

CUET PG 2026 B.Ed. Question Paper with Solutions

Time Allowed :1 Hour 30 Minutes

Maximum Marks :300

Total Questions :75

General Instructions

Read the following instructions very carefully and strictly follow them:

- Answers to this Paper must be written on the paper provided separately.
- You will not be allowed to write during the first 15 minutes
- This time is to be spent in reading the question paper.
- The time given at the head of this Paper is the time allowed for writing the answers,
- The paper has four Sections.
- Section A is compulsory - All questions in Section A must be answered.
- You must attempt one question from each of the Sections B, C and D and one other question from any Section of your choice.

1. Which level of teaching focuses primarily on the use of critical thinking and problem-solving skills?

- (A) Memory Level of Teaching
- (B) Understanding Level of Teaching
- (C) Reflective Level of Teaching
- (D) Mechanical Level of Teaching

Correct Answer: (C) Reflective Level of Teaching

Solution:

The levels of teaching describe the depth of learning and cognitive engagement required from a student. They are typically categorized into a hierarchy: Memory Level (least thoughtful), Understanding Level, and Reflective Level (most thoughtful). Each level builds upon the previous one.

Step 1: Understanding the Question:

The question asks to identify the level of teaching that places the highest emphasis on higher-order cognitive skills like critical thinking and problem-solving.

Step 2: Detailed Explanation:

Let's analyze each teaching level:

- **Memory Level of Teaching (MLT):** This is the most basic level, focusing on rote memorization and recall of facts. It does not involve critical thinking.
- **Understanding Level of Teaching (ULT):** This level goes beyond memorization to focus on comprehension. Students are expected to understand concepts and relationships, but it does not primarily focus on independent problem-solving.
- **Reflective Level of Teaching (RLT):** This is the highest and most advanced level. It encourages learners to analyze, evaluate, and reflect on information. The core of this level is to develop skills in critical thinking, logical reasoning, and independent problem-solving.
- **Mechanical Level of Teaching:** This is not a standard or formally recognized level in educational theory.

The description "critical thinking and problem-solving skills" directly aligns with the objectives of the Reflective Level of Teaching.

Step 3: Final Answer:

The level of teaching that focuses on critical thinking and problem-solving is the Reflective Level of Teaching.

∴ Correct Answer = Reflective Level of Teaching

💡 Quick Tip

Remember the hierarchy of teaching levels in education:

Memory Level → Understanding Level → Reflective Level

- Memory Level: Recall and memorization.
- Understanding Level: Comprehension and explanation of concepts.
- Reflective Level: Critical thinking, reasoning, and problem-solving.

For questions related to **analysis, judgment, creativity, or problem-solving**, the correct answer is usually the **Reflective Level of Teaching**.

2. What is the primary goal of the "SWAYAM" initiative launched by the Government of India?

- (A) To provide free online courses and digital learning opportunities to students and learners across the country
- (B) To promote sports and physical education in higher educational institutions
- (C) To establish new universities in rural areas of India
- (D) To provide financial scholarships for students studying abroad

Correct Answer: (A) To provide free online courses and digital learning opportunities to students and learners across the country

Solution:

SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds) is an indigenous digital education platform initiated by the Government of India. It is designed to provide a large number of learners with access to high-quality education through Massive Open Online Courses (MOOCs).

Step 1: Understanding the Question:

The question asks for the main objective or primary goal of the SWAYAM initiative.

Step 2: Detailed Explanation:

Let's evaluate the given options based on the purpose of SWAYAM:

- **Option (A):** This statement accurately describes the core mission of SWAYAM, which is to offer free online courses (MOOCs) from premier institutions to anyone, anywhere, at any time. This enhances access to education.
- **Option (B):** While sports are important, SWAYAM is an academic platform and does not focus on physical education.
- **Option (C):** Establishing physical universities is an infrastructural goal, whereas SWAYAM is a digital initiative.
- **Option (D):** SWAYAM is about providing education within India through digital means, not funding studies abroad.

Therefore, the primary goal of SWAYAM is to democratize education by making it accessible to a wide audience through free online courses.

Step 3: Final Answer:

The correct option that defines the primary goal of SWAYAM is providing free online courses and digital learning opportunities.

Option (A)

💡 Quick Tip

SWAYAM stands for **Study Webs of Active–Learning for Young Aspiring Minds**.

It is an online education platform launched by the Government of India to promote accessible and affordable education.

Key points to remember:

- Provides **MOOC-based online courses**.
- Courses are developed by **IITs, IIMs, and leading universities**.
- Supports **anytime, anywhere learning**.
- Helps in **credit transfer** for university students under UGC regulations.

3. According to NEP 2020, what is the new pedagogical structure that replaces the 10+2 system?

- (A) 5+3+3+4 structure
(B) 4+4+4+4 structure
(C) 6+3+3+2 structure
(D) 3+5+4+4 structure

Correct Answer: (A) 5+3+3+4 structure

Solution:

The National Education Policy (NEP) 2020 is a major reform in India's education system. One of its most significant changes is the restructuring of school education from the traditional 10+2 format to a new system that aligns with the developmental stages of a child.

Step 1: Understanding the Question:

The question asks to identify the new pedagogical and curricular structure for school education introduced by NEP 2020.

Step 2: Detailed Explanation:

The NEP 2020 replaced the old 10+2 system with a new **5+3+3+4** structure. This structure is broken down as follows:

- **Foundational Stage (5 years):** For ages 3-8 (3 years of preschool/Anganwadi + Grades 1 and 2). Focuses on play-based learning.
- **Preparatory Stage (3 years):** For ages 8-11 (Grades 3 to 5). Introduces more formal but interactive classroom learning.

- **Middle Stage (3 years):** For ages 11-14 (Grades 6 to 8). Focuses on subject-oriented learning and experiential education.
- **Secondary Stage (4 years):** For ages 14-18 (Grades 9 to 12). Emphasizes multidisciplinary study, critical thinking, and subject flexibility.

Comparing this with the options:

- (A) 5+3+3+4: This matches the structure defined in NEP 2020.
- (B), (C), (D): These are incorrect structures not mentioned in the policy.

Step 3: Final Answer:

The new pedagogical structure introduced by NEP 2020 is 5+3+3+4.

$$5 + 3 + 3 + 4$$

💡 Quick Tip

NEP 2020 School Structure:

- **5 years** → Foundational Stage (3 years preschool + Grades 1–2)
- **3 years** → Preparatory Stage (Grades 3–5)
- **3 years** → Middle Stage (Grades 6–8)
- **4 years** → Secondary Stage (Grades 9–12)

A quick way to remember it for exams:

Foundational + Preparatory + Middle + Secondary

$$5 + 3 + 3 + 4$$

This reform integrates **early childhood education into the formal schooling system**.

4. If a student is consistently disruptive in class, what is the most pedagogically sound first step for a teacher?

- (A) Immediately punish the student to maintain discipline
- (B) Ignore the behavior completely so that it stops on its own
- (C) Identify the underlying cause of the behavior and address it through supportive guidance
- (D) Remove the student permanently from the classroom

Correct Answer: (C) Identify the underlying cause of the behavior and address it through supportive guidance

Solution:

Pedagogically sound classroom management focuses on understanding and supporting students rather than simply controlling them. Modern educational psychology suggests that disruptive behavior is often a symptom of an underlying issue, such as learning difficulties, emotional distress, or a need for attention.

Step 1: Understanding the Question:

The question asks for the most appropriate and educationally effective first action a teacher should take when dealing with a consistently disruptive student.

Step 2: Detailed Explanation:

Let's analyze the options from a pedagogical perspective:

- **Option (A):** Immediate punishment is a reactive measure. It might stop the behavior temporarily but fails to address the root cause and can harm the student-teacher relationship.
- **Option (B):** Ignoring the behavior is generally ineffective as it can escalate and disrupt the learning of other students.
- **Option (C):** This is a proactive and constructive approach. By identifying the cause (e.g., boredom, difficulty with the material, personal problems), the teacher can provide targeted support, guidance, or adjustments to teaching methods. This addresses the problem at its source and supports the student's overall well-being.
- **Option (D):** Permanent removal is an extreme measure and should only be considered as a last resort after all other supportive interventions have failed. It is not an appropriate first step.

Therefore, the most professional and effective approach is to first seek understanding and then provide support.

Step 3: Final Answer:

The most pedagogically sound first step is to identify the underlying cause and provide supportive guidance.

Option (C)

💡 Quick Tip

In classroom management questions, remember this principle:

Understand → Guide → Support → Correct

Teachers should first try to understand the reason behind a student's behavior before taking disciplinary action.

Positive guidance and supportive interventions are considered more effective than punishment in promoting long-term behavioral improvement.

5. Under the Right to Education (RTE) Act 2009, what is the mandatory age group for free and compulsory education?

- (A) 3 to 14 years
- (B) 6 to 14 years
- (C) 5 to 15 years
- (D) 7 to 16 years

Correct Answer: (B) 6 to 14 years

Solution:

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 is a historic piece of legislation in India that makes education a fundamental right. It operationalizes Article 21A of the Indian Constitution, which was added through the 86th Amendment Act in 2002.

Step 1: Understanding the Question:

The question asks for the specific age group of children for whom the RTE Act 2009 mandates free and compulsory education.

Step 2: Detailed Explanation:

The RTE Act 2009 explicitly defines the age group for which the government is obligated to provide free and compulsory elementary education.

According to Section 3(1) of the Act:

"Every child of the age of **six to fourteen years** shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education."

This age range corresponds to elementary education, covering classes 1 to 8 in the Indian school system.

Let's check the options:

- (A) 3 to 14 years: Incorrect. While NEP 2020 now focuses on early childhood education (age 3+), the RTE Act's mandate starts at age 6.

- (B) 6 to 14 years: Correct. This is the age group specified in the Act.
- (C) 5 to 15 years: Incorrect.
- (D) 7 to 16 years: Incorrect.

Step 3: Final Answer:

The mandatory age group defined under the RTE Act 2009 is 6 to 14 years.

6 to 14 years

💡 Quick Tip

Key points about the **RTE Act 2009** for exams:

- Guarantees **free and compulsory education**.
- Covers children aged **6–14 years**.
- Implements **Article 21A** of the Constitution.
- Ensures **no detention policy** (initially introduced).
- Mandates **25% reservation for economically weaker sections** in private schools.

A quick memory trick:

RTE = Classes 1–8 = Age 6–14

6. Who was the chairman of the committee that drafted the National Education Policy (NEP) 2020?

- (A) Dr. K. Kasturirangan
- (B) Dr. A. P. J. Abdul Kalam
- (C) Dr. Raghuram Rajan
- (D) Dr. Manmohan Singh

Correct Answer: (A) Dr. K. Kasturirangan

Solution:

The National Education Policy (NEP) 2020 was formulated after extensive consultations and the hard work of an expert committee. This committee was tasked with drafting a new policy to revamp India's education system for the 21st century.

Step 1: Understanding the Question:

The question specifically asks to identify the person who chaired the committee responsible for drafting the NEP 2020.

Step 2: Detailed Explanation:

The Government of India constituted the 'Committee for Draft National Education Policy' in June 2017. This committee was chaired by **Dr. Krishnaswamy Kasturirangan**, an eminent scientist and former chairman of the Indian Space Research Organisation (ISRO).

The committee submitted its draft report in May 2019, which formed the basis for the final NEP 2020, approved by the Union Cabinet in July 2020.

Let's look at the other options:

- **Dr. A. P. J. Abdul Kalam:** Former President of India and a renowned scientist, but he passed away in 2015, before the committee was formed.
- **Dr. Raghuram Rajan:** An economist and former Governor of the Reserve Bank of India.
- **Dr. Manmohan Singh:** An economist and former Prime Minister of India.

None of the other individuals were involved in chairing the NEP 2020 drafting committee.

Step 3: Final Answer:

The chairman of the committee that drafted NEP 2020 was Dr. K. Kasturirangan.

Option (A) Dr. K. Kasturirangan

💡 Quick Tip

Important facts related to **NEP 2020** for exams:

- Drafting Committee Chairman: **Dr. K. Kasturirangan**
- Approved by Government: **29 July 2020**
- Replaced the previous **National Policy on Education 1986**
- Introduced **5+3+3+4 school structure**
- Emphasizes **multidisciplinary and flexible education**

A simple memory trick:

NEP 2020 Committee → Kasturirangan Committee

7. Find the missing number in the series: 3, 7, 15, 31, 63, --?

- (A) 95
- (B) 111
- (C) 127
- (D) 135

Correct Answer: (C) 127

Solution:

This is a number series problem where we need to identify the pattern governing the sequence of numbers to find the next term.

Step 1: Understanding the Question:

The task is to find the number that logically follows 63 in the given series.

Step 2: Key Formula or Approach:

We can analyze the series in two common ways:

1. Find the relationship between consecutive terms.
2. Check if the terms follow a pattern related to powers of a number.

Step 3: Detailed Explanation:

Method 1: Relationship between consecutive terms

Let's see how each term is generated from the previous one.

$$3 \rightarrow 7 : (3 \times 2) + 1 = 6 + 1 = 7$$

$$7 \rightarrow 15 : (7 \times 2) + 1 = 14 + 1 = 15$$

$$15 \rightarrow 31 : (15 \times 2) + 1 = 30 + 1 = 31$$

$$31 \rightarrow 63 : (31 \times 2) + 1 = 62 + 1 = 63$$

The pattern is consistent: **Next Term = (Previous Term $\times$ 2) + 1.**

Applying this rule to find the missing number:

$$(63 \times 2) + 1 = 126 + 1 = 127$$

Method 2: Pattern based on powers of 2

Let's examine each term in relation to powers of 2.

$$3 = 4 - 1 = 2^2 - 1$$

$$7 = 8 - 1 = 2^3 - 1$$

$$15 = 16 - 1 = 2^4 - 1$$

$$31 = 32 - 1 = 2^5 - 1$$

$$63 = 64 - 1 = 2^6 - 1$$

The pattern is: The n -th term is $2^{n+1} - 1$. The last given term (63) is the 5th term in the sequence, which is $2^{5+1} - 1 = 2^6 - 1$.

The next term (the 6th term) would be $2^{6+1} - 1$:

$$2^7 - 1 = 128 - 1 = 127$$

Both methods yield the same result.

Step 4: Final Answer:

The missing number in the series is 127.

127

 Quick Tip

In number series problems, always check for common patterns such as:

- Multiplication followed by addition/subtraction.
- Squares or cubes of numbers.
- Powers of 2 or 3.
- Increasing differences between terms.

For this series:

$$3, 7, 15, 31, 63$$

The pattern is:

$$2^2 - 1, 2^3 - 1, 2^4 - 1, 2^5 - 1, 2^6 - 1$$

So the next term is:

$$2^7 - 1 = 127$$

8. A man walks 5 km South, turns left and walks 3 km, then turns left again and walks 5 km. In which direction is he from the starting point?

- (A) East
- (B) West
- (C) North
- (D) South

Correct Answer: (A) East

Solution:

This is a direction sense question that requires tracking the movement of a person from a starting point to determine their final position relative to the start.

Step 1: Understanding the Question:

We need to find the final direction of the man with respect to his initial position.

Step 2: Key Formula or Approach:

The best approach is to visualize or draw the path. We can also track the net movement along the North-South and East-West axes.

- A left turn when facing South is towards the East.
- A left turn when facing East is towards the North.

Step 3: Detailed Explanation:

Let's trace the man's journey step-by-step. Assume the starting point is A.

1. **Walks 5 km South:** The man moves from A to a point B, 5 km to the south.
 - Net displacement: 5 km South.
2. **Turns left and walks 3 km:** When facing South, a left turn is towards the East. He walks 3 km East to a point C.
 - Net displacement: 5 km South, 3 km East.
3. **Turns left again and walks 5 km:** When facing East, a left turn is towards the North. He walks 5 km North to a final point D.
 - Net displacement: (5 km South + 5 km North), 3 km East.

Now, let's calculate the final position relative to the starting point A.

- The 5 km movement to the South is cancelled out by the 5 km movement to the North.
- The only remaining displacement is the 3 km movement to the East.

So, the final point D is 3 km to the East of the starting point A.

Step 4: Final Answer:

The man is in the East direction from his starting point.

East

💡 Quick Tip

In direction problems:

- Facing North → Left = West, Right = East
- Facing South → Left = East, Right = West
- Facing East → Left = North, Right = South
- Facing West → Left = South, Right = North

Always track movements step-by-step or draw a small diagram to avoid confusion.

9. Article 21A of the Indian Constitution is related to which fundamental right?

- (A) Right to Freedom of Speech and Expression
(B) Right to Education

- (C) Right to Equality
- (D) Right to Constitutional Remedies

Correct Answer: (B) Right to Education

Solution:

The Fundamental Rights are a core part of the Indian Constitution, enshrined in Part III (Articles 12-35). They guarantee civil liberties to all citizens. Article 21A is a specific article that was added later to this part.

Step 1: Understanding the Question:

The question asks to identify the fundamental right that is guaranteed by Article 21A of the Constitution of India.

Step 2: Detailed Explanation:

Article 21A was inserted into the Constitution by the **86th Constitutional Amendment Act, 2002**. It states:

“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

This article makes elementary education a fundamental right. To enforce this, the Parliament enacted the Right of Children to Free and Compulsory Education (RTE) Act in 2009.

Let's look at the other options and their corresponding articles:

- **Right to Freedom of Speech and Expression:** Guaranteed under Article 19(1)(a).
- **Right to Equality:** Covered under Articles 14 to 18.
- **Right to Constitutional Remedies:** Guaranteed under Article 32, which allows citizens to move the Supreme Court for the enforcement of their fundamental rights.

Therefore, Article 21A is directly and exclusively related to the Right to Education.

Step 3: Final Answer:

Article 21A is related to the Right to Education.

Right to Education

💡 Quick Tip

Important constitutional facts for exams:

- **Article 21A** → Right to Education (Age 6–14 years).
- Introduced by **86th Constitutional Amendment Act, 2002**.
- Implemented through **RTE Act, 2009**.

Memory trick:

21A = Education for All Children

10. Which philosopher is famously associated with the concept of "Learning by Doing"?

- (A) John Dewey
- (B) Jean Piaget
- (C) B. F. Skinner
- (D) Plato

Correct Answer: (A) John Dewey

Solution:

"Learning by Doing" is a core principle of progressive education. This educational philosophy emphasizes that knowledge is best acquired through active participation, experience, and experimentation, rather than through passive listening or rote memorization.

Step 1: Understanding the Question:

The question asks to identify the key philosopher who championed the educational concept of "Learning by Doing."

Step 2: Detailed Explanation:

Let's examine the contributions of the philosophers listed:

- **John Dewey (A):** An American philosopher and educational reformer, Dewey was a leading proponent of pragmatism and progressive education. He strongly believed that education should be experiential and that students learn most effectively when they are actively engaged in solving real-world problems. His work laid the foundation for activity-based and project-based learning, which are direct applications of "Learning by Doing."
- **Jean Piaget (B):** A Swiss psychologist known for his theory of cognitive development, which describes how children's thinking evolves through stages. While his work supports active learning, he is not the primary originator of the phrase "Learning by Doing."

- **B. F. Skinner (C):** An American psychologist and a key figure in behaviorism. He is famous for his theory of operant conditioning, which focuses on learning through reinforcement and punishment.
- **Plato (D):** An ancient Greek philosopher who is associated with idealism. His educational philosophy focused on reason and the pursuit of abstract truths, which is quite different from the practical, experience-based approach of "Learning by Doing."

The concept is most famously and directly attributed to John Dewey.

Step 3: Final Answer:

The philosopher associated with "Learning by Doing" is John Dewey.

John Dewey

💡 Quick Tip

Important educational thinkers to remember:

- **John Dewey** → Learning by Doing, Progressive Education.
- **Jean Piaget** → Cognitive Development Theory.
- **B. F. Skinner** → Operant Conditioning (Behaviorism).
- **Plato** → Idealism in Education.

Memory trick:

Dewey = Doing

So whenever you see "**Learning by Doing**", think of **John Dewey**.

11. If 'All Teachers are Mentors' and 'Some Mentors are Authors', is the conclusion 'All Teachers are Authors' definitely true?

- (A) Yes, it is definitely true
- (B) No, it is definitely false
- (C) It cannot be determined
- (D) Only some Teachers are Authors

Correct Answer: (C) It cannot be determined

Solution:

This question is an example of syllogistic reasoning, a form of logical argument that uses deductive reasoning to arrive at a conclusion based on two or more propositions that are asserted

or assumed to be true.

Step 1: Understanding the Question:

We are given two premises and a conclusion. We need to determine if the conclusion logically and necessarily follows from the premises.

Premise 1: All Teachers are Mentors.

Premise 2: Some Mentors are Authors.

Conclusion: All Teachers are Authors.

Step 2: Key Formula or Approach:

We can use a Venn diagram to visualize the relationships between the sets (Teachers, Mentors, Authors).

Step 3: Detailed Explanation:

1. Analyze Premise 1: 'All Teachers are Mentors'.

This means the set of all 'Teachers' is completely contained within the set of 'Mentors'. In a Venn diagram, the 'Teachers' circle would be inside the 'Mentors' circle.

2. Analyze Premise 2: 'Some Mentors are Authors'.

This means there is an overlap between the set of 'Mentors' and the set of 'Authors'. At least one mentor is an author. In a Venn diagram, the 'Mentors' circle and the 'Authors' circle must intersect.

3. Evaluate the Conclusion: 'All Teachers are Authors'.

Based on the premises, we know that the 'Teachers' circle is inside the 'Mentors' circle, and the 'Mentors' circle overlaps with the 'Authors' circle. However, the premises do not provide any definite information about the relationship between 'Teachers' and 'Authors'.

Two possibilities exist:

- **Possibility 1:** The overlap between 'Mentors' and 'Authors' might be in a region that does not include any 'Teachers'. In this case, no Teacher is an Author.
- **Possibility 2:** The overlap between 'Mentors' and 'Authors' might include some or all of the 'Teachers'.

Since we cannot be certain that all teachers are authors (Possibility 1 contradicts it), the conclusion is not definitely true. We also cannot say it is definitely false (Possibility 2 allows for it). Therefore, the validity of the conclusion cannot be determined from the given information.

Step 4: Final Answer:

The conclusion cannot be determined with certainty.

It cannot be determined

💡 Quick Tip

Key rule in syllogism questions:

- From "All A are B" and "Some B are C", you **cannot conclude** that "All A are C".
- Statements involving "some" do not guarantee universal conclusions.

Memory shortcut:

All + Some $\Rightarrow$ No definite universal conclusion

12. Who is known as the "Father of the Indian Constitution"?

- (A) Mahatma Gandhi
- (B) Dr. B. R. Ambedkar
- (C) Jawaharlal Nehru
- (D) Sardar Vallabhbhai Patel

Correct Answer: (B) Dr. B. R. Ambedkar

Solution:

The title "Father of the Indian Constitution" is an honorific used to recognize the individual who played the most significant role in the creation of the Constitution of India. This involves leadership in the drafting process and shaping the document's core principles.

Step 1: Understanding the Question:

The question asks to identify the historical figure who holds the title "Father of the Indian Constitution."

Step 2: Detailed Explanation:

The Constitution of India was drafted by the Constituent Assembly. Within this assembly, a seven-member Drafting Committee was set up on August 29, 1947, to prepare a draft of the Constitution.

Dr. Bhimrao Ramji Ambedkar was appointed as the **Chairman of the Drafting Committee**. He played a pivotal role in steering the drafting process, articulating complex legal and social provisions, and ensuring the inclusion of principles of social justice, equality, and fundamental rights. His intellectual prowess, legal expertise, and visionary leadership in this role were instrumental in shaping the final document. For this immense contribution, he is widely revered as the "Father of the Indian Constitution" or its chief architect.

Let's look at the other options:

- **Mahatma Gandhi:** Known as the "Father of the Nation" for his leadership in the independence movement. He was not a member of the Constituent Assembly.

- **Jawaharlal Nehru:** India's first Prime Minister, he played a crucial role in the Constituent Assembly, particularly in moving the 'Objectives Resolution', but the primary drafting responsibility lay with Dr. Ambedkar's committee.
- **Sardar Vallabhbhai Patel:** Known as the "Iron Man of India," he was instrumental in the integration of princely states into the Indian union.

Step 3: Final Answer:

Dr. B. R. Ambedkar is known as the "Father of the Indian Constitution."

Dr. B. R. Ambedkar

💡 Quick Tip

Important leaders and their famous titles:

- **Dr. B. R. Ambedkar** → Father of the Indian Constitution.
- **Mahatma Gandhi** → Father of the Nation.
- **Sardar Vallabhbhai Patel** → Iron Man of India.
- **Jawaharlal Nehru** → Architect of Modern India.

Memory trick:

Ambedkar = Architect of the Constitution

13. What is the full form of 'DIKSHA', the national digital infrastructure for teachers?

- (A) Digital Infrastructure for Knowledge Sharing
- (B) Digital Initiative for Knowledge Sharing in Higher Academics
- (C) Development Initiative for Knowledge Sharing and Human Advancement
- (D) Digital Integrated Knowledge System for Higher Academics

Correct Answer: (A) Digital Infrastructure for Knowledge Sharing

Solution:

DIKSHA is a major initiative by the Ministry of Education, Government of India, aimed at providing a digital platform for teachers and students across the nation. It serves as a national repository of high-quality e-content for school education.

Step 1: Understanding the Question:

The question asks for the correct full form of the acronym DIKSHA.

Step 2: Detailed Explanation:

The acronym **DIKSHA** stands for **Digital Infrastructure for Knowledge Sharing**.

Let's break down the name to understand its purpose:

- **Digital Infrastructure:** It refers to the technology platform (portal and mobile app) that hosts and delivers the content.
- **Knowledge Sharing:** This highlights its primary goal, which is to enable teachers, students, and other stakeholders to access, create, and share educational resources.

This platform provides e-textbooks, video lessons, interactive quizzes, and teacher training modules, all aligned with the school curriculum.

Analyzing the options:

- (A) Digital Infrastructure for Knowledge Sharing: This is the correct and official full form.
- (B), (C), (D): These are incorrect expansions and do not represent the official name of the initiative.

Step 3: Final Answer:

The full form of DIKSHA is Digital Infrastructure for Knowledge Sharing.

Digital Infrastructure for Knowledge Sharing

💡 Quick Tip

Important digital education platforms in India:

- **DIKSHA** → Digital Infrastructure for Knowledge Sharing.
- **SWAYAM** → Study Webs of Active-Learning for Young Aspiring Minds.
- **SWAYAM PRABHA** → DTH channels for educational broadcasting.

Memory trick:

DIKSHA = Digital Infrastructure for Knowledge Sharing

14. A classroom where students from diverse backgrounds and abilities learn together is known as what?

- (A) Inclusive Classroom
- (B) Traditional Classroom
- (C) Segregated Classroom
- (D) Exclusive Classroom

Correct Answer: (A) Inclusive Classroom

Solution:

The concept described in the question is a cornerstone of modern educational policy, which aims to provide equitable learning opportunities for all children, regardless of their individual differences.

Step 1: Understanding the Question:

The question asks for the specific term used to describe a learning environment where students with a wide range of differences (backgrounds, abilities, disabilities, etc.) are educated together.

Step 2: Detailed Explanation:

Let's analyze the meaning of each option:

- **Inclusive Classroom (A):** This term directly refers to the practice of educating all students, including those with disabilities and diverse needs, in a common learning environment. The core principle of inclusion is to adapt the environment and teaching methods to meet the needs of every learner, fostering a sense of belonging and equal participation. This perfectly matches the question's description.
- **Traditional Classroom (B):** This typically refers to a conventional, teacher-centered model of instruction, which may not necessarily be designed to accommodate diverse learning needs.
- **Segregated Classroom (C):** This is the opposite of an inclusive classroom. It involves separating students with special needs from their peers and educating them in a separate setting.
- **Exclusive Classroom (D):** This term implies that certain students are excluded, which is contrary to the idea of bringing diverse students together.

Based on the definitions, the correct term is "Inclusive Classroom."

Step 3: Final Answer:

A classroom that brings together students from diverse backgrounds and abilities is known as an Inclusive Classroom.

Inclusive Classroom

💡 Quick Tip

Inclusive Education means educating all students together regardless of differences such as:

- Physical abilities.
- Learning styles.
- Cultural background.
- Socio-economic status.

Key principle:

Education for All in the Same Classroom

Inclusive classrooms promote equality, cooperation, and respect among students.