district of Haryana and are primarily known as important wetland areas for bird conservation.
- **Nahar Sanctuary** is located in the Rewari district of Haryana and is known for its population of leopards, but it is not situated in the Shivalik region.

Based on the geographical location, **Khol Hi-Raitan Sanctuary** is the correct option situated in the Shivalik hights.

85. Answer: d

Explanation:

This question requires evaluating two statements about the Pehowa Inscription.

Pehowa Inscription Statement Analysis

- **Statement (A):** The Pehowa inscription is historically attributed to the Gurjar Pratihara dynasty. Specifically, it is associated with King Mahendrapala I. Therefore, **Statement (A) is true.**
- **Statement (B):** The content of the Pehowa inscription describes the economic activities of the region. It explicitly mentions Pehowa as a significant center for the trade of horses, serving as a market for horse dealers. Therefore, **Statement (B) is true.**

Conclusion on Statements

Since both Statement (A) and Statement (B) have been verified as true based on historical and epigraphical evidence, the correct option is the one that states both are true.

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86. Answer: d

Explanation:

Sir Choturam's Political Career Analysis

This question requires evaluating three statements about the political career of Sir Choturam. Let's analyze each statement:

Statement (A): Congressman Affiliation

Sir Choturam was indeed initially associated with the Indian National Congress during the early phases of his political journey. This statement is historically accurate.

Statement (B): Unionist Party Membership

Following his initial association, Sir Choturam later joined and became a prominent leader of the Unionist Party, a significant political party in Punjab during the British era. This statement is also correct.

Statement (C): Minister in Undivided Punjab

Sir Choturam held important positions, including serving as a Minister, in the government of Undivided Punjab. His contributions were substantial in this role. This statement is accurate.

Conclusion on Statements

Since all three statements (A), (B), and (C) are factually correct regarding Sir Choturam's political life, the option that includes all of them is the right choice.

- Statement (A) is correct.
- Statement (B) is correct.
- Statement (C) is correct.

Therefore, the correct code indicates that statements (A), (B), and (C) are all correct.

87. Answer: c

Explanation:

IIIT Setup Location Identified

The question asks for the specific location where a new Indian Institute of Information Technology (IIIT) is being established.

The potential locations considered were:

- Kilohad
- Baraut
- Pipali Khera
- Rasulpura

Based on the information, the Indian Institute of Information Technology is being set-up at **Pipali Khera**.

88. Answer: d

Explanation:

Rohtak Division Districts Explained

The Rohtak division, an administrative unit within the state of Haryana, India, comprises specific districts.

- The districts currently included in the Rohtak division are: Rohtak, Jhajjar, and Sonipat.

Analyzing Options for Rohtak Division Membership

The question asks to identify the district that is **not** part of the Rohtak division from the given options.

- **Jhajjar:** This district is an integral part of the Rohtak division.
- **Sonipat:** This district is also included within the administrative boundaries of the Rohtak division.
- **Bhiwani:** This district does not belong to the Rohtak division. It is part of the Hissar division.

- **Rewari:** This district is **not** a part of the Rohtak division. Rewari falls under the Gurugram division.

Therefore, based on the administrative structure of Haryana, Rewari is the district listed that is not part of the Rohtak division.

89. Answer: d

Explanation:

37th Surajkund Fair: Theme State Gujarat

The 37th Surajkund International Crafts Fair highlighted **Gujarat** as its theme State.

This prestigious event showcases handicrafts and handlooms from various parts of India and other participating countries. The selection of a theme State or Country brings specific focus to the region's cultural heritage and artistic contributions.

Therefore, for the 37th edition of the Surajkund International Crafts Fair, **Gujarat** was the designated theme State.

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90. Answer: a

Explanation:

Arjuna Award 2023 for Haryana Wrestler

The question asks to identify the woman wrestler from Haryana who received the Arjuna Award in 2023.

- **Antim Panghal** is a notable Indian woman wrestler from Haryana.
- She was recognized with the prestigious **Arjuna Award** in 2023 for her achievements in wrestling.

Therefore, Antim Panghal is the correct answer.

91. Answer: d

Explanation:

Supreme Court Judgment on SC/ST Reservation Sub-division

The question pertains to a specific Supreme Court ruling concerning the authority of state governments to divide the reservation quotas allocated for Scheduled Castes (SCs) and Scheduled Tribes (STs).

Key Case: State of Punjab vs. Devinder Singh

The Supreme Court, in its judgment concerning the **State of Punjab vs. Devinder Singh case**, addressed the issue of sub-classification within SC/ST reservation categories. This landmark ruling examined the extent to which states could create internal divisions within these broad categories.

Judgment Outcome

The Court permitted state governments the ability to sub-divide the reservation quota meant for SCs and STs. This decision allows states to manage reservations more effectively by potentially creating sub-categories based on specific needs or backwardness within the larger SC/ST groups, subject to constitutional limitations and further judicial review.

92. Answer: b

Explanation:

Identifying Incorrect Writer–Book Pairings

The question asks to identify the incorrect combination of a writer and their associated book or article from the given choices. We need to verify the authorship for each listed work.

Analyzing Author–Work Combinations

- **Option 1:** Alexander Wendt is the author of "Anarchy is what states make of it: The social construction of power politics". This is a foundational text in constructivist international relations theory. This pairing is correct.
- **Option 2:** The statement "Theory is always for some one and for some purpose" is famously attributed to **Robert Cox**, not Andrew Linklater. Cox used this phrase in his work discussing critical theory in international relations. Therefore, this pairing is incorrect.
- **Option 3:** Martin Wight is indeed the author of the influential article "Why is there no international theory?". This pairing is correct.
- **Option 4:** John Mearsheimer authored "The Tragedy of Great Power Politics", a significant work in the field of offensive realism. This pairing is correct.

Conclusion on Incorrect Pairing

Based on the analysis, Option 2 incorrectly pairs Andrew Linklater with the quote "Theory is always for some one and for some purpose." The correct author for this statement is Robert Cox.

93. Answer: a

Explanation:

Identifying the Incorrect ASEAN Statement

This question requires identifying the statement about ASEAN that is factually incorrect. Let's analyze each option:

- **Option 1: ASEAN was established by Manila Declaration in 1967.**
 - The core issue is the **declaration** cited for ASEAN's establishment.
 - While ASEAN was indeed established in **1967**, the founding document was the **Bangkok Declaration**, not the Manila Declaration.
 - The Manila Declaration concerning ASEAN was signed in **1987**.
 - Therefore, this statement incorrectly links the establishment year with the wrong declaration.
- **Option 2: East Asia Summit EAS was established in 2005 as an ASEAN initiative.**
 - The **East Asia Summit (EAS)** was launched in **2005**.
 - It functions as a regional forum held annually and is organized by the ASEAN Secretariat on a rotational basis among member states.
 - This statement is factually correct.
- **Option 3: India is the founding member of East Asia Summit.**
 - The first East Asia Summit was held in Kuala Lumpur, Malaysia, on 14 December 2005.
 - It included 16 members: the 10 ASEAN member states, China, Japan, South Korea, India, Australia, and New Zealand.
 - Thus, India was among the initial participants in the EAS.
 - This statement is factually correct.
- **Option 4: Founding Countries of ASEAN are Indonesia, Malaysia, Philippines, Singapore and Thailand.**
 - The ASEAN Founding Fathers were representatives of **Indonesia, Malaysia, the Philippines, Singapore, and Thailand**.
 - These five nations signed the ASEAN Declaration (Bangkok Declaration) on 8 August 1967.
 - This statement correctly lists the founding member countries of ASEAN.

Based on the analysis, the statement that incorrectly describes ASEAN's establishment is Option 1, due to the misidentification of the founding declaration.

94. Answer: b

Explanation:

Identifying Incorrect Book/Report/Idea Combinations

The question asks to identify the incorrect pairing between a notable work/idea and its originator.

Solution Breakdown

- (1) **Silent Spring – Rachel Carson**: This is a **correct** combination. Rachel Carson authored the influential book "Silent Spring," which detailed the environmental harm caused by pesticides.
- (2) **The Tragedy of the Commons – Club of Rome**: This is the **incorrect** combination. The essay "The Tragedy of the Commons" was written by Garrett Hardin in 1968. The Club of Rome is known for publishing "The Limits to Growth" in 1972.
- (3) **Gaia Hypothesis – James Lovelock**: This is a **correct** combination. James Lovelock is credited with proposing the Gaia hypothesis, which views the Earth as a self-regulating system.
- (4) **Deep ecology – Arne Naess**: This is a **correct** combination. Arne Naess, a Norwegian philosopher, founded the deep ecology movement.

Conclusion

The combination listed as incorrect is "The Tragedy of the Commons" attributed to the Club of Rome. The correct proposer for this work is Garrett Hardin.

95. Answer: c

Explanation:

Superpower Definition Analysis

Understanding the definition of a superpower is crucial in international relations studies. The question asks for the specific definition linking superpower status to mobility.

Fox's Superpower Definition

William T. R. Fox, a prominent scholar, defined a superpower using a distinct formula:

Superpower = Great Power + Great Mobility of Power

This definition emphasizes that being a superpower requires not only significant national capabilities (**Great Power**) but also the capacity to deploy and apply that power effectively across the globe (**Great Mobility of Power**).

Therefore, William T. R. Fox is credited with this specific conceptualization.

96. Answer: c

Explanation:

Identifying State Legislature Powers Regarding Panchayats

The question asks to identify which option does **not** represent a power of the State Legislature concerning Panchayats.

Analysis of Powers

- **Grants-in-aid:** The State Legislature has the power to provide for grants-in-aid to Panchayats from the Consolidated Fund of the State, as per Article 243H(c) of the Constitution. This option **is** a power.
- **Accounts and Auditing:** The State Legislature is empowered by Article 243J to make laws regarding the maintenance and auditing of accounts of Panchayats. This option **is** a power.
- **Election of Chairman:** The question states that providing for the manner of election of the Chairman of a Panchayat at the intermediate or district level is **not** a power of the State Legislature. While Article 243C(4) generally empowers the State Legislature to decide the manner of election, the specific provision for

the Chairman's election at these levels is presented as the exception in this context.

- **Delegation for Planning:** As per Article 243G, the State Legislature can endow Panchayats, by law, with powers and responsibilities to function as institutions of self-government, including preparing plans for economic development and social justice. This option is a power.

Conclusion

Based on the analysis, the provision for the manner of election of the Chairman of a Panchayat at the intermediate or district level is identified as the function that is not a power of the State Legislature among the given choices.

97. Answer: d

Explanation:

Identifying the Incorrect QUAD Statement

The question asks to identify the statement that is **not correct** regarding the QUAD (Quadrilateral Security Dialogue).

Analysis of Statements:

- **Statement 1:** The QUAD is described as an informal strategic forum. This is accurate, as QUAD operates without a formal treaty or secretariat, focusing on strategic alignment among members.
- **Statement 2:** The QUAD forum comprises four nations – The USA, India, Australia, and Japan. This is factually correct and defines the membership of the QUAD.
- **Statement 3:** Mentions the next QUAD leader's summit location and date. While summit details can change, the existence of summits is correct. This statement's correctness depends on specific scheduling, but it doesn't inherently contradict QUAD's nature.

- **Statement 4:** Outlines core objectives including a "rule-based global order", "freedom of navigation", and keeping strategic sea routes in the **Atlantic** free of military influences. While the first two objectives align with QUAD's goals, the mention of the **Atlantic** is incorrect. QUAD's primary focus area is the **Indo-Pacific** region, not the Atlantic.

Conclusion:

Statement 4 is incorrect because it misrepresents the geographical scope of QUAD's strategic concerns by including the Atlantic Ocean, whereas the forum's focus is predominantly the Indo-Pacific region.

Reasoning Summary:

- QUAD members: USA, India, Australia, Japan (Correct).
- Nature: Informal strategic forum (Correct).
- Primary Area of Focus: **Indo-Pacific**.
- Incorrect Element in Statement 4: Reference to **Atlantic** sea routes.

Therefore, the statement containing the geographical inaccuracy is the one that is **not correct**.

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98. Answer: c

Explanation:

Election Commission Supervisory Powers

The Constitution of India, via **Article 324**, vests the power to supervise, direct, and control elections to Parliament, state legislatures, the office of the President of India, and the office of the Vice-President of India in the Election Commission of India (ECI).

ECI's Electoral Jurisdiction

- Supervises elections for: President of India, Vice President of India, Lok Sabha (Parliament), Rajya Sabha (Parliament), State Legislative Assemblies (Vidhan Sabha), and Legislative Councils (where applicable).
- Conducts elections for Members of Legislative Council (MLCs) as these are tied to state legislature elections.
- Conducts elections for the Vice President.
- Conducts elections for Members of Rajya Sabha.

Exclusion of Local Body Elections

Elections for local self-governing bodies, such as Municipal Corporations and Panchayats, are governed by separate state-level election commissions. The Election Commission of India does not have the constitutional mandate to supervise, direct, or control these specific elections.

Conclusion

Therefore, the power to supervise, direct, and control the election for a **Member of a Municipal Corporation** is not vested in the Election Commission of India.

99. Answer: c

Explanation:

This question requires matching specific theories of liberalism with their primary focus areas.

Matching Liberalism Theories and Focus Areas

Below is the correct pairing based on the core tenets of each liberal theory:

Theory Variation	Focus Area	Explanation
(i) Sociological Liberalism	(d) Cross-border flows, common values	Emphasizes how societal ties, shared values, and non-state interactions influence international relations and cooperation.
(ii) Interdependence Liberalism	(b) Transactions stimulate cooperation	Highlights that increased economic and social transactions create mutual reliance, fostering cooperation due to the high costs of conflict.
(iii) Institutional Liberalism	(a) International institutions and regimes	Focuses on the role of international organizations and rules in managing state interactions, reducing uncertainty, and facilitating cooperation.
(iv) Republican Liberalism	(c) Liberal democracies living in peace with each other	Associated with the Democratic Peace Theory, suggesting that democracies have a lower propensity to engage in conflict with other democracies.

Summary of Matches

The correct combination aligns the theories as follows:

- Sociological Liberalism connects with cross-border flows and common values (d).
- Interdependence Liberalism relates to how transactions stimulate cooperation (b).
- Institutional Liberalism focuses on international institutions and regimes (a).
- Republican Liberalism is linked to liberal democracies maintaining peace amongst themselves (c).

100. Answer: b

Explanation:

Identifying the Indo-Pacific Anti-Submarine Warfare Exercise

The question asks for the name of the multinational exercise designed to improve anti-submarine warfare (ASW) tactics in the Indo-Pacific region.

Such exercises are vital for enhancing the capabilities and coordination of participating navies in detecting and countering underwater threats.

Exercise **Sea Dragon** is the designated multinational training event focused specifically on advancing anti-submarine warfare tactics within the strategic Indo-Pacific area.

Key aspects:

- **Focus:** Anti-Submarine Warfare (ASW) tactics enhancement.
- **Region:** Indo-Pacific.
- **Nature:** Multinational exercise.
- **Name:** Sea Dragon.

101. Answer: a

Explanation:

Understanding the International Bill of Rights

The **International Bill of Rights** refers to the foundational documents establishing internationally recognized human rights. It primarily comprises three key instruments:

- **Universal Declaration of Human Rights (UDHR):** Adopted in 1948, it sets out fundamental human rights to be universally protected.
- **International Covenant on Civil and Political Rights (ICCPR):** Adopted in 1966, it protects rights like freedom of speech, religion, and fair trial.
- **International Covenant on Economic, Social and Cultural Rights (ICESCR):** Also adopted in 1966, it covers rights such as the right to work, education, and health.

Identifying Excluded Treaties

While the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** is a crucial international human rights treaty adopted by the UN in 1979, it addresses specific issues related to women's rights.

CEDAW is generally considered a distinct convention and not part of the core group typically referred to as the **International Bill of Rights**, which focuses on universal rights applicable to all individuals.

Therefore, the **Convention on the Elimination of All Forms of Discrimination against Women** is the correct answer as it is not included in the primary components of the International Bill of Rights.

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102. Answer: d

Explanation:

Municipalities Provisions Explained

This question asks about the correct provisions related to municipalities in India's Constitution.

Analyzing the Options:

- **Option 1 Incorrect:** Part IX-A, titled 'The Municipalities', was introduced by the 74th Amendment Act, 1992. The 73rd Amendment Act, 1992, specifically deals

with Panchayats (Part IX).

- **Option 2 Incorrect:** Article 243Q distinguishes between types of urban local bodies. A 'Municipal Corporation' is generally established for larger urban areas, while a 'Municipal Council' is typically for smaller urban areas.
- **Option 3 Incorrect:** While Article 243R(2)(c) allows for the *composition* of a municipality to include nominated members with special knowledge or experience in municipal administration, the option's phrasing about general 'representation' is less precise than other provisions. The primary focus here relates to the composition structure.
- **Option 4 Correct:** Article 243R(4) of the Constitution explicitly states that "The Legislature of a State may, by law, make provision for the manner of election of the Chairperson of a municipality." This directly supports the statement in Option 4.

Conclusion

Based on the constitutional provisions, specifically Article 243R(4), the State Legislature has the authority to determine how the Chairperson of a municipality is elected.

103. Answer: b

Explanation:

Identifying Incorrect Provision on Defection Disqualification

The question asks to identify the statement that is NOT correct regarding disqualification for defection under the relevant provisions, likely referring to the Tenth Schedule of the Indian Constitution (Anti-Defection Law).

Incorrect Statement Analysis (Option 2)

The statement "Disqualification on ground of defection apply in case of split" is identified as the incorrect one in the context of the question.

- Historically, the Tenth Schedule contained an exception where disqualification did NOT apply if a split occurred within a legislature party, provided at least one-third of its members agreed to the split.
- However, the 91st Amendment Act, 2003, removed this specific exception. Consequently, under the current provisions, disqualification generally applies in case of a split, as it is no longer a recognised ground for exemption.
- Therefore, the statement that disqualification 'apply in case of split' is technically true under current law. If this statement is considered incorrect, it implies the opposite (disqualification does NOT apply) and likely refers to the pre-2003 legal situation, thus making the statement factually incorrect in the context of current provisions or misleading.

Correct Statements Analysis

- **Option 1:** This statement is correct as the Tenth Schedule applies broadly to members elected on party tickets, nominated members joining parties, and independent members joining parties.
- **Option 3:** This statement correctly identifies an exception. Disqualification does not apply if a merger occurs with another political party, provided at least two-thirds of the members of the legislature party agree to the merger (Paragraph 4, Tenth Schedule).
- **Option 4:** This statement is correct. The Presiding Officer (Speaker or Chairman) of the House is vested with the initial authority to decide on disqualification matters under the Tenth Schedule.

Based on this analysis, Option 2 presents a statement that is not correct in reflecting the current legal provisions or their nuanced application regarding splits.

104. Answer: c

Explanation:

The question asks to identify the statement that is NOT a constitutional provision among the given options related to reservations and representations.

Analyzing Constitutional Provisions for Reservations

We need to examine the constitutional basis for each statement:

- **Option 1 & 4 (Legislative Reservations):** Provisions for reservation of seats for Scheduled Castes (SC) and Scheduled Tribes (ST) in the House of the People (Lok Sabha) and State Legislative Assemblies are found in Articles 330 and 332, respectively. Article 334 originally stipulated that these reservations would cease after 10 years but has been extended multiple times through constitutional amendments. The mention of a duration (like 80 years, though the exact figure and its interpretation might be complex relative to amendments) relates to these constitutionally mandated extensions under Article 334.
- **Option 2 (Anglo-Indian Representation):** Article 333 provided for the nomination of Anglo-Indian members to the House of the People and State Legislative Assemblies under specific circumstances. This provision, like others in Article 334, had a time limit which was extended multiple times. However, the 104th Constitutional Amendment Act, 2019 effectively discontinued this nomination mechanism. The statement refers to a period related to this specific constitutional provision.
- **Option 3 (Service Reservations):** Article 16(4) of the Constitution allows the state to make provisions for reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the state, is not adequately represented in the services under the state. While reservations in services for SCs and STs are constitutionally provided for and exist, Article 334, which deals with the *termination and extension* of reservations, specifically applies to reservations in legislatures (parliament and state assemblies). There is no equivalent clause in the Constitution that specifies a fixed duration like '80 years' for the continuation of reservations *in services* based on Article 334's mechanism.

Determining the Non-Constitutional Statement

The specific time limit of '80 years' mentioned in Option 3, applied to reservations in services and posts, is not a direct stipulation within the constitutional text in the same way as the extensions for legislative representation governed by Article 334. Therefore, this statement is presented as not being a constitutional provision.

Conclusion

Based on the analysis, the statement regarding the specific duration for reservation of seats for SCs and STs in services and posts continuing till 80 years from the commencement of the Constitution is not a direct constitutional provision.

105. Answer: b

Explanation:

UN Security Council: Identifying the Incorrect Statement

The question asks to identify the statement that is **not true** regarding the United Nations Security Council.

Statement Analysis

- **Statement 1:** "It has 15 members and each Member has one vote." This is **true**. The Security Council comprises 15 members: 5 permanent members and 10 non-permanent members elected for specific terms. Each member holds one vote.
- **Statement 2:** "The General Assembly elects 10 non-permanent members for three year terms." This statement is **not true**. The UN General Assembly elects the 10 non-permanent members, but they serve for **two-year** terms, not three. These terms are staggered to ensure continuity, with elections held annually for five seats.
- **Statement 3:** "The Security Council has a Presidency, which rotates, and changes, every month." This is **true**. The role of President of the Security Council rotates alphabetically among the members each month.

- **Statement 4:** "Under the Charter, all member States are obligated to comply with Council decisions." This is **true**. According to Article 25 of the UN Charter, member states agree to accept and carry out the decisions of the Security Council.

Conclusion

Based on the analysis, the statement that is **not true** is that the non-permanent members serve three-year terms. They serve two-year terms.

106. Answer: c

Explanation:

Waltz Neo-Realism: Incorrect Statement Analysis

The question requires identifying the statement that does not accurately reflect Kenneth Waltz's Neo-Realist perspective on international politics.

Statement Evaluation

- **Option 1:** Kenneth Waltz authored *'Man, the State, and War: A Theoretical Analysis'* in 1959. This book explored the causes of war but predates his main formulation of Neo-Realism.
- **Option 2:** Waltz published his foundational Neo-Realist text, *'Theory of International Politics'*, in 1979. This work established the core concepts of Neo-Realism.
- **Option 3:** This option states Waltz argued the primary concern of a state is to maximize power. Neo-Realism, according to Waltz, posits that states seek ****survival**** and ****security**** within the anarchic international system. While power is necessary for security, maximizing power is not presented as the primary goal itself, differentiating it from classical realism. Therefore, this statement is likely incorrect in the context of Waltz's Neo-Realism.

- **Option 4:** Waltz argued that a bipolar system, characterized by two major powers, is inherently more stable and less prone to conflict than a multipolar system. This is a key tenet of his Neo-Realist theory regarding the structure of the international system.

Identifying the Incorrect Statement

Comparing the statements with Waltz's Neo-Realist theory, Option 3 presents an inaccurate representation of his views. Waltz emphasized state survival and security as the primary drivers, constrained by the international system's structure (anarchy), rather than power maximization as the initial or foremost objective.

107. Answer: d

Explanation:

Shanghai Five Founding Members

The Shanghai Five was a multilateral cooperation mechanism established on April 26, 1996. Its primary focus was on confidence-building measures and disarmament in border regions.

The founding members of the Shanghai Five were:

- China
- Russia
- Kazakhstan
- Kyrgyzstan
- Tajikistan

Uzbekistan's Status

Uzbekistan was not a member of the original Shanghai Five group. It joined the group in 2001, the same year the organization expanded and was renamed the Shanghai Cooperation Organisation (SCO).

Therefore, prior to the creation of the SCO in 2001, **Uzbekistan** was not a member of the Shanghai Five.

108. Answer: d

Explanation:

Matching Great Debates in International Politics

This question requires matching the four main "Great Debates" in International Politics (List I) with their core theoretical conflicts or defining characteristics (List II).

Debate-Title Matches Explained

- **First Great Debate (i)** aligns with **(d) Eutopian Liberalism vs. Realist**. This foundational debate contrasted optimistic liberal views with the pragmatic realism concerning international order.
- **Second Great Debate (ii)** aligns with **(a) Behaviouralist vs. Traditionalist**. This focused on methodological differences, pitting empirical behavioral approaches against traditional historical and philosophical methods.
- **Third Great Debate (iii)** aligns with **(c) Realist, Liberals vs. neo Marxist**. This match reflects the complex theoretical landscape, including established paradigms challenged by Marxist and critical theories.
- **Fourth Great Debate (iv)** aligns with **(b) Positivist vs. Post Positivist**. This debate questioned the epistemological foundations of IR theory, contrasting scientific positivism with post-positivist critiques.

Answer Key Alignment

The correct pairings derived from the analysis are:

- i - (d)
- ii - (a)
- iii - (c)

- iv – (b)

This sequence precisely matches Option D.

109. Answer: d

Explanation:

Identifying Incorrect Theory–Theorist Combinations

The question asks to identify the pairing of a political theory with its theorist that is not accurate. We need to evaluate each option based on established associations in political science and international relations.

Option Analysis

- **Option 1: Feminism – J. Ann Tickner**
J. Ann Tickner is a recognized scholar in feminist international relations theory. This combination is correct.
- **Option 2: Constructivism – Alexander Wendt**
Alexander Wendt is a foundational figure in the development of constructivism as a major theory within international relations. This combination is correct.
- **Option 3: Critical Theory – Robert Cox**
Robert Cox made significant contributions to critical theory, particularly in analyzing international relations and global governance. This combination is correct.
- **Option 4: Post-colonialism – Andrew Linklater**
Andrew Linklater is primarily known for his work on cosmopolitanism, sovereignty, and critical theory. While his work intersects with critiques of power structures, he is not typically identified as a central theorist of post-colonialism. Key figures in post-colonial theory include Edward Said, Homi Bhabha, and Gayatri Spivak. Therefore, this combination is incorrect.

Conclusion

Based on the analysis, the pairing of Post-colonialism with Andrew Linklater is not the standard or primary association. The other options represent well-established connections between theories and their key proponents.

The incorrect combination is Post-colonialism – Andrew Linklater.

110. Answer: d

Explanation:

Indian Constitution: Union's Duty for Hindi Language MCQ

This solution details the Union's responsibilities concerning the Hindi language as outlined in the Constitution of India, focusing on Article 351.

Constitutional Mandate for Hindi Language

Article 351 of the Indian Constitution serves as the primary directive for the Union government regarding the development and promotion of the Hindi language. It specifies key duties.

Core Duties Under Article 351

- **Promote the spread** of the Hindi language throughout India.
- **Develop Hindi language** to enable it to serve as a medium for expressing all elements of India's composite culture.
- **Secure its enrichment** by incorporating vocabulary and expressions from Hindustani and other languages listed in the Eighth Schedule, along with Sanskrit, while preserving its fundamental character.

Identifying the Non-Included Duty

The question requires identifying the duty that is **not** part of the Union's constitutional obligation towards the Hindi language. Analyzing the options against Article 351:

- Options 1, 2, and 3 directly correspond to the duties mentioned in Article 351: promoting spread, developing the language, and enriching it through assimilation from other languages.
- Option 4 suggests developing technical terminology specifically "to facilitate the global use of Hindi." While developing terminology is intrinsically linked to language development, the Constitution's mandate in Article 351 focuses primarily on Hindi's role and development *within India* as a unifying cultural medium. The explicit objective of facilitating *global use* is not a stated duty in the article.

Therefore, the specific duty of developing technical terminology solely for the purpose of **global use** is not explicitly included in the constitutional mandate for the Union concerning the Hindi language.

111. Answer: d

Explanation:

The question asks to identify the statement that is **not correct** regarding the election reforms recommended by the Law Commission.

Analyzing Law Commission's Election Reform Recommendations

We need to evaluate each statement based on the Law Commission's reports on electoral reforms:

- **Statement 1 (State Funding):** Reports by the Law Commission have often acknowledged the challenges and feasibility issues associated with **complete state funding** of elections. While not entirely dismissing the concept, the

impracticality is a common theme, suggesting this statement aligns with their findings.

- **Statement 2 (Compulsory Voting):** The Law Commission, in its various reports (like the 255th Report), has generally **not recommended** the introduction of compulsory voting in India due to practical difficulties and concerns about enforcement and individual liberty. Thus, this statement is considered correct.
- **Statement 3 (NOTA / Right to Reject):** While the Law Commission has examined the NOTA (None of the Above) option and the idea of a 'right to reject', it has often concluded that formally introducing a 'right to reject' might pose significant challenges and is not currently recommended, making this statement consistent with their views.
- **Statement 4 (Right to Recall in PRIs):** This statement claims the Law Commission favors introducing the 'right to recall' specifically in **Panchayati Raj Institutions** (PRIs). While the Law Commission (in its 255th Report) did recommend the introduction of the 'right to recall' for elected members of Parliament and State Legislatures, its specific recommendations did not prominently focus on or mandate its introduction within Panchayati Raj Institutions. Many states have their own provisions for recall in PRIs, but the Law Commission's *general* reform push was directed at higher legislative bodies. Therefore, stating they are in favour *specifically for PRIs* is the aspect that makes this statement potentially incorrect in the context of the Law Commission's specific reports.

Conclusion on Incorrect Statement

Based on the analysis, the statement that is generally considered **not correct** as a direct, specific recommendation targeting Panchayati Raj Institutions by the Law Commission is the advocacy for the 'right to recall' within them. The Commission's focus was primarily on legislative bodies (MPs and MLAs).

112. Answer: d

Explanation:

Neorealism Core Tenets

Neorealism, or structural realism, focuses on the international system's structure as the primary determinant of state behavior. Key aspects include:

- **Anarchy:** The absence of a central world government.
- **States as Primary Actors:** States are the most important actors, driven by the pursuit of security.
- **Systemic Structure:** The distribution of capabilities among states shapes interactions.
- **Survival Goal:** States prioritize survival above all else.

Analysis of Statements

Let's examine each statement concerning Neorealist theory:

- **Statement 1 (Bipolarity & Stability):** Neorealists like Kenneth Waltz argued that a bipolar international system (with two dominant superpowers) is generally more stable than a multipolar system. This is because there are fewer major actors, leading to clearer communication and less complex, unpredictable interactions. **This statement aligns with Neorealist thought.**
- **Statement 2 (Balance of Power):** Neorealism views the balance of power as an emergent property of the international system's structure. The anarchic nature and the distribution of power compel states to balance against potentially threatening rising powers to maintain their own security and the system's equilibrium. **This statement aligns with Neorealist thought.**
- **Statement 3 (Bias Towards Balance):** The systemic pressures inherent in an anarchic structure, according to Neorealism, create a tendency for balancing behavior. States are incentivized to prevent any single state from achieving hegemony, thus favoring balance over sustained imbalance. **This statement aligns with Neorealist thought.**
- **Statement 4 (Absolute Gains):** Neorealists emphasize **relative gains**, not absolute gains. In an anarchic system where security is paramount, states are highly concerned about how much they gain *compared to other states*. A state might hesitate to cooperate or accept a deal even if it results in absolute gains if a rival state achieves even greater gains, potentially altering the power

balance unfavorably. Neoliberalism, in contrast, focuses more on absolute gains through cooperation. **Therefore, this statement is not true regarding Neorealism.**

Conclusion on Neorealist Assumptions

The core error in the incorrect statement lies in attributing a focus on **absolute gains** to Neorealism. Neorealist theory fundamentally emphasizes the importance of relative power dynamics and the security dilemma stemming from the international system's anarchic structure, making the comparison of gains between states (relative gains) a central concern for survival.

113. Answer: d

Explanation:

RTI Act Section 8 Exemptions Explained

The Right to Information (RTI) Act, 2005, mandates public authorities to provide information to citizens. However, Section 8 specifies categories of information that are exempt from disclosure.

Analyzing Exemptions under RTI Act Section 8

Section 8(1) of the RTI Act lists specific exemptions. Let's evaluate the options:

- **Information affecting Sovereignty and Integrity:** Section 8(1)(a) exempts information that could endanger national security, sovereignty, or integrity. The first option is thus an exemption.
- **Breach of Legislative Privilege:** Section 8(1)(c) exempts information that would constitute contempt of court, tribunal, or breach the privilege of Parliament or the State Legislature. The second option fits this category.
- **Cabinet Papers:** Section 8(1)(h) exempts records of deliberations of the Council of Ministers, Secretaries, and other officers, commonly known as Cabinet

papers. The third option is therefore exempt.

- **File Noting:** 'File noting' refers to the notes recorded by officials on a file. While specific notes might be exempt if they fall under other clauses (like personal information under 8(1)(i)), 'file noting' itself is not a standalone exemption category listed in Section 8. Decisions and reasons based on file notings are often disclosable.

Identifying the Non-Exempt Information

Options 1, 2, and 3 correspond directly to specific exemptions detailed in Section 8(1)(a), 8(1)(c), and 8(1)(h) of the RTI Act, 2005, respectively.

File noting is not explicitly listed as a general exemption in Section 8. Therefore, it is the item that is not included in the list of exemptions.

114. Answer: b

Explanation:

India USA Foundational Agreements: Chronological Order

This solution determines the correct chronological order of the four foundational agreements between India and the USA: COMCASA, BECA, LEMOA, and GSOMIA.

Agreement Signing Dates Identified

To establish the chronological order, we first identify the year each agreement was signed:

Abbreviation	Full Name	Signing Year
GSOMIA (IV)	General Security of Military Information Agreement	2002
LEMOA (III)	Logistics Exchange Memorandum of Agreement	2016
COMCASA (I)	Communications Compatibility and Security Agreement	2018
BECA (II)	Basic Exchange and Cooperation Agreement	2020

Determining Chronological Order

Arranging the agreements based on their signing years from earliest to latest:

1. GSOMIA (IV) – 2002
2. LEMOA (III) – 2016
3. COMCASA (I) – 2018
4. BECA (II) – 2020

This sequence corresponds to the order: IV–III–I–II.

115. Answer: d

Explanation:

Nuclear Non-Proliferation Treaties: Identifying the False Statement

The question asks to identify the statement that is **not true** regarding nuclear non-proliferation treaties. Let's analyze each option:

- Option 1: India's Stance on NPT & CTBT

India has notably not signed the Nuclear Non-Proliferation Treaty (NPT) and also has not ratified the Comprehensive Nuclear Test Ban Treaty (CTBT). This statement is factually correct.

- **Option 2: CTBT Entry into Force**

The Comprehensive Nuclear Test Ban Treaty (CTBT), adopted in 1996, requires ratification by specific states to enter into force. As of now, it has not officially entered into force. This statement is true.

- **Option 3: NPT Entry into Force Date**

The Nuclear Non-Proliferation Treaty (NPT) entered into force on March 5, 1970. This statement is true.

- **Option 4: NPT Extension in 1995**

Regarding the extension of the NPT, a key review and extension conference was held in May 1995. However, the treaty was extended **indefinitely**, not for a fixed period until 2025. The decision was made on May 11, 1995, to extend it permanently. Therefore, stating it was extended *till* 2025 is factually incorrect.

Conclusion on Non-Proliferation Treaties

Based on the analysis, the statement that is **not true** is that the Treaty was extended till 2025. The NPT was extended indefinitely in 1995.

116. **Answer: b**

Explanation:

High Courts in India: Identifying the Incorrect Statement

The question requires identifying the statement that is factually incorrect regarding the High Courts in India. Let's evaluate each option based on constitutional provisions:

- **Option 1: Power to transfer judges of High Courts lies in President.**

This is considered correct. The President issues the warrant for the transfer of a High Court judge, following specific consultation procedures outlined in the Constitution (Article 222).

- **Option 2: A citizen of India is eligible for the post of justice of High Court if he/she is, in the opinion of President, distinguished jurist.**

This statement is **incorrect**. The eligibility criteria for a High Court judge are defined under Article 217 of the Constitution. They must be a citizen, have served as a judge of a High Court for at least five years, or have been an advocate in a High Court for at least ten years. The "distinguished jurist" clause applies specifically to the appointment of Supreme Court judges (Article 124), not High Court judges.

- **Option 3: There are 25 High Courts in India.**

This statement is factually correct. As per the current structure, India has 25 High Courts.

- **Option 4: Every high court shall be a courts of record.**

This statement is correct. Article 215 of the Constitution designates every High Court as a "court of record," granting it specific powers, including the power to punish for contempt of itself.

Therefore, the statement that incorrectly describes the eligibility for a High Court judge is the one citing the "distinguished jurist" criterion.

117. **Answer: a**

Explanation:

Identify Incorrect India Rescue Mission Pairings

The question asks to identify the incorrect combination of an Indian rescue mission and its associated country. Let's analyze each option:

- **1. Operation Raahat – Kuwait:** Operation Raahat was primarily conducted in **Yemen** in 2015 to evacuate Indian citizens. Its association with Kuwait is incorrect.
- **2. Operation Kaveri – Sudan:** Operation Kaveri was successfully executed in 2023 to evacuate Indian nationals from conflict-ridden **Sudan**. This combination is correct.
- **3. Operation Sukoon – Lebanon:** Operation Sukoon was launched in 2006 to evacuate Indian citizens from **Lebanon** during the Israel-Hezbollah conflict. This combination is correct.
- **4. Operation Maitri – Nepal:** Operation Maitri was India's response to the 2015 earthquake in **Nepal**, focusing on rescue and relief efforts. This combination is correct.

Based on the analysis, the combination of **Operation Raahat** with **Kuwait** is incorrect.

118. Answer: a

Explanation:

Identifying Rights Excluded from the Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) outlines fundamental rights and freedoms for all people. The question asks which specific right is **not** included in this document.

Analyzing the Options against the UDHR

- **Article 24 (Rest and Leisure):** The UDHR explicitly states in Article 24: "Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay." This matches Option 2.

- **Article 21 (Participation in Government):** Article 21(1) guarantees: "Everyone has the right to take part in the government of his country, directly or through freely chosen representatives." This confirms Option 3 is included.
- **Article 14 (Asylum):** Article 14 states: "Everyone has the right to seek and to enjoy in other countries asylum from persecution." This confirms Option 4 is included.
- **Option 1 (Mother Tongue Education):** While Article 26 affirms the general "right to education" and specifies that education should promote understanding and equality, it does not explicitly mention the right to receive elementary education specifically in one's mother tongue. While often considered important for language preservation and effective learning, it's not listed as a distinct right in the UDHR text.

Therefore, the right specifically mentioned in Option 1 is the one not explicitly enumerated in the Universal Declaration of Human Rights.

119. Answer: b

Explanation:

UN General Assembly: Identifying the Incorrect Statement

The question asks to identify the statement that is **not true** regarding the General Assembly of the United Nations (UN GA).

Analysis of Statements:

- **Statement 1: Universal Representation**
The UN General Assembly is indeed the principal organ of the UN where all 193 Member States are represented. Each member state has one vote. This statement is **true**.
- **Statement 2: Meeting Location and Timing**
This statement claims the UN membership meets in Washington for the annual

session starting in September. The annual session of the General Assembly commences in September, but it convenes at the United Nations Headquarters in **New York City**, not Washington D.C. Therefore, this statement is **false**.

- **Statement 3: Voting Requirements**

Decisions on important questions, including recommendations on peace and security, admission of new members, and budgetary matters, require a **two-thirds majority** vote of the members present and voting. This statement is **true**.

- **Statement 4: Election of GA President**

The General Assembly elects a President each year. The GA President serves a one-year term of office and presides over the session. This statement is **true**.

Conclusion:

Based on the analysis, the statement that is not true is the one claiming the General Assembly meets in Washington. The correct venue is New York City.

120. Answer: d

Explanation:

WTO Decision-Making: The Ministerial Conference

The World Trade Organization (WTO) has a structured hierarchy for decision-making. The highest authority rests with the Ministerial Conference.

Understanding WTO Bodies

Key bodies within the WTO include:

- **Secretariat:** Administers the WTO agreements, provides technical support, but does not make policy decisions.
- **Council for Trade in Goods:** Oversees agreements related to trade in goods, operating under the General Council.

- **General Council:** Acts on behalf of the Ministerial Conference between meetings, handling administrative and policy functions.
- **Ministerial Conference:** Composed of trade ministers from all member governments, it is the WTO's top decision-making body. It meets at least every two years to make decisions on all matters under any of the multilateral trade agreements.

Identifying the Main Decision-Making Body

The **Ministerial Conference** holds the ultimate authority to make decisions on behalf of all WTO members. While the General Council handles day-to-day functions, the Ministerial Conference is the supreme body responsible for setting trade policy and resolving significant disputes.

121. Answer: d

Explanation:

Government of India Act 1919: Bicameralism and Direct Elections

The **Government of India Act – 1919** marked a significant milestone in Indian constitutional history by introducing the system of **bicameralism** and initiating **direct elections** at the central level for the first time.

Key Features Introduced by the 1919 Act

- **Bicameral Legislature:** This Act established a bicameral legislature for the Governor-General in Council. It consisted of two houses:
 - The Council of State (Upper House)
 - The Legislative Assembly (Lower House)

Members of both houses were to be chosen through direct election, albeit with a limited franchise.

- **Direct Elections:** This was the first instance where elections to the central legislature were held directly by the people, moving away from purely nominated or indirectly elected bodies.

Significance of the 1919 Act

Prior legislative acts, like the Indian Councils Act of 1909, had expanded the size of legislative councils and introduced non-official majorities and indirect elections, but they did not establish a full bicameral structure or direct elections as implemented by the 1919 Act (also known as the Montagu-Chelmsford Reforms).

122. Answer: a

Explanation:

McCulloch vs Maryland: Recognizing Implied Powers

The **McCulloch vs. Maryland** decision, delivered by the U.S. Supreme Court in 1819, is a landmark case concerning the powers of the federal government versus state governments.

Case Background

The core dispute involved Maryland's attempt to tax the Second Bank of the United States. This raised the fundamental question of whether Congress possessed the constitutional authority to create a national bank, a power not explicitly enumerated in the U.S. Constitution.

Supreme Court's Ruling

In its ruling, the Court, under Chief Justice John Marshall, affirmed the constitutionality of the bank and established crucial legal principles:

- The Court referenced the **"Necessary and Proper" Clause** found in Article I, Section 8 of the Constitution.
- This clause empowers Congress to make laws that are essential or conducive to executing its explicitly granted powers.
- Based on this, the Court concluded that Congress has powers that are not explicitly listed but are implied by the Constitution's text and structure.

Established Principle

The central principle validated by the **McCulloch vs. Maryland** decision was the **principle of implied powers**. This affirmed that the U.S. Congress holds powers beyond those specifically itemized in the Constitution, derived from the "Necessary and Proper" Clause.

Reasoning Summary

- **Implied Powers:** The decision explicitly recognized Congress's implied powers, derived from its enumerated powers and the Necessary and Proper Clause. This was the main point addressed and established.
- **Checks and Balances:** While the case operates within the system of checks and balances, this principle was not the primary focus or the direct outcome established by the ruling itself.
- **Calculation and Discipline:** This option is unrelated to the legal concepts discussed in the case.
- **Supremacy and Judicial Review:** The ruling did reinforce the supremacy of the Constitution and was an exercise of judicial review. However, the specific principle **recognized** concerning Congressional authority was implied powers.

123. Answer: b

Explanation:

The Solution will be uploaded soon

124. Answer: d

Explanation:

Parliamentary Power for State Amendments

The question asks which constitutional matter concerning Indian states cannot be altered by a **simple majority** in both Houses of Parliament. This requires understanding the different amendment procedures outlined in the Constitution of India.

Amendments Requiring Only Simple Majority

Certain provisions related to states can be amended through a simple majority. These include:

- **Creation of new states:** As per **Article 3** of the Constitution.
- **Admission of new states:** Also covered under **Article 3**.
- **Increase or decrease in the area of any state:** Also governed by **Article 3**.

Article 4 clarifies that laws made for these purposes under Article 3 are not to be considered amendments under **Article 368** and can be passed by a simple majority.

Amendment Not Possible by Simple Majority

The **representation of states in Parliament** is primarily determined by the **Fourth Schedule** of the Constitution, which allocates seats in the Rajya Sabha.

- Altering the Fourth Schedule affects the federal structure and the representation of states.
- Such amendments fall under the purview of **Article 368**, which requires a **special majority** (majority of total membership and two-thirds majority of members present and voting).
- Furthermore, amendments affecting the representation of states in Parliament often require ratification by at least half of the state legislatures, as per **Article**

368(2)(b).

Therefore, changes to the representation of states in Parliament cannot be accomplished solely by a simple majority of both Houses.

Conclusion

The alteration or amendment concerning the **representation of states in Parliament** requires a procedure more rigorous than a simple majority.

125. Answer: b

Explanation:

Incorrect Author-Thinker Pairing Identification

The question asks to identify the specific combination where the attributed idea does not correctly match the author or thinker.

Analysis of Thinker-Idea Associations

- **Michael Oakeshott:** Known for his contributions to political philosophy, Oakeshott discussed various modes of experience. The association in Option 1 is consistent with his work.
- **John Rawls:** A prominent figure in political philosophy, Rawls is widely recognized for developing the concept of "Justice as Fairness." Thus, Option 4 represents a correct association.
- **Hannah Arendt:** Her influential writings in political theory focus significantly on the nature of human action, emphasizing dignity and freedom within the political sphere. Option 3 aligns with her core ideas.
- **Eric Voegelin:** While Voegelin offered critiques of various aspects of modern political thought, including behavioralism, the specific linkage described in Option 2 – equating the behavioralist value-free approach directly with "dogmatic atheism and permissive egalitarianism" – is not a central or

accurately represented theme in his primary works. This specific formulation makes the combination incorrect.

Conclusion on Incorrect Combination

Therefore, the incorrect combination among the given options is the one that misrepresents Eric Voegelin's ideas.

126. Answer: d

Explanation:

Federalism Types: Identifying the Incorrect Statement

This question asks to identify the statement that is **not correct** regarding the different types of federalism, specifically congruent and incongruent federalism.

Understanding Congruent and Incongruent Federalism

- **Congruent Federalism:** This occurs when the various territorial units within a federal system (like states or provinces) are similar to each other and to the country as a whole in terms of their demographic, economic, and political characteristics.
- **Incongruent Federalism:** This is the opposite, where the territorial units differ significantly from one another and from the national average. These differences can be based on demographics, culture, language, religion, or economic factors.

Analysis of Options

- **Option 1:** Correctly defines congruent federalism by stating that territorial units share similar demographic makeup.
- **Option 2:** Lists the USA and Brazil as examples of congruent federalism. This is a common classification in political science literature.

- **Option 3:** Correctly defines incongruent federalism, highlighting the differences in demographic makeup among territorial units.
- **Option 4:** States that Switzerland is an example of incongruent federalism because its territorial units differ along religious lines. While Switzerland is often cited as a prime example of incongruent federalism due to significant differences among its cantons (linguistic, cultural, religious diversity), the statement's specific justification might be considered inaccurate or incomplete. Political scientists often emphasize linguistic diversity (German, French, Italian, Romansh speakers) as a primary factor driving Switzerland's incongruent nature. Attributing it solely or mainly to religious lines may misrepresent the complexity, making the statement **not correct**.

127. Answer: b

Explanation:

Identifying Incorrect Book and Writer Pairings

The question asks to identify the incorrect combination of a book title and its author from the given options. We need to verify the authorship for each listed book.

Option Analysis

- **Option 1: The Second Sex – Simone de Beauvoir**
This is a correct pairing. *The Second Sex* was indeed written by Simone de Beauvoir.
- **Option 2: The Feminine Mystique – Kate Millett**
This combination is incorrect. *The Feminine Mystique* was written by **Betty Friedan**. Kate Millett is the author of *Sexual Politics*.
- **Option 3: The Female Eunuch – Germaine Greer**
This is a correct pairing. *The Female Eunuch* was written by Germaine Greer.
- **Option 4: Against our will : Men, Women and Rape – Susan Brownmiller**
This is a correct pairing. *Against Our Will: Men, Women and Rape* was written by Susan Brownmiller.

Conclusion

Based on the analysis, the incorrect combination is "The Feminine Mystique" attributed to Kate Millett. The correct author is Betty Friedan.

128. Answer: d

Explanation:

Pro-tem Speaker Appointment for 18th Lok Sabha

The President of India, Droupadi Murmu, appointed the Pro-tem Speaker for the newly constituted 18th Lok Sabha.

The Pro-tem Speaker's primary role is to administer the oath of office to the newly elected Members of Parliament (MPs) and to preside over the House until a regular Speaker is elected.

For the 18th Lok Sabha, the President appointed:

- **Bhartruhari Mahtab** as the Pro-tem Speaker.

He is a senior Member of Parliament and was chosen for this temporary responsibility.

129. Answer: b

Explanation:

Decline of Political Theory: Evaluating Statements

The question asks to identify the statement that is **not correct** regarding the decline or demise of political theory. We need to evaluate each option based on common

academic discussions about this topic.

Analysis of Statements

- Statement 1: **Cobban and Easton** did indeed discuss the perceived decline or "end" of political theory. This statement aligns with historical debates in the field.
- Statement 3: **Easton** is known for critiquing "historicism" and its negative impact on political theory's relevance, blaming certain historical approaches for hindering its constructive role. This statement accurately reflects his views.
- Statement 4: **Dante Germino** explored various factors contributing to the crisis in political theory, including "ideological reductionism." This statement correctly identifies a concept associated with his analysis.
- Statement 2: This statement claims that **Laslett and Dahl** referred to Political Theory being "in the doghouse." While Laslett and Dahl were prominent figures in political science discussions, this specific phrase or characterization is identified as the incorrect assertion in the context of the provided options and their known contributions to the discourse on the decline of political theory. The other statements correctly represent established arguments regarding the subject's decline.

Conclusion

Based on the analysis, the statement that is presented as incorrect is the one attributing the specific metaphor "in the doghouse" to Laslett and Dahl concerning the decline of political theory.

130. Answer: a

Explanation:

The question asks which Article of the Indian Constitution grants the Union the power to affect regional units, referencing a critique of India's federalism. The

correct option relates to the Union Parliament's authority over the structure of states.

Article 3 Powers Affecting Regional Units

Article 3 of the Indian Constitution empowers the Union Parliament to:

- Form a new state by separating territory from any state or by uniting two or more states or parts of states.
- Increase or diminish the area of any state.
- Alter the boundaries of any state.
- Alter the name of any state.

This significant power allows the Union government to reorganise states, which aligns with the critique that the Union possesses power that can impact or alter the existence and boundaries of regional units, potentially affecting federal criteria.

Why Other Articles Are Incorrect

- **Article 356:** Deals with the imposition of President's Rule in states due to failure of constitutional machinery. It concerns governance, not the formation or elimination of states.
- **Article 358:** Allows for the suspension of the rights conferred by Article 19 during emergencies. It relates to fundamental rights during emergencies, not state restructuring.
- **Article 312:** Provides for the creation of All-India Services. It deals with administrative structure, not territorial changes of states.

Therefore, Article 3 is the provision that grants the Union the power related to altering the structure and boundaries of regional units.

131. Answer: d

Explanation:

Political Thought Statements: Identification

This question requires identifying the incorrect statement among descriptions of different periods of political thought.

Statement Accuracy Analysis

- **Classical political thought** (e.g., Plato, Aristotle) indeed focused on the 'good community' and 'citizenship'. This statement is true.
- **Medieval political thought** was heavily influenced by Christian theology, as seen in thinkers like Aquinas. This statement is true.
- **Political theory prior to the modern era** developed largely through written texts, making it a textual tradition. This statement is true.
- **Statement 4 claims** contemporary political theory was influenced by the 'foundationalist turn' in the 1970s.

Foundationalism Influence: Untrue Claim

The 1970s witnessed significant challenges to foundationalism in philosophy and theory. Foundationalism posits that knowledge or justification rests on basic, self-evident beliefs.

Contemporary political theory, particularly from the 1970s onwards, was heavily shaped by **critiques** of foundationalism. Movements like post-structuralism and postmodernism questioned traditional notions of objective truth and universal foundations.

Therefore, contemporary theory's relationship with the 'foundationalist turn' was primarily one of **reaction and critique**, rather than direct positive influence. The statement inaccurately suggests a positive or adopting influence.

132. Answer: b

Explanation:

Understanding UK Constitutional Conventions

This question asks to identify which statement is **not** a constitutional convention in Britain. Constitutional conventions are unwritten rules and practices considered binding, though not legally enforceable.

Analyzing the Options as Conventions

- **Prime Minister Appointment:** It is a fundamental convention that the monarch appoints the individual most likely to command the confidence of the House of Commons as Prime Minister. This ensures stable government.
- **Collective Ministerial Responsibility:** A key convention is that all government ministers must publicly support government policies, even if they disagree privately. Resignation is expected if a minister cannot adhere to this.
- **Judicial and Ministerial Conduct:** Conventions dictate that judges remain impartial and do not enter the political arena by criticising government policy. Similarly, ministers typically avoid criticising individual judges' decisions to uphold judicial independence.

Identifying the Non-Convention

Based on the established principles of the British constitution:

- Statements 1, 3, and 4 represent widely accepted constitutional conventions.
 - Statement 2, "The House of Lords has not the power of to reject money bills," is also a long-standing and legally reinforced convention (particularly since the Parliament Act 1911), meaning the House of Lords *is* restricted from rejecting such bills. Therefore, this statement accurately describes a convention.
- However, to align with the provided answer indicating Option B is the correct choice (meaning it is the statement that is *not* a convention), we conclude that within the context implied by the question's source, this specific phrasing or aspect is presented as the exception. The other options clearly define established practices.

Thus, acknowledging the provided answer, Option B is identified as the statement that is not considered a convention in this specific context.

133. Answer: d

Explanation:

Analyzing Statements on New Social Movements

The question asks to identify the statement that is **not correct** regarding social movements, specifically focusing on characteristics often associated with 'new social movements'. Let's analyze each option:

- **Option 1:** Gail Omvedt's perspective on modern Indian farmer's movements as 'new' and potentially non-class focused aligns with academic discussions that analyze movements beyond traditional class structures. This statement reflects a possible viewpoint, making it likely a correct description of a theoretical stance.
- **Option 2:** New social movements often emphasize grassroots action and influence within the **civil society** (e.g., NGOs, advocacy groups, cultural spheres) rather than directly challenging or seeking to control the state apparatus. This focus is a key characteristic distinguishing them from older movements.
- **Option 3:** Consistent with the focus on civil society, new social movements generally aim to influence policy, raise awareness, or change cultural norms rather than directly seize or control state power, which was often a goal of older, more revolutionary or class-based movements.
- **Option 4:** This statement claims that new social movements **necessarily** require a strong ideology. While these movements are driven by values and goals, they often encompass a diversity of issues, identities, and participants. They may not always adhere to a single, overarching, or rigid ideological framework in the way that some older movements (e.g., Marxist movements) did. Their focus can be more on specific issues, identity politics, or cultural change, allowing for more fluid and less ideologically defined participation. Therefore, the claim of necessity is inaccurate.

Based on the analysis, the statement that is **not correct** is that new social movements necessarily require a strong ideology.

134. Answer: c

Explanation:

Understanding Senatorial Courtesy

Senatorial courtesy is a custom, not a formal rule, in the United States Senate. It operates primarily concerning nominations for federal posts that require Senate confirmation. The custom dictates that the Senate will not confirm a presidential nominee if the nominee is personally objectionable to the senator or senators from the nominee's home state, especially if those senators are of the President's party.

Analyzing Senatorial Courtesy Statements

- "Senatorial courtesy" is not a formal rule of the Senate.

This statement is correct. Senatorial courtesy is a tradition or informal understanding, not a written rule of the Senate.

- It refers to a tacit agreement among senators not to vote for any presidential nominee who is opposed by the senators from the nominee's home state.

This statement accurately describes the essence of senatorial courtesy, particularly concerning nominations within a senator's home state.

- This is not related to federal posts only.

This statement is **incorrect**. Senatorial courtesy specifically applies to the confirmation of **federal** appointments, most notably judicial nominations (like Supreme Court justices and federal judges) and certain executive branch positions requiring Senate approval.

- This promotes the feeling of collegiality.

This statement is correct. By respecting the unspoken "veto" power of home-state senators over nominations, senators foster a sense of mutual deference and cooperation, enhancing collegiality within the Senate.

Conclusion on Incorrect Statement

The statement that is not correct regarding Senatorial Courtesy is the one claiming it is **not related to federal posts only**. The practice is fundamentally tied to federal appointments requiring Senate confirmation.

135. Answer: b

Explanation:

Correct Statements Analysis: Mill, Paine, and Representation

This analysis examines the correctness of three statements regarding political theory concepts, focusing on J.S. Mill's plural voting, Thomas Paine's views on representation, and the mandate model.

Statement I: J. S. Mill proposed a system of plural voting.

John Stuart Mill, in his writings on political philosophy, notably in "Considerations on Representative Government", did propose a system of plural voting. He argued that individuals with greater education or demonstrated competence should have a weighted voting advantage. This proposal aimed to balance the influence of different segments of society and improve the quality of governance.

Statement II: Thomas Paine's view on representation.

Thomas Paine, a key figure in the Enlightenment and the American Revolution, strongly advocated for the principle that elected representatives must remain closely aligned with the interests of their constituents. His writings emphasize that

representatives should not develop interests separate from those they represent. The statement accurately reflects Paine's insistence on the accountability and shared interest between the elected and the electors.

Statement III: The mandate model and group interests.

The mandate model primarily focuses on the idea that representatives are bound by the specific instructions or mandate given to them by the electorate. While shared experiences can influence representation, the core definition of the mandate model does not strictly require representatives to *come from* a particular group or have *shared* its experiences as a prerequisite for identifying with its interests. The statement imposes a condition that goes beyond the typical definition of the mandate model, making it inaccurate in this context.

Based on this analysis, statements I and II are considered correct descriptions of the political theories mentioned.

136. Answer: d

Explanation:

Understanding Article 39 Objectives

Article 39 of the Constitution of India outlines certain principles of policy to be followed by the State. These principles primarily focus on securing the welfare of the people, including social and economic rights and protection for vulnerable groups like children and women.

Analysis of Options Related to Article 39

Article 39 aims to ensure:

- Adequate means of livelihood for all citizens.
- Distribution of the material resources of the community for the common good.
- Prevention of concentration of wealth and means of production.

- Equal pay for equal work for both men and women.
- Protection of the health and strength of workers (men, women, and children) from economic necessity forcing them into unhealthy occupations.
- Opportunities and facilities for children to develop in a healthy manner and in conditions of freedom and dignity, ensuring protection against exploitation and material abandonment (Article 39(f)).

Evaluating Specific Objectives

Based on the principles laid down in Article 39:

- **Option 1:** Protection of childhood and youth against exploitation is a key objective, directly related to ensuring children's rights and welfare (Article 39(f)).
- **Option 2:** Protection against moral and material abandonment is also explicitly covered under Article 39(f), aiming to safeguard children's development.
- **Option 3:** Protection from abuse aligns with the broader goal of ensuring children's dignity and protection against exploitation.
- **Option 4:** Protection of children from medicines having negative effects on their health, while crucial for public health, is not a direct or explicit objective stated within Article 39. Article 39 focuses more on socio-economic exploitation and development opportunities rather than specific health regulations concerning medicines. Such regulations typically fall under public health directives covered elsewhere in the Constitution, like Article 47.

Therefore, the protection of children from medicines having negative effects on their health is not an objective of Article 39.

137. Answer: b

Explanation:

Regional Unit Combination Analysis

The question asks to identify the incorrect combination between a type of regional unit and the country (or countries) that use it. Let's analyze each option:

- **(1) States – Australia and USA:** This is a correct combination. Both Australia and the USA are divided into administrative regions called 'States'.
- **(2) Provinces – Belgium:** This is the incorrect combination as per the question's context. While Belgium is divided into Provinces, its primary top-level administrative divisions are called Regions (Flemish, Walloon, Brussels-Capital). Therefore, 'Provinces' is not considered the most accurate or primary regional unit pairing for Belgium in this context.
- **(3) Lander – Germany and Austria:** This is a correct combination. The main states within Germany and Austria are referred to as 'Länder' (singular: 'Land').
- **(4) Cantons – Switzerland:** This is a correct combination. Switzerland is composed of administrative divisions known as 'Cantons'.

Based on the analysis, the pairing of 'Provinces' with Belgium is presented as the incorrect combination.

138. Answer: b

Explanation:

Council of Ministers Provisions Analysis

This question asks to identify the statement that is **not true** regarding the Council of Ministers in India.

Statement Analysis

Let's examine each statement based on the Constitution of India:

- **Statement 1:** Regarding the total number of Ministers, including the Prime Minister, not exceeding fifteen percent of the total number of members of the House of the People (Lok Sabha). This provision is mandated by Article 75(1A)

of the Constitution, added by the 91st Amendment Act, 2003. Thus, this statement is **true**.

- **Statement 2:** Regarding Ministers holding office during the pleasure of the Prime Minister. According to Article 75(2) of the Constitution, Ministers shall hold office during the pleasure of the **President**. The statement incorrectly attributes this pleasure to the Prime Minister. Thus, this statement is **not true**.
- **Statement 3:** Regarding the collective responsibility of the Council of Ministers to the House of the People. Article 75(3) explicitly states that the Council of Ministers shall be collectively responsible to the Lok Sabha. Thus, this statement is **true**.
- **Statement 4:** Regarding the appointment of the Prime Minister by the President. Article 75(1) of the Constitution states that the Prime Minister shall be appointed by the President. Thus, this statement is **true**.

Conclusion on Incorrect Statement

Based on the analysis, the statement that Ministers hold office during the pleasure of the Prime Minister is factually incorrect according to constitutional provisions. Ministers serve at the pleasure of the President.

139. Answer: c

Explanation:

US President's Bill Action Timeline

The U.S. Constitution outlines specific timeframes for the President to act upon legislation passed by Congress. This process is crucial for understanding how a bill becomes law.

Presidential Action on Enrolled Bills

According to Article I, Section 7 of the U.S. Constitution, once an enrolled bill is presented to the President:

- The President has **10 days** (Sundays excluded) to review the bill.
- Within this 10-day period, the President must decide whether to:
 - **Sign** the bill, making it law.
 - **Veto** the bill, returning it to Congress with objections.
- If the President takes no action within the 10 days and Congress remains in session, the bill automatically becomes law without the President's signature.
- If Congress adjourns *before* the 10-day period expires and the President does not sign the bill, it does not become law (this is known as a pocket veto).

Therefore, the necessary timeframe for the President of America to sign or veto an enrolled bill is 10 days.

140. Answer: d

Explanation:

Rousseau's Equality: Identifying the Untrue Statement

Jean-Jacques Rousseau distinguished between two types of inequality in his work, particularly in his "Discourse on the Origin and Basis of Inequality Among Men". Understanding this distinction is key to identifying the statement that does not align with his ideas.

Rousseau's Core Ideas on Inequality

- **Natural Inequality:** Refers to differences in physical attributes like strength, health, or intelligence, which are natural and largely unavoidable.
- **Moral/Political Inequality:** Arises from societal conventions, privileges, wealth, and power. Rousseau argued this type of inequality is not natural but created by humans and is the source of many societal problems.

Analysis of Options

- **Option 1: Moral inequality is not natural but the product of convention and history.** This statement accurately reflects Rousseau's central argument about moral inequality being artificial and historically developed, rather than inherent.
- **Option 2: Inequality leads to the need for coercive laws and non-consensual government.** Rousseau believed that the inequalities generated by society lead to conflict and the need for government to maintain order, which often involves coercive measures.
- **Option 3: Inequality causes destructive and conflictual behaviour.** Rousseau extensively discussed how societal inequality fosters competition, vanity, and conflict, leading to destructive behaviors.
- **Option 4: Equality of outcome implies that all runners finish the race simultaneously, regardless of starting point (Social Position) and running speed (talents and motivation).** This statement defines 'equality of outcome' using a modern analogy. While Rousseau critiqued existing inequalities, his focus was primarily on the origins and corrupting influence of *moral* inequality, not on ensuring identical results for everyone in a competitive scenario. His ideal state aimed to mitigate the harms of inequality, not enforce absolute sameness of outcome across diverse natural abilities and efforts. This definition is not a direct representation of Rousseau's specific arguments regarding equality.

Conclusion

Option 4 presents a definition of equality of outcome that is distinct from Rousseau's core philosophical concerns about natural versus moral inequality and their societal implications. Therefore, it is the statement that is not true regarding Rousseau's ideas on equality.

141. Answer: d

Explanation:

Parliamentary Committees: Identifying the Incorrect Statement

This section analyzes statements regarding Parliamentary Committees to identify the incorrect one, focusing on the composition and leadership appointment processes.

Statement Analysis of Parliamentary Committees

We will examine each statement concerning the composition and procedures of the Public Accounts Committee (PAC) and the Estimates Committee.

Statement 1: PAC Rajya Sabha Members

The statement posits that the Public Accounts Committee (PAC) has 7 members elected from the Rajya Sabha. The standard composition of the PAC includes 22 members in total: 15 elected from the Lok Sabha and 7 elected from the Rajya Sabha. Therefore, this statement is **correct**.

Statement 2: PAC Chairman Appointment

This statement claims the Chairman of the PAC is appointed by the Speaker from Lok Sabha members. The Speaker of the Lok Sabha indeed appoints the PAC Chairman, typically selecting from among the Lok Sabha members of the committee. This statement is **correct**.

Statement 3: Estimates Committee Membership

The statement asserts that the Estimates Committee has no members from the Rajya Sabha. This committee is exclusively formed by members elected from the Lok Sabha. Hence, this statement is **correct**.

Statement 4: Estimates Committee Chairman Election

The statement suggests that the Chairman of the Estimates Committee is elected by the members of the Lok Sabha. However, the actual procedure involves the

Speaker of the Lok Sabha appointing the Chairman from the committee's Lok Sabha members. The members do not elect the Chairman themselves. Consequently, this statement is **incorrect**.

Conclusion on Incorrect Statement

The question asks to identify the statement that is not correct regarding Parliamentary Committees. Statement 4, regarding the election of the Estimates Committee Chairman by Lok Sabha members, is factually inaccurate.

142. Answer: a

Explanation:

Understanding Directive Principles of State Policy (DPSP)

Article 37 of the Indian Constitution describes the Directive Principles of State Policy (DPSP). It states that these principles are fundamental in the governance of the country and that the State has a duty to apply these principles in making laws.

Article 37 Features

Article 37 outlines the following key aspects:

- The principles are **fundamental** in the governance of the country.
- The State has a **duty** to apply these principles when making **laws**.
- These principles are **not enforceable** by any court.

Analyzing the Options

Let's examine each option in relation to Article 37:

- Option 1: Obligation of state to incorporate these principles in making policy. While related, Article 37 specifically mentions the duty to apply principles in

making *laws*, not broadly in making *policy*. The distinction lies in the specific wording used in the Constitution.

- **Option 2: Not enforceable by any court.** This is explicitly mentioned in Article 37, making it a key feature.
- **Option 3: Principles laid down are fundamental in the governance.** This is the very first statement in Article 37, defining their importance.
- **Option 4: Duty of state to apply these principles in making laws.** This is also directly stated in Article 37 as a duty of the State.

Conclusion

Based on the specific wording of Article 37, which emphasizes the application in making *laws* rather than the broader term *policy*, Option 1 is presented as not being a direct feature as stated in the article. Options 2, 3, and 4 are explicitly covered by Article 37.

143. Answer: a

Explanation:

Identifying 'Epic Theorists' in Political Visionaries

The classification of certain political visionaries as 'epic theorists' was introduced by Sheldon Wolin.

Sheldon Wolin, a prominent political theorist, used the term 'epic theorists' to describe thinkers whose ideas were grand in scope and deeply influential, often shaping entire traditions of political thought.

Key Figure: Sheldon Wolin

Classification: 'Epic Theorists' applied to specific political visionaries.

144. Answer: b

Explanation:

Identifying Incorrect Majority Type and Article Pairing

The question asks to identify the combination of a parliamentary majority type (phrase used) and a constitutional article that is incorrectly matched.

Analysis of Constitutional Articles and Majorities

Let's examine each option:

- **Option 1 (Article 356):** Article 356 concerns the imposition of President's Rule. Its approval requires a resolution passed by both Houses of Parliament. The phrase "Approved by resolutions of both the Houses" relates to the procedure under this article.
- **Option 2 (Article 368):** Article 368 deals with the amendment of the Constitution. It requires a **special majority**, defined as:
 - A majority of the total membership of each House.
 - AND a majority of not less than two-thirds of the members present and voting in each House.Option 2 states the majority as "Two-thirds of the total strength of the House". This is an incomplete and inaccurate description of the special majority required by Article 368. It misses the crucial requirement of "majority of total membership" and mischaracterizes the "two-thirds" condition.
- **Option 3 (Article 352):** Article 352 relates to the Proclamation of Emergency. The continuation of a National Emergency requires approval via a resolution passed by a **special majority** (majority of total membership AND two-thirds of members present and voting). Option 3 accurately reflects this requirement.
- **Option 4 (Article 108):** Article 108 provides for Joint Sitzings of both Houses of Parliament. Such sittings require a **simple majority**, meaning a majority of the total members of both Houses present and voting. Option 4 describes this condition.

Conclusion on Incorrect Pairing

Based on the analysis, Option 2 provides an incorrect description of the majority required under Article 368. The required special majority involves two distinct conditions, neither of which is fully or accurately captured by the phrase "Two-thirds of the total strength of the House".

Therefore, the incorrect combination is:

Two-thirds of the total strength of the House – Article 368

145. Answer: a

Explanation:

Constitutional Types: Codified vs. Uncodified

A **codified constitution** is established in a single, authoritative document. In contrast, an **uncodified constitution** draws its authority from multiple sources, including statutes, court decisions, and conventions, not consolidated into one primary text.

Analysis of Country Constitutions

The question asks to identify the country among the options that does **not** have an uncodified constitution, implying it has a codified one.

- **Australia:** Possesses a **codified constitution**, primarily the Constitution of Australia enacted in 1901.
- **New Zealand:** Features an **uncodified constitution**, derived from various statutes (e.g., Constitution Act 1986), common law, and conventions.
- **UK (United Kingdom):** Has an **uncodified constitution**, consisting of numerous Acts of Parliament, common law principles, and constitutional conventions.

- **Israel:** Generally considered to have an **uncodified constitution**. While it has Basic Laws that serve constitutional functions, there isn't a single, comprehensive codified document.

Conclusion on Constitutional Structure

Based on the analysis, Australia is the country among the choices that clearly has a codified constitution, distinguishing it from the others which rely on uncoded sources.

146. Answer: c

Explanation:

Assertion (A) Analysis: Canada as Asymmetric Federal State

The Assertion (A) states that Canada is an asymmetric federal state. This is true. Asymmetric federalism describes a system where different constituent units (provinces in Canada's case) possess different powers or constitutional status relative to the central government. Canada's federal structure reflects this, with provinces like Quebec having distinct constitutional arrangements and powers compared to others, often due to unique linguistic, cultural, or historical factors.

Reason (R) Analysis: Quebec's Autonomy

The Reason (R) claims that Quebec enjoys less autonomy compared to other English-speaking provinces. This statement is false.

- Quebec, as Canada's primary French-speaking province, has historically asserted and often been granted distinct constitutional protections and powers, particularly concerning language, culture, and immigration.
- This distinct status typically translates into a higher degree of autonomy or specific rights compared to many, if not most, English-speaking provinces.

- Therefore, the reason contradicts the reality of Quebec's constitutional position within Canada.

Conclusion

Since Assertion (A) is true and Reason (R) is false, the correct option is that the Assertion is true and the Reason is false.

147. Answer: d

Explanation:

Article 41 Provision for State Policy

The question asks to identify the specific Article under the Directive Principles of State Policy (DPSP) that directs the state to make effective provisions based on its 'economic capacity and development'.

Key Provision in Article 41

Article 41 of the Indian Constitution addresses the right to work, to education, and to public assistance in certain cases like unemployment, old age, sickness, and disablement.

This article explicitly states that the State shall, within the limits of its economic capacity and development, make effective provisions for securing the right to work, to education, and to public assistance.

Analysis of Options

- **Article 40:** Deals with the organisation of village panchayats.
- **Article 42:** Relates to provision for just and humane conditions of work and maternity relief.

- **Article 47:** Focuses on the duty of the State to raise the level of nutrition and the standard of living and to improve public health.
- **Article 41:** Directly addresses the state's duty to provide work, education, and public assistance within its economic capacity.

Therefore, the principle mentioned in the question is found in Article 41.

148. Answer: c

Explanation:

Legislative Procedure: Bill Lapse & Introduction Rules

Analysis of Option 1: Finance Bills and Money Bills

Statement: All Finance Bills are Money Bills.

Reasoning: This is incorrect. While certain Finance Bills fall under the definition of Money Bills (Article 110), not all Finance Bills (Article 117) necessarily qualify as Money Bills. Some may be treated as Ordinary Bills.

Analysis of Option 2: Introduction of Ordinary Bills

Statement: Ordinary Bills can be introduced only by a Minister.

Reasoning: This is incorrect. Ordinary Bills, also known as Public Bills, can be introduced by Ministers (Government Bills) or by private Members of Parliament (Private Member's Bills).

Analysis of Option 3: Effect of Prorogation on Pending Bills

Statement: Bills pending in Parliament do not lapse by reason of the prorogation of the Houses.

Reasoning: This statement is **correct**. Prorogation signifies the end of a parliamentary session. Bills pending during a session generally continue to the next

session and do not lapse solely due to prorogation. This contrasts with the dissolution of the Lok Sabha, which causes most pending bills to lapse.

Analysis of Option 4: Introduction of Money Bills

Statement: Money Bills can be introduced in the Rajya Sabha.

Reasoning: This is incorrect. According to Article 109 of the Constitution, Money Bills can **only** be introduced in the Lok Sabha. The Rajya Sabha's role is limited to suggesting amendments.

Correct Provision in Legislative Procedure

The analysis confirms that the statement regarding the effect of prorogation on pending bills is the only accurate provision among the options provided concerning parliamentary legislative procedure.

149. Answer: a

Explanation:

Understanding Michael Walzer's Complex Equality

The question asks to identify the statement that is **not true** regarding Michael Walzer's concept of complex equality.

Analyzing the Statements

- **Statement 2:** Walzer argues that different social goods have distinct social meanings, which necessitates different standards for distribution across various "spheres" of social life (e.g., healthcare, education, employment). This aligns with his theory.
- **Statement 3:** Complex equality does not demand absolute equality within every sphere. It is possible, and often the case, that inequalities exist within a

specific sphere, provided that dominance across spheres is prevented. This is consistent with Walzer's ideas.

- **Statement 4:** Walzer posits that complex equality prevents the dominance of one social good or resource (like wealth or power) over all others. This prevention of monopolistic control across social arenas is seen as an antidote to tyranny. Therefore, complex equality is indeed presented as the opposite of tyranny.
- **Statement 1:** This statement claims Walzer agreed with Rawls that basic goods are universally conceived and valued equally. This is the core point of disagreement. Walzer explicitly criticized the idea of a single, universal standard for distributing goods. He emphasized that the meaning and value of goods are socially constructed and vary across different contexts and communities, requiring context-specific distributive principles. Rawls, while focused on primary goods, did not necessarily share Walzer's emphasis on the radical difference in social meanings and distributive principles across diverse goods and spheres.

Conclusion on Complex Equality

The statement that is **not true** about Michael Walzer's complex equality is the assertion that he agreed with Rawls on the universal conception and equal value of basic goods. Walzer's theory is fundamentally built on the rejection of such universality and the embrace of pluralism in distributive principles tailored to the specific social meanings of different goods within separate spheres.

150. Answer: d

Explanation:

Kymlicka's Group-Differentiated Rights Explained

Political theorist Will Kymlicka identifies specific types of rights designed to accommodate the distinct needs of minority groups within a larger society. These are often referred to as group-differentiated rights.

Kymlicka's Three Categories

Kymlicka's framework includes the following three forms of group-differentiated rights:

- **Self-government rights:** These pertain to the powers associated with the political autonomy of national minorities, often involving territorial jurisdiction.
- **Poly-ethnicity rights:** These rights aim to support immigrants and other ethnic groups in maintaining their cultural identities and practices within the broader society.
- **Special representation rights:** These focus on ensuring adequate political representation for minority groups within the central political institutions of the state.

Excluded Category

The option "Minority veto rights" is not considered one of the three primary categories Kymlicka outlines. While veto powers might be a feature within certain self-government or representation arrangements, they do not constitute a distinct category in his core typology of group-differentiated rights.

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