

**Important PSTET EVS Question and Answers with Solution**

**Q1.** A person observed the lifestyle of the people of rural areas of a State and expressed his view as under "The living is very simple. People grow eatables such as tapioca and coconut in their courtyards and they enjoy eating the food prepared using these eatables."

This State must be

- (a) Kerala
- (b) Odisha
- (c) Assam
- (d) Telangana

**Q2.** Consider the following statements about the "Jhoom Farming" practised in the forests of Mizoram.

- A. After cutting one crop the land is left as it is and nothing is grown there for some years.
- B. The bamboo or weeds which grow on that land are cut and burnt.
- C. The land is then ploughed deeply before sowing the seeds.
- D. Chemical fertilizers and pesticides are used as per need.
- E. In one farm different types of crops like maize, rice, chillies and vegetables are grown.

The correct statements are

- (a) A, B and C
- (b) B, C and D
- (c) C, D and E
- (d) A, B and E

**Q3.** Solve the following riddle.

"Small and round like a pearl  
I am black when I am fine ground or coarse  
A sharp and spicy taste is mine  
Whether it is salty or sweet  
I am added as a special treat.  
Think and tell me who am I?  
Tell me quickly who am I?"

The solution is

- (a) Pepper
- (b) Cardamom
- (c) Mustard
- (d) Clove

**Q4.** Which one of the following can find his female from many kilometres away by her smell?

- (a) Eagle
- (b) Silkworm
- (c) Mosquito
- (d) Butterfly

**Q5.** Select from the following cities where most of the people enjoy drinking of hot Kahwa with almonds and cardamom.

- (a) Shillong
- (b) Mysore
- (c) Hyderabad
- (d) Srinagar

**Q6.** A person visited most of the rural areas of a State and gave the following description about the structure of houses in which the people live. "Because of heavy rains the houses are made almost 3 m to 3.5 m (10-12 feet) above the ground on the strong bamboo pillars. People use ladder to enter their houses and at night the ladder is removed. The insides of the houses are made of wood and the roofs are sloping." This State must be

- (a) Himachal Pradesh
- (b) Mizoram
- (c) Jharkhand
- (d) Assam

**Q7.** In the tourist guide of Delhi a map is given. On this map at its one corner it is mentioned. Scale 1 cm = 990 metres.

If on this map this measured distance between any two places is 21.2 cm, the actual distance between the two places is (close to)

- (a) 22 kilometres
- (b) 21 kilometres
- (c) 20 kilometres
- (d) 19 kilometres

**Q8.** Select from the following a pair disease spread/caused due to mosquitoes.

- (a) Malaria and Typhoid
- (b) Chikungunya and Dengue
- (c) Cholera and Typhoid
- (d) Dengue and Cholera

**Q9.** Select from the following a pair of birds having excellent sight and see things distinctly four times as far as we can.

- (a) Crow and Kite
- (b) Eagle and Vulture
- (c) Sunbird and Eagle
- (d) Crow and Vulture

**Q10.** The State in which the word 'Torang' is meant for jungle is

- (a) Mizoram
- (b) Jharkhand
- (c) Arunachal Pradesh
- (d) Chhattisgarh

**Q11.** The house of a student is at X and his school is at Y and there is no straight path between X and Y. So, in order to reach the school, the student goes first to A which is 60 m due South of X, then to B which is 60 m due East of A, then to C which is 50 m due South of B and finally reaches his school which is 60 m due East of C. With respect to the school the correct direction of his house is

- (a) South-East
- (b) South-West
- (c) North-East
- (d) North-West

**Q12.** A train departed from Bhiwandi Road Railway Station on 22<sup>nd</sup> November 2022 at 20:30 hours and reached Nagercoil railway station on 24<sup>th</sup> November, 2022 at 03:00 hours. If the distance covered by the train between these two railway stations is 1877 kilometres, the average speed of the train is (close to)

- (a) 58 km/h
- (b) 59 km/h
- (c) 60 km/h
- (d) 62 km/h

**Q13.** Three territorial States of Madhya Pradesh are

- (a) Gujarat, Rajasthan, Maharashtra
- (b) Uttar Pradesh, Bihar, Chhattisgarh
- (c) Maharashtra, Chhattisgarh, Jharkhand
- (d) Gujarat, Telangana, Odisha

**Q14.** A group of States having Coast on the Arabian Sea are

- (a) Tamil Nadu, Odisha, Andhra Pradesh
- (b) Kerala, Karnataka, Maharashtra
- (c) Gujarat, Maharashtra, Odisha
- (d) Gujarat, Kerala, Telangana

**Q15.** Select from the following a pair comprising one State and one Union Territory of our country.

- (a) Lakshadweep and Puducherry
- (b) Chandigarh and Delhi
- (c) Nagaland and Ladakh
- (d) Manipur and Meghalaya

**Q16.** Rama was referring to attention, memory, problem solving and planning. She was focusing on

- (a) Peer pressure
- (b) Social skills
- (c) Collaborative skills
- (d) Cognition

**Q17.** An EVS teacher instructs children to group fallen leaves of trees on the basis of shape, size, texture etc. The purpose of teacher is to enhance

- (a) understanding of leaves
- (b) observation and classification skills
- (c) knowledge about leaves
- (d) fun element in her/his teaching

**Q18.** What can an EVS teacher do to make students aware about environment and develop a perspective for environment?

- A. Teacher will tell about limited availability of biological and physical resources for making objects of daily life.
- C. Teacher will tell about the effect of human behaviour on flora and fauna around them.
- C. Teacher will show national and international documentary films.
- D. Teacher will tell the importance of deforestation for industries.

Choose the correct option:

- (a) A, B and D
- (b) A, B and C
- (c) B, C and D
- (d) A, C and D

**Q19.** Arrange the following steps involved in practising activity-based learning in proper sequence.

- A. Conducting the activity
- B. Revising
- C. Planning
- D. Reflecting on the process

Choose the correct option:

- (a) C-A-D-B
- (b) A-B-C-D
- (c) C-A-B-D
- (d) D-C-A-B

**Q20.** Which of the following situations represent an integrated nature of EVS?

- (a) Drawing insights from the concepts of Science, Social Science and Environmental Education
- (b) Inviting an environmentalist in classroom for a speech
- (c) Inviting separate teachers for Science and Social Science for a speech
- (d) Preparing different lesson plans for Science and Social Science

**Q21.** Identify the objective with which riddles have been included in EVS.

- (a) To confuse students
- (b) To make them play
- (c) To confuse students and derive pleasure from it
- (d) To develop logical ability in students

**Q22.** Reema gives an assignment to her students to collect information on different 'Festivals' celebrated in different parts of the country and display it in the classroom. The objective of this activity is to

- (a) Know about the most popular festival in the country
- (b) Sensitize students about diversity of culture in our country
- (c) Make a record of different festivals celebrated in our country
- (d) Motivate students to celebrate different festivals

**Q23.** Aditya, an EVS teacher sits with the students and they learn to make things from clay. One student who cannot sit down on the floor with other students, sits on a chair and learns from Aditya and her classmates to make different things from clay. During this activity, Aditya talks to the children and encourages creativity. He asks students to use clay to create a scene of their choice. Each group comes with a different idea and a different scene. Through this he provided opportunity

- A. to students to display their talent
  - B. so that he can improve his competence
  - C. to instill competitiveness in students
- (a) B and C
  - (b) A, B and C
  - (c) A and C
  - (d) A and B

**Q24.** If you find any topic in EVS difficult to teach, what would you do as a teacher?

- (a) Repeat the main points
- (b) Do questioning with students
- (c) Read it and teach it
- (d) Use strategy of team teaching

**Q25.** An EVS exhibition was organised in Aarti's school. According to you, which of the following is the most appropriate objective?

- (a) Satisfy students and parents
- (b) Channelize creative instincts in learners
- (c) Please the Principal and Colleagues
- (d) Train learners for future career options

**Q26.** The method of teaching-learning process in EVS does not depend upon

- (a) School's Philosophy
- (b) Availability of resources
- (c) Needs of children
- (d) Prior learning experiences of children

**Q27.** Teaching of EVS would be more effective if the teacher

- (a) conducts various meaningful and relevant activities.
- (b) has command on his/her subject
- (c) gives home assignment after finishing the topic
- (d) tells objectives to students at the beginning of topic

**Q28.** EVS teaching should encourage process skills, which are the core of inquiry-based hands-on learning. Which of the following is not a skill?

- (a) Determining
- (b) Observing
- (c) Predicting
- (d) Inferring

**Q29.** According to NEP, 2020, Environment Studies as a subject shall be taught in

- (a) Class II and III
- (b) Class III, IV and V
- (c) Class VI to VIII
- (d) Class IX and X

**Q30.** As an EVS teacher how will you make your students understand limited availability of natural resources?

- (a) Through a good textbook on natural resources
- (b) Through a good explanation of natural resources
- (c) Through a speech by an environmental expert
- (d) Through showing a coal piece and discussing its uses and availability for future

## Solutions

### S1. Ans.(a)

**Sol.** The correct answer is Kerala.

The observation mentioned in the statement is about the lifestyle of people in rural areas of a state. The statement mentions that people in rural areas grow eatables such as tapioca and coconut in their courtyards and enjoy eating food prepared using these eatables. Kerala is a state known for its agriculture and coconut cultivation, making it a possible answer to the question.

### S2. Ans.(d)

**Sol.** The correct answer is A, B and E.

Jhoom farming is also known as slash-and-burn agriculture. It is a traditional method of farming practised in the hilly regions of Northeast India. The land is cleared by cutting and burning the vegetation, and the ash is used as a natural fertilizer. This method of farming is sustainable if done in moderation, but overuse can lead to deforestation and soil degradation.

- **Statement (a) is correct** as leaving the land fallow for a few years allows the soil to regenerate and regain its fertility.
- **Statement (b) is correct** as cutting and burning the vegetation is a common practice in Jhoom farming to clear the land.
- **Statement (c) is correct** as ploughing the land deeply helps in breaking up the soil and preparing it for sowing.
- **Statement (d) is incorrect** as Jhoom farming relies on natural fertilizers like ash and compost, and pesticides are not used.
- **Statement (e) is correct** as Jhoom farming involves growing multiple crops on the same land to maximize its productivity.

### S3. Ans.(a)

**Sol.** The correct answer is Pepper.

The riddle describes **black pepper**, which is small and round like a pearl and has a sharp and spicy taste. Pepper can be ground finely or coarsely, which changes its appearance to black. It is often added as a special seasoning to both salty and sweet dishes. It is a commonly used spice in many cuisines around the world and is derived from the berries of the Piper nigrum plant.

- **Cardamom** is a spice with a warm, sweet flavour that is often used in Indian and Middle Eastern cuisine.

- **Mustard** is a condiment made from the seeds of the mustard plant and has a sharp, tangy flavour.
- **Clove**, is a spice with a strong, sweet, and slightly bitter taste that is often used in baking and cooking.

### S4. Ans.(b)

**Sol.** The correct answer is Silkworm.

Silkworm can find their mate from a distance of several kilometres through pheromones.

Pheromones are chemical substances produced by organisms to communicate with each other, especially for mating purposes.

### S5. Ans.(d)

**Sol.** The correct answer is Srinagar.

- **Srinagar** is located in the northern region of India and is known for its traditional Kashmiri Kahwa tea which is made with saffron, cardamom, and almonds.
- **Shillong** is a city located in the northeast region of India and is known for its tea plantations, but the locals do not have a specific preference for Kahwa tea.
- **Mysore** is a city located in the southern region of India and is known for its filter coffee, not Kahwa tea.
- **Hyderabad** is a city located in the central region of India and is known for its Irani chai and biryani, not Kahwa tea.

### S6. Ans.(d)

**Sol.** The correct answer is Assam.

The state being described in the statement is Assam, as it is known for its heavy rainfall and the use of bamboo in construction. The fact that the houses are elevated on strong bamboo pillars is a common practice in Assam due to the frequent flooding in the region. The use of ladders to enter the houses and removing them at night is also a safety measure against wild animals like tigers and elephants. The use of wood for the interiors and sloping roofs is also typical of traditional Assamese architecture.

### S7. Ans.(b)

**Sol.** The correct answer is 21 Kilometres

- Scale is a ratio that shows the relationship between a distance on a map and the corresponding actual distance on the ground.

- In this case, the scale is 1 cm = 990 meters, meaning that for every 1 centimetre on the map, the actual distance is 990 meters.
- To find the actual distance between two places on the map, we need to multiply the measured distance by the scale factor.
- The scale factor in this case is 990 meters/1 cm = 99000 meters/1 inch.
- The measured distance between the two places on the map is 21.2 cm. To find the actual distance, we need to multiply 21.2 cm by the scale factor of 99000 meters/1 inch.
- $21.2 \text{ cm} \times 99000 \text{ meters/1 inch} = 2,095,200 \text{ meters}$ .
- Converting meters to kilometers, we get  $2,095,200 \text{ meters} / 1000 = 2095.2 \text{ kilometers}$ .
- Rounding off to the nearest kilometer, the actual distance between the two places is 2095 kilometers, which is closest to option 2 (21 kilometers).

### S8. Ans.(b)

**Sol.** The correct answer is Chikungunya and Dengue.

#### Chikungunya and Dengue:-

- These both are vector-borne diseases caused by the Aedes mosquito.
- Symptoms of Chikungunya include fever, joint pain, headache, and muscle pain, while Dengue can cause high fever, severe headache, joint and muscle pain, and in severe cases, hemorrhagic fever or shock syndrome.
- Both diseases are commonly found in tropical and subtropical regions, including parts of Asia, Africa, and the Americas.
- Prevention methods for both diseases include mosquito control measures such as removing standing water, using mosquito nets, and wearing protective clothing.

### S9. Ans.(b)

**Sol.** The correct answer is Eagle and Vulture.

Eagles and vultures have excellent sight and can see things distinctly four times as far as humans can. This ability is due to their large eyes and high concentration of photoreceptor cells in their retinas.

### S10. Ans.(b)

**Sol.** The correct answer is Jharkhand.

#### 'Torang:-

- It is used for jungle in the local language of the state.
- 'Torang' is a word from the Ho language, which is spoken by the Ho tribe in Jharkhand.

### Jharkhand: -

- It is a state in eastern India, which was formed in the year 2000 after being separated from Bihar.
- The state is known for its rich mineral resources, forests, and tribal culture.

### S11. Ans.(d)

**Sol.** The correct answer is North-West

From the provided information, the student's journey can be represented as follows:

X (Start) ↓ 60 m

A → 60 m

B ↓ 50 m

C → 60 m

Y (School)

This describes a path that forms a rectangle with the sides being 60m by 50m.

→ Placement of the points suggests that point X is 60 meters north of point A, which is directly above point B.

→ Point B is to the east of point A and is directly to the right of point C.

→ Then point C is to the south of point B and directly below point Y.

→ Lastly, point Y is to the east of point C and is the endpoint.

→ In this journey from X to Y, the student adds 60 meters to the south, 60 meters to the east, 50 meters to the south, and 60 meters to the east.

→ This totals to 120 meters to the south and 120 meters to the east from his initial position X.

→ This means that the student's house (X) would be to the Northwest of the school (Y).

### S12. Ans.(d)

**Sol.** The correct answer is 62 km/h

From 20:30 on November 22nd to 20:30 on November 23rd = 24 hours

From 20:30 on November 23rd to 03:00 on November 24th = 6.5 hours

Adding those together you get 24 hours + 6.5 hours = 30.5 hours (in decimal hours).

The formula to calculate average speed is distance/time.

If we plug in our given values of:

Distance = 1877 kilometers

Time = 30.5 hours  $1877 \text{ km} / 30.5 \text{ hours} = 61.54 \approx 62 \text{ km/h}$

So, the average speed of the train is approximately 62 km/h.

### S13. Ans.(a)

**Sol.** The correct answer is Gujarat, Rajasthan, Maharashtra.



Gujarat shares its border with Madhya Pradesh in the west, Rajasthan in the northwest, and Maharashtra in the south. These three states are located at a distance from Madhya Pradesh.

**S14. Ans.(b)**

**Sol.** The correct answer is Kerala, Karnataka, Maharashtra.

**Kerala: -**

It is often referred to as 'God's Own Country,' is located on the southwestern coast of India. It's known for its scenic beauty, plentiful coconut groves, backwaters, and rich spices.

**Karnataka: -**

It is located on the Western coast as well. It is known for its significant contribution to Indian culture, history, and technology.

**Maharashtra: -**

It is a state in the western peninsular region of India, known for being an economic powerhouse and the home of Bollywood.

It has several bustling cities like Mumbai, the financial hub of India and the nation's largest city.

**S15. Ans.(c)**

**Sol.** The correct answer is Nagaland and Ladakh

**Nagaland: -**

- Nagaland is a state situated in Northeast India. It shares its border with the Indian states of Assam, Arunachal Pradesh, and Manipur. It also has an international border with Myanmar to the east. The capital city of Nagaland is Kohima, and the largest city is Dimapur.
- The official language is English, which is widely spoken and used for conducting administrative, political, and judicial work. There are also over a dozen tribal languages spoken across the state.
- The state is famous for its festivals. Hornbill Festival, one of the most celebrated, showcases the rich cultural heritage of the tribes.

**Ladakh: -**

- Location: Ladakh is a region administered by India as a union territory. It is located in the northernmost part of the Indian subcontinent in the larger region of Kashmir, between the Kunlun Mountain range in the north and the main Great Himalayas to the south.
- The capital city of Ladakh is Leh. Another major town in the region is Kargil.
- Ladakh is popular for its Buddhist monasteries or gompas, which are a symbol of the region's rich

Buddhist heritage. Some of the famous monasteries include Hemis, Thiksey, Diskit, and Alchi Monastery.

**S16. Ans.(d)**

**Sol.** The correct answer is Cognition.

In the context of Rama's reference to attention, memory, problem-solving, and planning, she was focusing on cognitive processes.

- **Cognition** refers to the mental processes involved in gaining knowledge and understanding through thinking, perceiving, remembering, problem-solving, and decision-making.
- **Peer pressure:** Peer pressure refers to the influence that peers or friends may have on an individual's behaviour or decisions. It is not related to the mental processes of attention, memory, problem-solving, or planning.
- **Social skills:** Social skills refer to the ability to interact effectively with others, including communication, empathy, and cooperation. While social skills are important for interacting with peers, they are not directly related to cognitive processes like attention, memory, problem-solving, or planning.
- **Collaborative skills:** Collaborative skills involve working together with others to achieve a common goal or complete a task.
- While collaboration may require some cognitive processes, it is not a specific focus on the mental processes of attention, memory, problem-solving, or planning as described in the question.

**S17. Ans.(b)**

**Sol.** The correct answer is observation and classification skills

When the EVS teacher instructs children to group fallen leaves based on various characteristics such as shape, size, texture, etc. the primary objective is to develop their observation and classification skills. This activity encourages students to closely observe the leaves and notice the differences and similarities between them. By categorizing the leaves based on specific attributes, children engage in a process of classification, which is an essential cognitive skill.

Observation skills involve using the senses to gather information from the environment, while classification skills involve sorting objects or data into groups based on shared characteristics. Both these skills are crucial in the study of environmental science and the broader scientific inquiry process. Thus, it is concluded that the purpose of the teacher is to enhance observation and classification skills.

**S18. Ans.(b)**

**Sol.** The correct answer is A, B and C

To make students aware of the environment and develop a perspective for the environment, the EVS teacher can implement multiple strategies that involve a holistic approach to environmental education.

- **Teacher will tell about limited availability of biological and physical resources for making objects of daily life:** This approach helps students understand the importance of sustainable resource use and conservation. By learning about the limited availability of resources, students can develop a perspective on the need for responsible consumption and ecological balance.
- **Teacher will tell about the effect of human behavior on flora and fauna around them:** This approach raises awareness about human impacts on the environment, such as habitat destruction, pollution, and climate change. Understanding the consequences of human behavior on flora and fauna helps students recognize their role in environmental conservation.
- **Teacher will show national and international documentary films:** Documentary films can be a powerful medium to show real-world environmental issues, success stories, and conservation efforts. Visual presentations can stimulate students' interest, empathy, and understanding of environmental challenges faced globally.
- **Teacher will tell the importance of deforestation for industries:** This option is not appropriate because it focuses on the importance of deforestation, which is contrary to environmental conservation. Instead, teachers should emphasize the adverse effects of deforestation and promote sustainable practices to protect forests and their ecological significance.

**S19. Ans.(a)**

**Sol.** The correct answer is C-A-D-B.

Activity-based learning is an educational approach that emphasizes the active participation and engagement of students in the learning process through various hands-on activities, experiments, projects, and practical experiences.

Following are the steps involved in practising activity-based learning:-

- **Planning:** This step involves designing and organizing the activity-based learning experience. The teacher outlines the objectives, learning

outcomes, resources needed, and the procedure for conducting the activity.

- **Conducting the activity:** In this step, the teacher implements the planned activity in the classroom. Students actively participate and engage in the hands-on learning experience.
- **Reflecting on the process:** After the activity, students and teachers take time to reflect on the learning process. They discuss their observations, experiences, and insights gained from the activity.
- **Revising:** Based on the reflections and feedback received during the reflection phase, the teacher may decide to make revisions to the activity or the teaching approach. This step aims to improve the activity and enhance the learning experience for future implementations.

**S20. Ans.(a)**

**Sol.** The correct answer is Drawing insights from the concepts of Science, Social Science and Environmental Education.

- **Drawing insights from the concepts of Science, Social Science, and Environmental Education:** This situation reflects the integrated nature of EVS. It involves using knowledge and concepts from multiple disciplines to gain a comprehensive understanding of environmental issues and their broader implications.
- **Inviting an environmentalist in the classroom for a speech:** While inviting an environmentalist can be an enriching experience and provide valuable insights, it does not necessarily represent the integrated nature of EVS on its own. It may focus on specific aspects related to environmental expertise but not necessarily draw from multiple disciplines.
- **Inviting separate teachers for Science and Social Science for a speech:** This situation indicates separate presentations by teachers from different subject areas (Science and Social Science). While it may offer diverse perspectives, it does not inherently indicate an integrated approach to EVS.
- **Preparing different lesson plans for Science and Social Science:** Creating separate lesson plans for different subjects (Science and Social Science) does not inherently represent an integrated approach to EVS. An integrated EVS curriculum aims to combine relevant topics and concepts from multiple disciplines in a cohesive manner.

**S21. Ans.(d)**

**Sol.** The correct answer is To develop logical ability in students.

When students engage in solving riddles, they are encouraged to analyze information, draw inferences, and use deductive reasoning to arrive at the correct answers. By solving riddles, students enhance their problem-solving skills, develop their ability to think critically and sharpen their logical reasoning. Additionally, riddles can be fun and engaging, making the learning process enjoyable for students. Thus, it is concluded that developing logical ability in students is the objective of riddles.

### S22. Ans.(b)

**Sol.** The correct answer is Sensitize students about diversity of culture in our country.

By asking students to collect information on various festivals celebrated in different parts of the country and displaying it in the classroom, the main objective is to sensitize students about the diversity of culture in India. This activity helps students understand and appreciate the rich cultural heritage of their country, as different regions and communities celebrate various festivals with unique traditions, rituals, and significance.

### S23. Ans.(d)

**Sol.** The correct answer is A and B.

Through the clay modelling activity, Aditya, the EVS teacher, provides two main opportunities to the students.

- **To students to display their talent:** By encouraging creativity and allowing students to create a scene of their choice using clay. Aditya provides an opportunity for students to showcase their artistic and imaginative talents. Each group coming up with a different idea and scene demonstrates the unique creativity of individual students and fosters a positive learning environment.
- **So that he can improve his competence:** By engaging with the students during the activity, Aditya has an opportunity to improve his competence as a teacher. Interacting with students, observing their creativity, and encouraging their efforts enables him to enhance his teaching skills and adapt his approach to cater to the diverse learning needs of the students.

### S24. Ans.(d)

**Sol.** The correct answer is Use strategy of team teaching. Team teaching involves two or more teachers working collaboratively to teach a group of students. When a teacher finds a specific topic in Environmental Studies

(EVS) difficult to teach, team teaching can be an effective solution to address the challenge.

- **Expertise and Support:** By teaming up with another teacher who is well-versed in the challenging topic, the primary teacher can receive support and guidance. The co-teacher can bring different perspectives and insights, making it easier to present complex concepts effectively.
- **Division of Labor:** Team teaching allows the teachers to divide the content and responsibilities. Each teacher can focus on specific aspects of the topic, making the teaching process more manageable.
- **Differentiation:** With two teachers in the classroom, they can address the diverse learning needs of students. Students can receive individualized attention and support, helping them better understand the topic.
- Team teaching is an effective strategy to overcome the challenge of teaching a difficult topic in EVS. It fosters a supportive and interactive learning environment, benefits both teachers and students, and enables a more comprehensive approach to teaching complex concepts.

### S25. Ans.(b)

**Sol.** The correct answer is Channelize creative instincts in learners.

The primary objective of such an exhibition should be to channelize the creative instincts of learners and provide them with an opportunity to express their ideas and insights related to environmental issues. The exhibition should encourage students to explore, analyze, and present their ideas and projects related to environmental studies in a creative and meaningful manner. Thus, it is concluded that the most appropriate objective for organizing an EVS exhibition is to channelize creative instincts in learners.

### S26. Ans.(a)

**Sol.** The correct answer is School's Philosophy

The method of teaching-learning process in EVS is primarily determined by the nature and content of the subject, the age and developmental level of the students, and the educational goals and objectives.

While the school's philosophy and approach to education may influence the overall curriculum and teaching methodologies, it does not specifically dictate the methods used in teaching EVS.

The method of the teaching-learning process in EVS depends upon: -



- **Availability of resources:** The availability of resources, including teaching materials, technology, and outdoor learning opportunities, can influence the methods used in teaching EVS. Teachers may adapt their approaches based on the resources available to create meaningful learning experiences for students.
- **Needs of Children:** The needs and interests of children play a crucial role in shaping the teaching methods in EVS. An effective teacher considers the diverse learning styles and individual needs of students while selecting appropriate teaching strategies.
- **Prior learning experiences of children:** A child's prior learning experiences, knowledge, and background influence the selection and sequencing of topics in EVS. Teachers often build upon students' prior knowledge to facilitate a deeper understanding of new concepts.

#### S27. Ans.(a)

**Sol.** The correct answer is conducts various meaningful and relevant activities.

EVS is a subject that involves the study of the environment, nature, and human interactions with the natural world.

- Conducting various meaningful and relevant activities is a key aspect of effective teaching in Environmental Studies (EVS). By incorporating hands-on and experiential learning activities, the teacher can engage students actively in the learning process.
- Meaningful and relevant activities can include field trips, nature walks, environmental surveys, experiments, role-plays, debates, and group projects. These activities not only make the learning process enjoyable but also enhance students' understanding of environmental concepts, critical thinking, problem-solving, and decision-making skills.

#### S28. Ans.(a)

**Sol.** The correct answer is Determining.

Process skills are essential components of inquiry-based hands-on learning in EVS. These skills enable students to actively engage in the learning process, make sense of information, and develop a deeper understanding of environmental concepts.

The three process skills that are part of inquiry-based learning are:

- **Observing:** The skill of using one's senses to gather information about the environment or objects. It involves paying attention to details, making qualitative and quantitative observations, and recording data.
- **Predicting:** The skill of making informed guesses about future outcomes or events based on available evidence and prior knowledge. It encourages students to think critically and make logical connections.
- **Inferring:** The skill of drawing conclusions or making interpretations based on observed evidence and existing knowledge. It involves going beyond the information presented to make educated guesses or inferences.

#### S29. Ans.(b)

**Sol.** The correct answer is Class III, IV, and V

The NEP 2020 recommends the introduction of Environment Studies (EVS) as a subject for Class III, Class IV, and Class V students.

- The subject aims to develop an understanding of the environment, its interconnections, and sustainable practices among young learners.
- By incorporating EVS in the curriculum for these primary classes, the policy intends to sensitize students to environmental issues and promote responsible attitudes towards nature and society.
- EVS is designed to be an interdisciplinary subject that integrates elements from science, social studies, and environmental education.

#### S30. Ans.(d)

**Sol.** The correct answer is Through showing a coal and discussing its uses and availability for future.

As an EVS teacher, I would use a combination of methods to make my students understand the limited availability of natural resources. The most effective approach would be to show a coal piece and discuss its uses and availability for the future.

- **Hands-on Experience:** By showing a coal piece, I can provide a tangible and concrete experience to my students. They can touch, observe, and feel the physical presence of a natural resource, which enhances their understanding.
- **Visual Learning:** Visual aids like a coal piece can help students grasp the concept better. It allows them to connect the theoretical knowledge of limited natural resources with a real-life example.

- **Contextual Discussion:** After showing the coal piece, I would initiate a class discussion about the various uses of coal in our daily lives, such as electricity generation, industrial processes, and cooking.
- **Interactive Learning:** I would encourage students to participate actively in the discussion, ask questions, and share their insights. This interactive approach fosters critical thinking and a deeper understanding of the topic.
- While textbooks, explanations, and speeches by environmental experts are valuable resources for learning, incorporating a hands-on and interactive approach with real-life examples like the coal piece can leave a lasting impact on students and help them internalize the concept of limited natural resources more effectively.

