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(In English ) - 5 Marks

👉 Pg Trb GK - 5 Marks

(In English ) \_\_\_\_\_

20 Marks

Day-1

Here are very difficult-level MCQs with answers, based on \*\*CTET Paper 1 & 2 syllabus\*\*  
and \*\*NCERT Class 1 to 8 content\*\*

### \*\*CTET Paper 1 – Psychology (Child Development and Pedagogy) – 5 Very Difficult MCQs\*\*

1. \*\*Which of the following best explains Vygotsky's Zone of Proximal Development (ZPD)?\*\*

- A. Tasks a learner can perform independently
- B. Tasks a learner cannot perform even with help
- C. Tasks a learner can perform with the guidance of a more capable peer or adult
- D. Tasks irrelevant to the learner's development

**\*\*Answer:\*\* C**

2. \*\*In Piaget's theory, which of the following classroom practices best supports children in the concrete operational stage?\*\*

- A. Using abstract logic-based problems
- B. Encouraging hypothetical debates
- C. Allowing hands-on manipulation of materials
- D. Introducing moral dilemmas

**\*\*Answer:\*\* C**

3. \*\*According to Kohlberg, a child who does not cheat in an exam only to avoid punishment is in which level of moral development?\*\*

- A. Post-conventional
- B. Pre-conventional
- C. Conventional
- D. Ethical universalism

**\*\*Answer:\*\* B**

4. \*\*Which theory suggests that language acquisition is a result of conditioning and reinforcement?\*\*

- A. Nativist Theory
- B. Social Interactionist Theory
- C. Behaviourist Theory
- D. Constructivist Theory

\*\*Answer:\*\* C

5. \*\*A child displays high interpersonal intelligence. What is the most suitable activity for their learning?\*\*

- A. Silent reading
- B. Pair-based role-play
- C. Individual problem-solving
- D. Watching a documentary alone

\*\*Answer:\*\* B

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### \*\*CTET Paper 1 & 2 – Tamil Syllabus Based – 5 Very Difficult MCQs\*\*

1. \*\*பாடநூலில் 'பசுமைச் சொல்' என வழங்கப்படுவது எது?\*\*

- A. மரம்
- B. மழை
- C. சுற்றுச்சூழல்
- D. பசுமை

\*\*பதில்:\*\* D

2. \*\*‘ஓரினப் பாகுபாடு’ என்ற சொற்றொடரின் பொருள் என்ன?\*

- A. மக்களின் கல்வி பாகுபாடு
- B. குடும்பத்தின் சொத்து பாகுபாடு
- C. பாலின அடிப்படையிலான பாகுபாடு
- D. மொழி பாகுபாடு

\*\*பதில்:\*\* C

3. \*\*‘அறம் செய விரும்பு’ என்ற குறள் எந்த தலைப்பில் வரும்?\*

- A. இல்லறவியல்
- B. அரசியல்
- C. அறத்துப்பால்
- D. இன்பத்துப்பால்

\*\*பதில்:\*\* C

4. \*\*பாடசாலை மாணவர்களின் திறன் வளர்ச்சிக்காக தமிழ் இலக்கியத்தில் பரிந்துரைக்கப்படும் உத்தி எது?\*

- A. நயவஞ்சனம்
- B. உவமை
- C. குறுக்குவினா
- D. ஒப்புமை

\*\*பதில்:\*\* D

5. \*\*சிறுவர் இலக்கியத்தில் அடிக்கடி வரும் கதை வடிவம் எது?\*

- A. சினிமா
- B. நாடகம்
- C. நீதிக் கதைகள்

D. கட்டுரை

**\*\*பதில்:\*\*** C

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### **\*\*CTET Paper 1 & 2 – English Syllabus Based – 5 Very Difficult MCQs\*\***

1. **\*\*Which of the following strategies enhances \*critical literacy\* in primary classrooms?\*\***

- A. Teaching dictionary skills
- B. Reading aloud simple texts
- C. Analysing author's purpose and perspective
- D. Memorizing grammar rules

**\*\*Answer:\*\*** C

2. **\*\*Which of these is \*NOT\* an example of a phonic approach?\*\***

- A. Blending sounds to form words
- B. Segmenting words into phonemes
- C. Recognizing whole words by sight
- D. Using grapheme-phoneme correspondence

**\*\*Answer:\*\*** C

3. **\*\*The use of rhyming poems in early classes is primarily aimed at developing:\*\***

- A. Vocabulary skills
- B. Syntax awareness
- C. Phonemic awareness
- D. Writing structure

**\*\*Answer:\*\*** C

4. **\*\*Which of the following best reflects a constructivist approach to teaching English?\*\***

- A. Giving grammar worksheets
- B. Asking learners to write diary entries from a character's view
- C. Reading aloud by the teacher only
- D. Spelling dictation tests

**\*\*Answer:\*\* B**

5. **\*\*Code-switching is most often seen in:\*\***

- A. Monolingual classrooms
- B. Rural monolingual schools
- C. Bilingual/multilingual settings
- D. Language immersion programs only

**\*\*Answer:\*\* C**

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**### \*\*CTET Paper 1 & 2 – Social Science (Colonialism and Tribal Societies) – 15 Very Difficult MCQs\*\***

1. **\*\*Which tribal uprising was famously led by Birsa Munda against British rule?\*\***

- A. Santhal Rebellion
- B. Kol Revolt
- C. Munda Ulgulan
- D. Bhil Revolt

**\*\*Answer:\*\* C**

2. \*\*The 'Dikus' referred to in tribal contexts under British India were:\*\*

- A. Traditional Healers
- B. Local landlords
- C. Outsiders who exploited tribal lands
- D. Priests

**\*\*Answer:\*\* C**

3. \*\*Which Act legalized land alienation from tribal people under British colonial policy?\*\*

- A. Forest Act of 1865
- B. Land Acquisition Act
- C. Permanent Settlement Act
- D. Scheduled Tribes Displacement Act

**\*\*Answer:\*\* C**

4. \*\*The Forest Acts under the British primarily:\*\*

- A. Protected tribal rights
- B. Expanded agricultural land
- C. Reserved forests for commercial exploitation
- D. Created wildlife sanctuaries

**\*\*Answer:\*\* C**

5. \*\*The Santhal rebellion of 1855 was against:\*\*

- A. Forest officials
- B. Landlords, moneylenders, and British policies
- C. Missionaries
- D. Zamindari protection laws

**\*\*Answer:\*\* B**

6. **\*\*What was the major consequence of British land revenue policies on tribal societies?\*\***

- A. Economic prosperity
- B. Secure land ownership
- C. Loss of land and indebtedness
- D. Cultural revival

**\*\*Answer:\*\* C**

7. **\*\*Which tribal community was known for shifting cultivation and faced major restrictions under the British?\*\***

- A. Bhils
- B. Gonds
- C. Santhals
- D. Todas

**\*\*Answer:\*\* A**

8. **\*\*How did colonial forest policies affect tribal women?\*\***

- A. Enhanced their status
- B. Reduced their mobility and economic roles
- C. Made them forest officials
- D. Gave them land rights

**\*\*Answer:\*\* B**

9. **\*\*Which tribal leader referred to the British as 'evil spirits'?**

- A. Tilka Manjhi



- B. Birsa Munda
- C. Sidhu Murmu
- D. Tantia Bhil

**\*\*Answer:\*\* B**

10. **\*\*The tribal resistance movement in Bastar was triggered by:\*\***

- A. Missionary conversion
- B. Construction of roads
- C. Ban on forest use and tribal festivals
- D. Increase in taxes

**\*\*Answer:\*\* C**

11. **\*\*Which of the following is true about tribal society before British colonialism?\*\***

- A. They had a rigid caste system
- B. They were all nomadic
- C. Their economy was mostly subsistence-based
- D. They paid heavy taxes to the king

**\*\*Answer:\*\* C**

12. **\*\*British policies towards tribal areas were mainly intended to:\*\***

- A. Educate the tribals
- B. Preserve tribal culture
- C. Exploit forest and land resources
- D. Promote self-rule

**\*\*Answer:\*\* C**

13. \*\*What was the role of missionaries in tribal areas during colonial times?\*\*

- A. They promoted tribal languages
- B. They discouraged education
- C. They tried to convert tribals to Christianity
- D. They helped preserve tribal autonomy

**\*\*Answer:\*\* C**

14. \*\*Which tribal revolt was synchronized with the 1857 Sepoy Mutiny?\*\*

- A. Khond Revolt
- B. Bhil Revolt
- C. Santhal Rebellion
- D. Koya Revolt

**\*\*Answer:\*\* B**

15. \*\*Which statement about tribal laws in colonial India is true?\*\*

- A. Tribals had independent courts
- B. British laws uniformly replaced tribal customs
- C. British laws were selectively applied to tribal areas
- D. Tribals were exempt from taxes

**\*\*Answer:\*\* C**

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Day – 2 – Social Subject

### \*\*The Revolt of 1857–58: Very Difficult Level MCQs (CTET Paper 1 & 2)\*\*

**\*\*1.\*\*** Which of the following best reflects the multi-causal nature of the 1857 Revolt as per NCERT's approach to historical reasoning?

- A) Only religious sentiments
- B) Military discontent alone
- C) A combination of economic, political, religious, and military grievances
- D) Peasant dissatisfaction alone

**\*\*Answer:\*\*** C

**\*\*2.\*\*** According to Class 8 NCERT, what is the significance of the Doctrine of Lapse in triggering the Revolt?

- A) It imposed taxes on farmers
- B) It allowed princely states to expand
- C) It annexed states without natural heirs
- D) It gave land grants to sepoys

**\*\*Answer:\*\*** C

**\*\*3.\*\*** In the pedagogical context, how can the Revolt of 1857 be effectively taught to students of Class 5?

- A) Through detailed political maps
- B) By making students memorize all leaders
- C) Using storytelling and dramatization
- D) Through reading advanced texts

**\*\*Answer:\*\*** C

**\*\*4.\*\*** Who among the following was **\*\*not\*\*** associated with the Revolt of 1857?

- A) Begum Hazrat Mahal
- B) Rani Lakshmibai

- C) Bhagat Singh
- D) Tantia Tope

**\*\*Answer:\*\* C**

**\*\*5.\*\*** Which NCERT-recommended critical thinking strategy would best help students understand why the Revolt failed?

- A) Repetition of dates
- B) Memorizing British names
- C) Group debate on leadership unity
- D) Drawing maps of India

**\*\*Answer:\*\* C**

**\*\*6.\*\*** What role did the **\*\*greased cartridge\*\*** controversy play in igniting the Revolt, as per Class 8 History?

- A) It was an agricultural tool
- B) It symbolized racial equality
- C) It hurt religious sentiments of Hindu and Muslim sepoys
- D) It was a strategy to spread literacy

**\*\*Answer:\*\* C**

**\*\*7.\*\*** Which educational objective is fulfilled when students compare regional revolts with the 1857 uprising?

- A) Rote learning
- B) Comprehension of social differences
- C) Development of map skills
- D) Promotion of moral values

**\*\*Answer:\*\* B**

**\*\*8.\*\*** From a constructivist teaching perspective, what should a teacher avoid while discussing the 1857 Revolt in Class 6?

- A) Asking open-ended questions
- B) Encouraging discussion
- C) Providing only textbook definitions
- D) Using local freedom fighters in the narrative

**\*\*Answer:\*\*** C

**\*\*9.\*\*** Which region was **\*\*not\*\*** a major center of the 1857 Revolt?

- A) Kanpur
- B) Jhansi
- C) Bombay
- D) Delhi

**\*\*Answer:\*\*** C

**\*\*10.\*\*** What is the **\*\*pedagogical implication\*\*** of teaching about tribal and peasant participation in the Revolt?

- A) Reinforcing textbook memorization
- B) Creating caste awareness
- C) Recognizing the collective struggle across classes
- D) Highlighting only royal contributions

**\*\*Answer:\*\*** C

**\*\*11.\*\*** Who declared Bahadur Shah Zafar as the Emperor of Hindustan during the 1857 Revolt?

- A) Nana Sahib

- B) Sepoys of Meerut
- C) British Residents
- D) Awadh landlords

**\*\*Answer:\*\* B**

**\*\*12.\*\*** In the NCERT framework, what is the importance of introducing local heroes (like Velu Nachiyar or Kittur Rani Chennamma) while teaching about 1857?

- A) It makes content too regional
- B) It helps build national identity through localized context
- C) It shifts focus from the syllabus
- D) It promotes memorization

**\*\*Answer:\*\* B**

**\*\*13.\*\*** The British described the 1857 Revolt as:

- A) The First War of Independence
- B) The Great Indian Uprising
- C) A Sepoy Mutiny
- D) A National Movement

**\*\*Answer:\*\* C**

**\*\*14.\*\*** Which among the following can be a **\*\*cross-curricular integration\*\*** method while teaching the Revolt of 1857?

- A) Linking with geometry
- B) Writing diary entries of freedom fighters (Language integration)
- C) Counting the number of battlefields
- D) Drawing only historical flags

**\*\*Answer:\*\* B**

**\*\*15.\*\*** What change occurred in British policy **\*\*after\*\*** the suppression of the Revolt?

- A) Expansion of Mughal empire
- B) Transfer of rule from East India Company to the British Crown
- C) Start of the Civil Disobedience Movement
- D) Launch of Quit India Movement

**\*\*Answer:\*\*** B

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Day – 3 – Social Subject

Here are **15 very difficult-level MCQs** based on the topic "**Women and Reform**", aligned with the **CTET Paper 1 & 2 syllabus**, and content from **NCERT Classes 1–8 (EVS, Social Science, and relevant History chapters)**. Each question includes the **correct answer**.

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**Women and Reform – Very Difficult Level MCQs (Based on NCERT 1st to 8th Std)**

1. **Which reformer strongly opposed child marriage and worked for widow remarriage, which indirectly empowered women in colonial India?**  
A. Dayanand Saraswati  
B. Ishwar Chandra Vidyasagar  
C. Raja Ram Mohan Roy  
D. Swami Vivekananda  
**Answer: B. Ishwar Chandra Vidyasagar**
2. **In the context of NCERT Class 8 History, what was the significance of the Hindu Widow Remarriage Act, 1856?**  
A. It abolished child marriage  
B. It legalized women's voting rights  
C. It allowed widows to remarry  
D. It banned Sati  
**Answer: C. It allowed widows to remarry**
3. **Which woman from the 19th century defied social norms to become the first female teacher in India?**  
A. Begum Rokeya  
B. Sarojini Naidu  
C. Savitribai Phule

D. Rukhmabai

**Answer: C. Savitribai Phule**

4. According to NCERT Class 7, which movement in Maharashtra promoted women's education and equality?

A. Arya Samaj  
B. Self-Respect Movement  
C. Prarthana Samaj  
D. Brahmo Samaj

**Answer: C. Prarthana Samaj**

5. Which act allowed women to enter medical education and was supported by Rukhmabai, a pioneer in women's rights?

A. Medical Admission Act, 1905  
B. Indian Universities Act, 1904  
C. Hunter Commission Act, 1882  
D. None of the above

**Answer: B. Indian Universities Act, 1904**

6. Which 19th-century organization advocated for gender equality and women's rights within Hindu society?

A. Ramakrishna Mission  
B. Brahmo Samaj  
C. Aligarh Movement  
D. Khilafat Movement

**Answer: B. Brahmo Samaj**

7. Which social reformer is correctly matched with their contribution to women's rights?

A. Raja Ram Mohan Roy – Widow Remarriage  
B. Dayanand Saraswati – Abolition of Sati  
C. Jyotirao Phule – Education for women  
D. M.G. Ranade – Ban on polygamy

**Answer: C. Jyotirao Phule – Education for women**

8. According to NCERT Class 8, which British-era policy indirectly discouraged the education of girls in India?

A. Vernacular Press Act  
B. Wood's Despatch of 1854  
C. Charter Act of 1813  
D. Macaulay's Minute of 1835

**Answer: D. Macaulay's Minute of 1835**

9. In early 20th century India, who was the first woman to preside over the Indian National Congress, promoting political rights for women?

A. Kasturba Gandhi  
B. Sarojini Naidu  
C. Annie Besant  
D. Kamaladevi Chattopadhyay

**Answer: B. Sarojini Naidu**

10. Which law, passed in 1937, improved women's inheritance rights in Hindu families?

A. Hindu Code Bill



- B. Hindu Succession Act
- C. Hindu Women's Right to Property Act
- D. Widow Remarriage Act

**Answer: C. Hindu Women's Right to Property Act**

11. According to NCERT, who opened the first school for untouchables and girls in Pune?

- A. B.R. Ambedkar
- B. Jyotirao Phule
- C. Gopal Krishna Gokhale
- D. M.G. Ranade

**Answer: B. Jyotirao Phule**

12. Which was a significant limitation of the early reform movements regarding women's rights in the 19th century?

- A. Lack of political support
- B. Focused mostly on upper-caste women
- C. Complete lack of women participants
- D. Supported colonial education system

**Answer: B. Focused mostly on upper-caste women**

13. In which area did Begum Rokeya contribute significantly for Muslim women in colonial Bengal?

- A. Women's suffrage
- B. Female literacy and education
- C. Trade unions
- D. Marriage law reforms

**Answer: B. Female literacy and education**

14. Which of the following pairs is mismatched in the context of women and reforms?

- A. Tarabai Shinde – "Stri Purush Tulana"
- B. Pandita Ramabai – Sharada Sadan
- C. Sarojini Naidu – Women's Indian Association
- D. Muthulakshmi Reddy – Devadasi Abolition

**Answer: C. Sarojini Naidu – Women's Indian Association**

*(Correct answer is Annie Besant)*

15. Why is the contribution of Muthulakshmi Reddy considered pivotal in the reform of traditional practices against women?

- A. She led India's first women's university
- B. She fought against purdah system
- C. She initiated legislation to abolish the Devadasi system
- D. She introduced the Dowry Prohibition Act

**Answer: C. She initiated legislation to abolish the Devadasi system**

Here are **15 very difficult-level MCQs** based on the topic "**Challenging the Caste System**" from the **CTET Paper 1 & 2 syllabus**, aligned with **NCERT Class 1–8** themes (primarily from EVS and Social & Political Life books of Classes 6 to 8):

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### CTET: Challenging the Caste System – 15 Very Difficult-Level MCQs with Answers

**1.** The story of Dr. B.R. Ambedkar drinking water from the public tank in Mahad primarily symbolizes:

- A) Religious Conversion
- B) Economic Struggle
- C) Assertion of Equality and Human Rights
- D) Fight for Educational Reform

**Answer:** C) Assertion of Equality and Human Rights

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**2.** According to NCERT Class 7 Social Science, what is the primary reason Dalits were historically denied temple entry?

- A) Political Rebellion
- B) Lack of Education
- C) Not considered part of Varna system
- D) Economic status

**Answer:** C) Not considered part of Varna system

---

**3.** The concept of "Dignity" as explained in Class 6 Social & Political Life is best upheld when:

- A) All religions are promoted equally
- B) Everyone gets the same economic resources
- C) Every person is treated with respect regardless of caste
- D) School curriculum promotes patriotism

**Answer:** C) Every person is treated with respect regardless of caste

---

**4.** Which of the following leaders' work is directly associated with opposing untouchability in the early 20th century?

- A) Rabindranath Tagore
- B) Subhash Chandra Bose
- C) Jyotirao Phule
- D) Bal Gangadhar Tilak

**Answer:** C) Jyotirao Phule

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5. In the NCERT textbook of Class 7, which of these movements challenged Brahmanical domination?

- A) Civil Disobedience
  - B) Non-Cooperation Movement
  - C) Self-Respect Movement
  - D) Green Revolution
- Answer:** C) Self-Respect Movement
- 

6. "Equality in Indian Democracy" chapter mentions which constitutional article that bans untouchability?

- A) Article 14
- B) Article 17
- C) Article 21
- D) Article 370

**Answer:** B) Article 17

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7. In the context of NCERT's values, which classroom activity helps most in challenging caste-based discrimination?

- A) Memorization of articles
- B) Group discussions on equality
- C) Writing competitive exams
- D) Reciting patriotic poems

**Answer:** B) Group discussions on equality

---

8. The term "Dalit" is used to refer to:

- A) Economically backward Muslims
- B) Tribals of northeast India
- C) Socially oppressed castes who have faced discrimination
- D) All landless laborers

**Answer:** C) Socially oppressed castes who have faced discrimination

---

9. According to Class 8 Social & Political Life, reservations in jobs and education aim to:

- A) Promote private sectors
- B) Maintain caste hierarchy
- C) Provide reparative justice to marginalized groups

D) Increase government control

**Answer:** C) Provide reparative justice to marginalized groups

---

**10.** Which ancient Indian text is often cited to justify caste roles, later challenged by reformers?

A) Rig Veda

B) Manusmriti

C) Mahabharata

D) Arthashastra

**Answer:** B) Manusmriti

---

**11.** “Challenging the Caste System” includes promoting which of the following among students?

A) Obedience to elders

B) Ritual purification

C) Social awareness and inclusion

D) Loyalty to religious texts

**Answer:** C) Social awareness and inclusion

---

**12.** Which method is least effective in addressing caste discrimination in schools according to inclusive education practices?

A) Peer learning activities

B) Group seating plans

C) Caste-based grouping

D) Celebrating diverse festivals

**Answer:** C) Caste-based grouping

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**13.** The term ‘Untouchability’ is considered a violation of which Fundamental Right?

A) Right to Liberty

B) Right to Equality

C) Right to Property

D) Right to Education

**Answer:** B) Right to Equality

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**14.** Which reformer is known for founding the ‘Satya Shodhak Samaj’ to fight caste discrimination?

A) Dr. Ambedkar

- B) E.V. Ramasamy
  - C) Raja Rammohan Roy
  - D) Jyotirao Phule
- Answer:** D) Jyotirao Phule
- 

**15.** The inclusion of caste discrimination topics in NCERT from Class 6 onwards primarily aims to:

- A) Encourage caste pride
- B) Increase cultural knowledge
- C) Develop democratic values from a young age
- D) Promote Sanskrit literature

**Answer:** C) Develop democratic values from a young age

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Day – 5 – Social Science

Here are 15 difficult-level MCQs on **\*\*The Nationalist Movement\*\*** for CTET Paper 1 & 2 based on the NCERT syllabus for classes 1 to 8:

### MCQs on The Nationalist Movement

1. **\*\*Who was the first leader to give the call for the complete independence of India (Purna Swaraj)?\*\***

- a) Jawaharlal Nehru
- b) Lala Lajpat Rai
- c) Subhas Chandra Bose
- d) Bal Gangadhar Tilak

**\*\*Answer:\*\*** a) Jawaharlal Nehru

2. **\*\*The main objective of the Indian National Congress (INC) at its formation was to:\*\***

- a) Demand self-rule for India
- b) Work for social reforms
- c) Educate Indians about their rights
- d) Encourage British imperialism

**\*\*Answer:\*\*** a) Demand self-rule for India

3. **\*\*Who among the following was a prominent leader during the first phase of the Indian Nationalist Movement (moderate phase)?\*\***

- a) Bipin Chandra Pal
- b) Dadabhai Naoroji
- c) Subhas Chandra Bose
- d) Lala Lajpat Rai

**\*\*Answer:\*\*** b) Dadabhai Naoroji

4. **\*\*The Lucknow Pact of 1916 was signed between which two major Indian political groups?\*\***

- a) Congress and Muslim League
- b) Congress and the British Government
- c) Hindu Mahasabha and the British Government
- d) Indian National Congress and the Indian National Army

**\*\*Answer:\*\*** a) Congress and Muslim League

5. **\*\*The Champaran Satyagraha, led by Gandhiji in 1917, was aimed at addressing issues related to:\*\***

- a) Cotton mill workers

- b) Indigo planters and peasants
- c) Salt taxes
- d) Racial discrimination

**\*\*Answer:\*\*** b) Indigo planters and peasants

6. **\*\*Who among the following was not a part of the Simon Commission (1928)?\*\***

- a) Sir John Simon
- b) Lord Irwin
- c) No Indian members
- d) Lala Lajpat Rai

**\*\*Answer:\*\*** c) No Indian members

7. **\*\*The Jallianwala Bagh massacre took place in which year?\*\***

- a) 1917
- b) 1918
- c) 1919
- d) 1920

**\*\*Answer:\*\*** c) 1919

8. **\*\*The Non-Cooperation Movement (1920) was launched by Mahatma Gandhi in response to which event?\*\***

- a) Jallianwala Bagh Massacre
- b) Rowlatt Act
- c) Salt March

- d) Partition of Bengal

**\*\*Answer:\*\*** b) Rowlatt Act

9. **\*\*The Dandi March, also known as the Salt March, took place in which year?\*\***

- a) 1919
- b) 1920
- c) 1930
- d) 1931

**\*\*Answer:\*\*** c) 1930

10. **\*\*The Quit India Movement of 1942 was launched to demand:\*\***

- a) Political reforms
- b) Complete independence from British rule
- c) Economic independence
- d) Social equality

**\*\*Answer:\*\*** b) Complete independence from British rule

11. **\*\*Who was the author of the book 'Indian Nationalism' that contributed to the rise of nationalist ideas in India?\*\***

- a) Subhas Chandra Bose
- b) Bal Gangadhar Tilak
- c) Lala Lajpat Rai
- d) Bipin Chandra Pal

**\*\*Answer:\*\*** b) Bal Gangadhar Tilak



12. \*\*Which of the following was the main objective of the Bardoli Satyagraha of 1928?\*\*

- a) Protest against the salt tax
- b) Oppose land revenue hikes
- c) Fight for political rights
- d) End untouchability

\*\*Answer:\*\* b) Oppose land revenue hikes

13. \*\*The formation of the All India Muslim League in 1906 was aimed at:\*\*

- a) Opposing British rule
- b) Representing the political interests of Muslims in India
- c) Promoting Hindu-Muslim unity
- d) Securing independence for India

\*\*Answer:\*\* b) Representing the political interests of Muslims in India

14. \*\*Who gave the famous slogan “Inquilab Zindabad” during the Indian freedom struggle?\*\*

- a) Subhas Chandra Bose
- b) Bhagat Singh
- c) Lala Lajpat Rai
- d) Jawaharlal Nehru

\*\*Answer:\*\* b) Bhagat Singh

15. \*\*The Civil Disobedience Movement (1930-34) was a mass movement led by Mahatma Gandhi primarily against which of the following?\*\*

- a) Racial discrimination
- b) British control over Indian economy
- c) Salt tax and colonial laws
- d) British divide and rule policy

**\*\*Answer:\*\*** c) Salt tax and colonial laws

---

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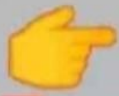
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