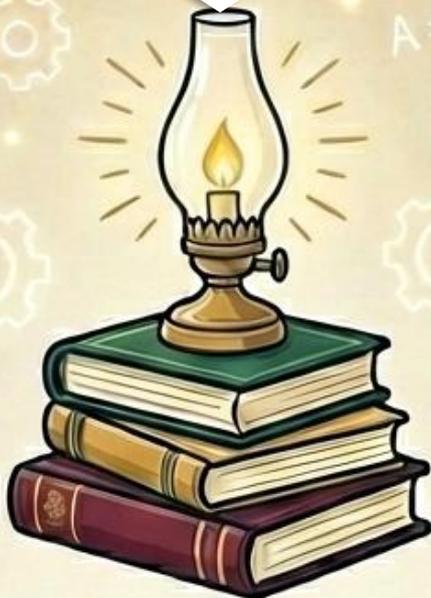




$$A = \frac{m}{(m^2 + c)^2}$$



NIOS PYQ's SOLUTIONS

$$fa = bc^2$$

$$\sqrt{h-x^2}$$

PREVIOUS YEARS' QUESTIONS & ANSWERS



APRIL-2025

Your Path to Success

SECTION - A

A.
B.
C.



Q 1 - Which of the following field of knowledge is associated with Patanjali?

(A) Mathematics

(B) Chemistry

(C) Physics

(D) Yoga

Answer - (D) Yoga

Q 2 – Which of the following was the religion of Ancient Persia?

(A) Buddhism

(B) Judaism

(C) Zoroastrianism

(D) Christianity

Answer - (C) Zoroastrianism

Q 3 - By which of the following year India became an excellent consumer of British goods and a supplier of raw materials to England?

(A) 1713

(B) 1763

(C) 1813

(D) 1863

Answer - (C) 1813

Q 4 - Ram Charit Manas is written in which of the following languages?

(A) Marathi

(B) Avadhi

(C) Gujarati

(D) Brajbhasha

Answer - (B) Avadhi



Q 5 - Which of the following languages was used by Amir Khusro?

- (A) Khadiboli (B) Punjabi
(C) Brajbhasha (D) Avadhi

Answer - (A) Khadiboli

Q 6 - Answer in one phrase :

How Punjabi love stories contributed to the growth of Punjabi language?

Answer - Love stories like Heer-Ranjha enriched the Punjabi language and made it more popular.

Q 7 - How Dinanath Nadim enriched the Kashmiri literature?

- (A) By writing devotional poetry (B) By writing horror stories
(C) By writing history (D) By writing essay

Answer - (A) By writing devotional poetry

Q 8 - Why did the art of painting flourished in the reign of Jahangir?

- (A) He was a great patron of painters
(B) He was a great painter himself
(C) He was a keen judge of paintings
(D) All of them

Answer - (D) All of them



Q 9 - Why did the art of painting decline during the rule of Aurangzeb?

- (A) Because of the withdrawal of royal patronage
- (B) Because painters lost their ability
- (C) Because able painters expired
- (D) None of them

Answer - (A) Because of the withdrawal of royal patronage

Q 10 - As per Maitrayani Upnishad the supreme knowledge is the result of which of the following activity?

- (A) Learning
- (B) Reflection
- (C) Austerity
- (D) All of them

Answer - (C) Austerity

Q 11 - Pali was early variant of which of the following language?

- (A) Sanskrit
- (B) Prakrit
- (C) Tamil
- (D) Malayalam

Answer - (B) Prakrit

Q 12 - Why were Makhtabs significant for Islamic education?

- (A) For providing higher education
- (B) For providing secondary education
- (C) School education
- (D) All of them

Answer - (C) School education



Q 13 - Why a fund of Rs. One Lakh was allocated by East India Company in Charter Act of 1813?

Select the right cause.

- (A) To promote European literature and science**
- (B) To promote Indian learning**
- (C) To help poor and downtrodden**
- (D) None of them**

Answer - (B) To promote Indian learning

Q 14 - Why was Upanayana Samskar was done in ancient India?

- (A) To begin family life**
- (B) To initiate education**
- (C) To go to forest**
- (D) None of them**

Answer - (B) To initiate education

Q 15 - Why did the social reformers take up the cause of women on priority basis in the first half of the 18th century?

- (A) There was no need for reforms regarding the condition of women**
- (B) Modern education had no role in realizing such demands**
- (C) Indian system was good for women and this demand came from conservatives**
- (D) Modern education made them to realize the deplorable condition of women**

Answer - (D) Modern education made them to realize the deplorable condition of women



Q 16 - Famous Vikramshila University was situated on the banks of which of the following rivers?

- (A) Sindhu (B) Brahmaputra
(C) Ganga (D) Narmada

Answer - (C) Ganga

Q 17 - Why did Indian and Chinese scholars travel through Chinese silk routes?

- (A) In search of wisdom (B) To propagate teachings of Buddha
(C) Both of them (D) None of them

Answer - (C) Both of them

Q 18 - Answer in one word/one name or in one phrase :

Why are the written syllables and mantras called as Sittan in Japanese language?

Answer - Because it is the Japanese pronunciation of the Sanskrit word 'Siddham', which is a script.

Q 19 - Select the right cause for coming of Thonmi Sambhot to India.

- (A) To strengthen diplomatic ties with India
(B) To study Indian economy
(C) To study agricultural practices in India
(D) To study Buddhist literature

Answer - (D) To study Buddhist literature

Q 20 - Answer in one word/one name or in one phrase:

Why are the people of Vietnam called as 'Cham'?

Answer - Because they were inhabitants of the ancient 'Champa' kingdom, which was influenced by Indian culture.



SECTION - B

A.
B.
C.



Q 21 - Mark tick (✓) on the correct and cross (X) on the false statement :

(a) Culture is not the way of life.

(b) Culture is the embodiment of the way in which we think and do things.

Answer –

(a) False (X)

(b) True (✓)

Q 22 - Mark tick (✓) on the correct and cross (X) on the false statement :

(a) Some knowledge, thoughts or traditions are lost when new cultural traits are added.

(b) There are possibilities of cultural change within the particular time passes.

Answer –

(a) True (✓)

(b) True (✓)

Q 23 - Fill in the blanks :

It was in the field of art and _____ that the rulers of medieval period took a keen interest. The composite cultural characteristic of _____ period is amply witnessed in art as well as architecture.

Answer – architecture, medieval.



Q 24 - Fill in the blanks :

Christian _____ came to India along with the employees of East India Company to perform their _____ rituals at the time of baptism, marriage, burial and church services.

Answer – priests, religious.

Q 25 - Answer in two short phrases :

Give any two reasons for why Hindi continued to grow despite language like Persian and Urdu enjoyed the royal patronage during medieval period

Answer -

- (a) Bhakti saints (like Kabir, Tulsidas) used Hindi as the language of the masses to preach.
- (b) It was the contact language of the common people.

Q 26 - Answer in two short phrases :

How did Kashmir lag behind in producing good literature in 19 century?

Answer -

- (a) The Dogra rulers took more interest in the Dogri language than in Kashmiri.
- (b) There were neither schools nor any system of education there.

Q 27 - Answer in two short phrases :

What were the role of Christian missionaries in growth of Indian languages? Write any two points :

Answer –

- (a) They published dictionaries and grammar books in various local languages.
- (b) Schools and colleges were established by Christian missionaries.



Q 28 - (i) Why Sir Syed Ahmed Khan asked Muslims to be broad minded and Tolerant ?

- (a) To enable them to be adjusted in modern world
- (b) To enable them to accept modern education
- (c) To enable them to work for their development
- (d) All of them

Answer - (d) All of them

(ii) Why Sir Syed Ahmed Khan started Muhammden Anglo Oriental College in Aligarh?

- (a) To impart modern education to Muslims
- (b) To teach only religious books
- (c) To train conventional artisans
- (d) To make religious preachers only

Answer - (a) To impart modern education to Muslims

Q 29 - Fill in the blanks :

Religious reforms began among the Parsis in Mumbai in the middle of nineteenth century. In 1851, the _____ Maz'sdayasan Sabha or religious reform association was founded by Nauroji Furdonji, Dadabhai Nauroji, SS Bengalee and others.

Answer – Parsis, Rahnumai.



Q 30 - Answer in two short phrases :

Write any two brief characteristic features of Patachitras.

Answer – Two characteristics of Patachitra paintings :

- (a) Patachitras are mostly done on cloth.
- (b) These paintings are very colourful and depict stories related to Hindu Gods and Goddesses.

Q 31 - Match two items given in Column-A to their correct match in Column-B :

Rest of the two items in both the columns are distracters

Column-A

Ganit Kaumudi

Lilavati Vyakhya

Mrig-pakshi shastra

Tuzuk-i-Jahangiri

Column-B

Faizi

Hamsdeva

Narayan Pandit

Charak

Answer –

- (a) Ganit Kaumudi — Narayan Pandit
- (b) Mrig-pakshi shastra — Hamsdeva

Other two :

- (a) Lilavati Vyakhya — Gangadhara
- (b) Tuzuk-i-Jahangiri — Jahangir



Q 32 - Fill in the blanks :

In _____ the education was matter of Individual concern. The aim of education was development of pupil's overall personality. With this view of _____ as process of one's inner growth and self fulfillment, techniques, rules and methods were evolved.

Answer – ancient India, education.

Q 33 - Mention any two sources which gave grants for the maintenance of Buddhist monasteries during Gupta period.

Answer – Two sources of grants for Buddhist Viharas during the Gupta period :

- (a) Land given by kings.
- (b) Donations given by wealthy merchants and guilds.

Q 34 - Mark tick (✓) on the correct and cross (X) on the false statement :

- (a) The Dharmshastras and Smrities tried to fix duties of each caste.
- (b) The relations in the castes were not generally governed by the rules of endogamy, commensality and craft exclusiveness.

Answer –

- (a) True (✓)
- (b) False (X)

Q 35 - Why the reign of emperor Ming Ti was significant for growth of Buddhism in China? Give any two reasons briefly.

Answer -

- (a) It was at his invitation that two great Indian masters—Dharmarakshita and Kasyapa Matanga—went to China in 67 AD.
- (b) Through these masters, Indian culture and Buddhism entered China for the first time, laying the foundation for the exchange of religion and culture there.



SECTION – C

A.
B.
C.



Q 36 - Mention works which Muslims did when they came to India to accommodate in this country.

Answer - Muslims mainly did these two things to accommodate themselves in India :-

- 1. Marital Relations :** They performed inter-caste marriages with local people and established matrimonial alliances.
- 2. Adopting Culture :** They adopted Indian culture and accepted the ideas and customs of the local people to live in harmony with them.

Q 37 - Examine religious beliefs of the Sufis.

Answer - Sufis were mystics who believed in liberalism within Islam and 'Wahdat-ul-Wajud' (Unity of all beings). They defined religion as 'Love for God' and 'Service to Humanity'. They were opposed to formal worship, fanaticism, and outward ostentation.

Q 38 - Explain the significance of higher education in development of India. Write any two points.

Answer - The significance of higher education in the development of India is as follows :

1. According to Pt. Jawaharlal Nehru, if universities function well, the future of the nation is secure, leading to modernization.
2. It serves as a source of power for the country's scientific and industrial development through technically trained individuals.

OR

Explain any two challenges faced by higher education in India.

Answer – Two major challenges faced by higher education in India are :

- 1. Low Enrollment :** The number of students in the 18-20 age group in higher education is extremely low, especially among women and SC/ST.
- 2. Inequality :** There is a lack of quality education in rural areas and a huge disparity in facilities across different colleges.



Q 39 - How does Right to Education Act help in spread of education in India?

Answer – The RTE Act provides free and compulsory education to children aged 6 to 14. This enables more students to complete schooling and become eligible for higher education by age 18-20, aiding the spread of education and social inclusion.

OR

Explain how school management or local authorities can help in implementation of Right to Education Act.

Answer - School management and local authorities can effectively implement the RTE Act by ensuring enrollment, monitoring attendance, providing infrastructure, preventing drop-outs, and identifying deprived children to provide timely assistance.

Q 40 - Explain the beginning of untouchability in Indian society during ancient period.

Answer – In the Vedic period, society was divided into four Varnas (Brahmin, Kshatriya, Vaishya, Shudra). This division became hereditary and rigid over time. Shudras (artisans/laborers) were given a low status, and changing professions became difficult. This rigid caste system laid the foundation for discrimination and untouchability.

OR

Explain the efforts made to abolish untouchability in modern period.

Answer - In the modern period, Mahatma Gandhi called untouchables 'Harijans' and fought for their temple entry. B.R. Ambedkar opened schools/colleges for them. Jyotiba Phule demanded social justice through 'Satya Shodhak Samaj'. Finally, the Constitution of free India declared untouchability a punishable offense.



SECTION - D

A.
B.
C.



Q 41 - Explain any three works by which Raja Ram Mohan Roy sought to improve the condition of women.

Answer – Three works by Raja Ram Mohan Roy to improve the condition of women are :-

Opposition to Sati : He fought hard against Sati practice and eventually got it legally banned.

- 1. Proof from Scriptures** : He cited religious texts to prove that practices causing pain to women had no religious sanction.
- 2. Message of Equality** : He spread the message of reason and equality, helping reduce discrimination against women.

OR

Explain about three social evils which Brahma Samaj sought to abolish.

Answer – Three social evils which Brahma Samaj sought to abolish are :-

- 1. Sati Pratha** : The primary goal was to eradicate inhuman practices like Sati.
- 2. Idol Worship** : Followers were strictly against idol worship and wanted to end it.
- 3. Rituals and Polytheism** : They sought to end useless rituals (Karmakanda) and the worship of many gods (Polytheism), believing in the worship of 'One God'.

Q 42 - Why is folk music an important part of our heritage? Give three reasons.

Answer – Folk music is an important part of our heritage because :-

- 1. Sentiments of Masses** : It represents the feelings of the common people. Simple songs are composed to mark events like festivals, seasons, marriages, or birth.
- 2. Historical & Religious Importance** : Folk songs have special meanings, often describing historical events and important rituals.
- 3. Widespread Popularity** : It is popular across India, like Mand of Rajasthan, Bhatiali of Bengal, and Ragini of Haryana, reflecting cultural diversity.



Q 43 - Mention names of three countries/region from which the scholars were called to teach in Indian madarsas during medieval period.

Answer – During the medieval period, the Indian education system was deeply influenced by external regions, and scholars were exchanged. Three major regions/countries mentioned are :-

1. Samarkand
2. Bukhara
3. Iraq

Q 44 - Explain three types of marriages based on number of spouses.

Answer – Three types of marriages based on the number of spouses are :-

1. **Monogamy** : A man marries only one woman at a time. This is the most common form today.
2. **Polygyny** : A man marries more than one woman at a time. In ancient times, rich and powerful people did this for political alliances or heirs.
3. **Polyandry** : A woman marries more than one man at a time (e.g., Draupadi). Often she marries a group of brothers.

OR

Explain the preconditions for arranged marriages among Hindus of India.

Answer - The preconditions for arranged marriages among Hindus of India are :-

1. **Same Caste** : Parents usually selected the bride and groom from within their own caste.
2. **Gotra and Pravara** : High caste (Dvija) people ensured the Gotra and Pravara were different. Marriage was forbidden with blood relatives up to seven generations on the father's side and five on the mother's.
3. **Horoscope** : Parents often matched horoscopes and qualities before fixing the marriage.



Q 45 - Write an account of seafaring Indian sailors in different ages.

Answer – Since ancient times, Indian sailors were courageous and skilled. Their description across different periods is as follows :

- 1. Harappan Period:** The earliest evidence is found in the Harappan period when Indian sailors used to travel to Mesopotamia via sea routes and established deep trade relations with them.
- 2. Mauryan Period:** During the Mauryan period, sailors relied on technology. They studied constellations (Astronomy) to determine directions, which greatly assisted them in long sea voyages.
- 3. Chola Empire:** In South India, the Chola rulers built an extremely powerful navy. With its help, their sailors conquered distant Indonesian islands and propagated Indian culture there.

OR

Write about India's contacts with far off countries in ancient times.

Answer – Ancient India had contacts with many great countries of the world, which can be observed in three main forms:

Initial Trade Contacts: Since the time of the Indus Valley Civilization, people of India engaged in maritime trade with Mesopotamia. Additionally, India had prosperous trade relations with the Roman Empire in ancient times.

Imperial and Diplomatic Relations: During the Mauryan and Gupta periods, India maintained deep cultural and trade relations with China, Central Asia, and South-East Asian countries.

Spread of Religion and Culture: Through Buddhism, India established contact with countries like Sri Lanka, Japan, and Korea, where the exchange of Indian culture and ideas took place.



SECTION - E

A.
B.
C.



Q 46 - Describe the concept of 'culture'.

Answer - The word 'Culture' is derived from the Latin word 'cult' or 'cultus', meaning to cultivate or refine. In Sanskrit, it is called 'Sanskriti', formed from the root 'Kri', meaning to refine something to the extent that it becomes worthy of praise. The meaning of culture is very broad :-

- 1. Way of Life** : Culture is a way of living. It includes our food, clothes, language, religion, behavior, and customs. It reflects our way of thinking and working.
- 2. Man-made Environment** : It is the environment created by humans, including material (clothes, food) and non-material (ideas, ideals, beliefs) products, passed from one generation to the next.
- 3. Acquired Behavior** : Culture is not congenital; it is learned and acquired from family and society.
- 4. Dynamic** : Culture is not static. New ideas and techniques are added over time, making it constantly changing and evolving.

Q 47 - Examine the development of music during medieval period.

Answer - The medieval period was a significant era in the history of Indian music, witnessing unprecedented development. The reasons are :-

- 1. Rise of Two Traditions** : Indian classical music clearly divided into two streams—Hindustani Music in the North and Carnatic Music in the South.
- 2. Contribution of Amir Khusrau** : During the Delhi Sultanate, Amir Khusrau played a major role. He is credited with the invention of the Sitar and Tabla and introducing many new Ragas.
- 3. Bhakti and Sufi Movements** : Sufi saints popularized qawwali in Khanqahs, and Bhakti saints (like Kabir, Mirabai, Surdas, Tulsidas) popularized music through Kirtan and Bhajan.
- 4. Mughal Patronage and Tansen** : Mughal rulers were great patrons. Tansen, one of Akbar's Navratnas, was the greatest musician of this time, composing works like 'Megh Rag'. Styles like Dhrupad, Dhamar, and Khayal developed.
- 5. Gharana System** : The 'Gharana' system began to preserve specific musical styles through the Guru-Shishya tradition (e.g., Gwalior and Jaipur Gharanas).



Q 48 - Explain the life and works of Swami Ramakrishna Paramhans.

Answer - Swami Ramakrishna Paramhansa was one of the great saints of modern India. His life and works can be understood through the following 5 points:-

- 1. Early Life and Devotion to God:** He was born in 1836 in a poor Brahmin family. His formal education was very limited, yet he dedicated his entire life to spiritual practice (*Sadhana*) and devotion to God.
- 2. Message of Universal Harmony:** He firmly believed that the paths to reach God may be different, but the ultimate destination is the same. He emphasized the unity of all religions and opposed sectarianism.
- 3. Service to Man is Service to God:** His foremost message was '*Jive Shiva*', meaning 'Service to man is the true service to God'. He recognized divinity in humanity and considered the service of the poor and distressed as essential for attaining salvation (*Moksha*).
- 4. Guidance to Swami Vivekananda:** One of his greatest contributions was grooming his disciple Narendra Nath Dutt (Swami Vivekananda). It was Vivekananda who spread his message across the entire world.
- 5. Institutional Legacy (Ramakrishna Mission):** To give a practical shape to his ideal of '*Service to Daridra Narayana*' (serving the poor as God), Swami Vivekananda established the 'Ramakrishna Mission' in 1897, which is still active today in the fields of education and health.

Q 49 - Discuss the evolution and development of drama in ancient India.

Answer – The tradition of drama in ancient India is extremely rich and ancient. The major stages of its development are as follows :-

- 1. Vedic and Mythological Roots:** The origin of Indian drama is considered to be from the Vedas, where initial traces are found in Dialogue Hymns (*Samvada Suktas*). Mentions of drama troupes are also found in the Ramayana and Kautilya's Arthashastra.
- 2. Natya Shastra of Bharata Muni:** The systematic and scientific development of drama began with Bharata Muni's 'Natya Shastra'. It is also called the 'Fifth Veda' and is considered the most authoritative text on dramatic art.



3. **Early Playwrights and Communities:** In the 2nd Century B.C., Patanjali mentioned plays like 'Kamsavadha'. At that time, professional drama companies known as 'Shailusha' and singers known as 'Kushilava' took this art to the masses.
4. **Contribution of Mahakavi Bhasa:** Mahakavi Bhasa wrote 13 famous plays (including 'Svapnavasavadattam') based on the Ramayana and Mahabharata, which gave a solid foundation to Indian dramatic art.
5. **Kalidasa and the Golden Age:** During the Gupta period, plays like Kalidasa's 'Abhijnanashakuntalam' made this art the best in the world. At that time, both Sanskrit and Prakrit languages were used in plays according to the social status of the characters.

OR

Discuss the account drama as per description of Bharata.

Answer - Bharata Muni has presented a detailed and scientific analysis of drama in his text 'Natyashastra':-

1. **Medium of Communication:** According to Bharata Muni, drama is not just for entertainment but is an ideal medium for mass education and communication.
2. **Components of Drama:** He emphasized the proper coordination of various components of drama such as Actors/Actresses (*Nata-Nati*), music, dance, dialogue, and subject matter (*Plot*).
3. **Concept of Playhouse (Theatre):** He gave a detailed description of a closed space or 'Prekshagriha' (Theatre) for the successful staging of plays, with proper arrangements for seating and acoustics (sound).
4. **Rasa Theory:** Bharata Muni introduced the concept of 'Rasa', which describes the classical method of conveying various emotions to the audience through acting.
5. **Systematic Science:** According to him, drama is a systematic science (*Shastra*). He demonstrated this practically by composing plays like 'Asura Parajaya' (The Defeat of Demons).



Q 50 - How did Dr. A.P.J. Abdul Kalam cover a long journey from beginning to the post of President of India?

Answer - Dr. A.P.J. Abdul Kalam was born on 15 October 1931 in Rameswaram, Tamil Nadu. Dr. Kalam's journey is an inspiring story of an ordinary boy reaching the highest office in the country :-

- 1. Humble Beginnings and Education:** Born into a poor family in Rameswaram, Tamil Nadu, Kalam completed his education amidst struggles. He obtained a degree in Aeronautical Engineering from the Madras Institute of Technology.
- 2. Success in Space (ISRO):** Joining **ISRO** in 1963, he successfully developed India's first Satellite Launch Vehicle (SLV-3), which made India a member of the elite space club .
- 3. Revolution in Defense Sector (DRDO):** As the Director of DRDO in 1982, he led the 'Integrated Guided Missile Development Programme' (IGMDP) and established India as a missile power.
- 4. Highest Civilian Honour:** For his immense contribution to science and service to the nation, he was awarded India's highest civilian honour, the 'Bharat Ratna', in 1997.
- 5. People's President:** Due to his scientific achievements and impeccable image, he became the 11th President of India in 2002. He is still fondly remembered as the 'People's President'.

OR

Examine the role of Dr. A.P.J. Abdul Kalam in making India strong in defense and space sectors.

Answer - Dr. Kalam's role in making India powerful in the space and defense sectors has been extremely significant :-

- 1. ISRO and SLV-3:** Dr. Kalam led the development of India's first indigenous Satellite Launch Vehicle, which successfully placed the 'Rohini' satellite into orbit .
- 2. Title of Missile Man:** Under the IGMDP programme, he developed five strategic missiles – Prithvi, Trishul, Akash, Nag, and 'Agni'.
- 3. Pride of Agni Missile:** The successful test of the 'Agni' missile placed India among the select group of nations possessing long-range striking capability.



4. **Self-reliance in Defense:** Through his efforts, India reduced its dependence on foreign nations in the defense sector and moved towards self-reliance (Atmanirbharta).
5. **Technical Vision:** He not only developed missiles but also provided a roadmap like 'Vision 2020' to transform India into a developed nation.





Thank you!

★ We hope you found this material helpful. We wish you the very best for your examination. ✍️

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