English Medium
Second Edition · November 2026

TET-II

FREE DEMO

Education & Current Trends

Policy, institutions and classroom application

- Detailed concepts and classroom examples
- Topic-linked practice with explained answers
- Selected earlier-examination questions

BOOK 05 | Mathematics-Science Series

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Education & Current Trends

Gujarat TET-II · English Medium

Mathematics-Science Series · Book 05

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Examinations qualified

TET-1 (2025) | TET-2 (2023) | TAT (2023)

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Education policy, rights, institutions, assessment, digital learning and selected current developments. Together with Book 04, this volume supports the common 25-mark section. Separate fixed marks are not assigned to these books. Syllabus basis: the resolution of 8 October 2025. Selected dated provisions and programme descriptions reviewed on 16 November 2026.

Publication Notice

This independent GUJTEST study guide is for personal examination preparation. No examination authority endorses it. No promise is made of marks, passing, rank, selection or appointment. The examining authority's current syllabus and final answer keys prevail.

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Earlier-examination records are labelled by year and question number and use translated or condensed study wording. Where original alternatives are unavailable, short-answer form is retained; alternatives have not been invented. Two 2013 records retain provisional-key status. Historical keys and item-specific classifications are distinguished from present provisions and general principles.

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Preface

Dear learner,

Education questions require more than remembering names. Identify whether the source is a constitutional provision, an Act, a rule, a policy, a curriculum framework, a scheme or a platform. Keep its purpose, target group, date and jurisdiction with the fact.

The same care matters in classroom applications. An accessible task should preserve the learning target. Assessment should lead to useful evidence, feedback and a further learning opportunity. A certificate, delivered device or programme aim does not by itself establish improvement in every learner.

This second edition retains the 144 earlier practice questions and mixes in 120 new questions drawn from a wider range of the taught subtopics. Each question is followed by its answer, an explanation and an English Study link to the precise teaching paragraph, list item, worked example or table row earlier in the book.

The 26 selected earlier-examination records include four additional records checked against the published 2017 final common key. They use translated or condensed short-answer forms; missing original alternatives have not been recreated. Two 2013 records retain provisional-key status. A clarified wording is indicated where needed. These are selected records, not every past question.

Version differences need particular attention. NIPUN's launch-era Grade-3 formulation and its later Grade-2 coverage are dated separately. RTE examination, re-examination, holding back and expulsion are different matters. Gujarat admission dates and operational conditions should be read from the applicable state notice.

Use the diagrams and calculations as original study illustrations. For an indicator, name the numerator, denominator and period. For a classroom decision, connect the goal, learner evidence, access and next action. Revisit the linked teaching after each attempt.

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CHAPTER
1 Education, Constitutional Commitments and RTE

Read the provision and its legal role

- **Article 21A** provides for free and compulsory education for children aged 6-14 in the manner determined by law. The RTE Act gives statutory form to that entitlement.
- **Article 45** directs the State towards early-childhood care and education until age six. It should not be substituted for Article 21A in a question about the fundamental right for ages 6-14.
- **Article 51A(k)** concerns a parent or guardian providing educational opportunities for a child or ward aged 6-14. A duty and a state-guaranteed right are related but different provisions.
- Equality, nondiscrimination, dignity, cultural and language rights, and constitutional remedies affect how education is organised. A school rule does not override the applicable constitutional framework.
- Education appears in the **Concurrent List**, subject to the Constitution's relevant entries. This helps explain why both Union and state policies need to be read.

The RTE entitlement

- The **Right of Children to Free and Compulsory Education Act, 2009** came into force on 1 April 2010. Elementary education covers Classes I-VIII.
- "Free" concerns removing a child's liability for fees/charges/expenses that prevent pursuit and completion of elementary education under the Act. "Compulsory" concerns the appropriate government's duty to secure admission, attendance and completion.
- A child admitted late to an age-appropriate class may need **special training**. A learning gap is a reason for educational support, not an automatic ground for exclusion.
- Admission cannot be denied merely because a child lacks a prescribed age-proof document. Transfer and late-admission provisions should be read with the relevant sections and applicable rules.

Section	Core study point
3	Right to free and compulsory elementary education.
4	Age-appropriate admission and special training for children not admitted or who did not complete elementary education.
5	Transfer to another school.
8 and 9	Government and local-authority duties.
13	Capitation fee and screening procedures prohibited.
14 and 15	Age proof and admission protections.
17	Physical punishment and mental harassment prohibited.
29	Curriculum and evaluation principles.

Worked example: Age and stage

1. A question asks which constitutional provision specifically establishes free compulsory education for ages 6-14.
2. Select **Article 21A**.
3. A question about care and education below age six instead requires attention to Article 45. Keep the age condition in view.

Equity in a school setting

- Equal opportunity does not require identical support for every learner. A child who needs accessible materials may require a different means of access to the same learning goal.
- Educational rights must be understood alongside the Act's scope, exceptions, amendments and state rules. Avoid reducing a legal provision to an undated slogan.
- The role of a teacher includes recognising barriers and using the appropriate school and local-authority processes. Administrative convenience alone is not an educational justification for excluding a child.

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Right, policy and classroom responsibility

- **A constitutional right** establishes an entitlement within its specified scope. An Act gives statutory provisions, rules supply authorised operational detail, and a policy sets directions. Read the source level when a question asks what is compulsory.
- **Article 21A** concerns free and compulsory education for children aged 6–14. **Article 45** concerns early-childhood care and education below six. **Article 51A(k)** places the specified educational duty on a parent or guardian.
- Free education addresses charges and expenses that prevent pursuit or completion within the Act's meaning. Compulsory education places duties on the appropriate government and local authority; it should not be interpreted as permission to punish a child for poverty.
- An age-appropriate admission process should address learning needs through **special training**. A child's prior absence from school is a reason to plan support, rather than a reason to deny the right.

Situation	Educational response
A newly admitted learner has missed earlier content	Assess prerequisites and arrange appropriate special training/support.
A parent cannot interpret a school notice	Explain the required information in an accessible form.
A child is publicly mocked for mistakes	Stop the humiliation and use constructive feedback.
A child faces an access barrier	Identify the barrier and provide a suitable accommodation or support through school processes.

Worked example: Reading a legal statement carefully

1. Statement: "All education at every age is compulsory under Article 21A."
2. The age range in that Article is 6–14. The statement enlarges its scope and is therefore incorrect.
3. Other educational provisions may concern other ages; answer the **particular provision** named in the question.

Admission protections and the level of a provision

Under sections 14 and 15, the absence of an age-proof document or a delayed admission request must not by itself deny the protected admission. The school should use the applicable verification and support process rather than turn a missing paper into an automatic exclusion.

Section 5 addresses transfer when a child needs to move to another school to complete elementary education. Delay in producing a transfer certificate must not be used to deny admission within the provision's scope. Transfer arrangements and the category-specific entitlement should be read together.

Equity responds to an identified barrier. Providing accessible print to one learner can support equal opportunity; giving every learner an identical inaccessible page does not. Keep the learning aim, access need and evidence of understanding connected.

Chapter practice

1. Article 21A is explicitly concerned with...
(A) Only preschool education below six
(B) Free and compulsory education for ages 6–14
(C) Only teacher training after graduation
(D) All university admission at every age
Answer: B. Free and compulsory education for ages 6–14. Use the age scope of the named Article.
Study link: Read the provision and its legal role, p. 1.

2. Which sections identify government and local-authority duties?
(A) Sections 13 and 14 **(B)** Sections 8 and 9
(C) Sections 21 and 22 **(D)** Sections 27 and 28
Answer: B. Sections 8 and 9. The table places these duties under sections 8 and 9.
Study link: Sections 8 and 9: Government and local-authority duties, p. 2.

3. A child lacks the prescribed age-proof paper. What should the school avoid?
(A) Automatic denial of the protected admission
(B) Verifying age through the applicable process
(C) Explaining admission requirements accessibly
(D) Arranging special training after admission
Answer: A. Automatic denial of the protected admission. Missing age proof alone must not become a ground for denying admission.
Study link: Admission protections and the level of a provision, p. 4.

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20. Which pairing correctly distinguishes the curriculum frameworks?
(A) NCF-FS 2022: university examinations; NCF-SE 2023: bank recruitment
(B) Both are only state final answer keys
(C) Both are scholarship-payment schedules
(D) NCF-FS 2022: foundational stage; NCF-SE 2023: school education
Answer: D. NCF-FS 2022: foundational stage; NCF-SE 2023: school education. Their titles and scope distinguish the foundational-stage framework from the wider school-education framework.
Study link: 2022 / 2023, p. 107.

21. What distinguishes the 29 July 2024 bagless guidelines from NEP 2020?
(A) Both are the same document issued on one date
(B) The guideline launch automatically changes the policy's publication year
(C) The two events identify the national survey date
(D) A guideline launch and an earlier policy recommendation are separate milestones
Answer: D. A guideline launch and an earlier policy recommendation are separate milestones. A later implementation guideline has its own identity and date.
Study link: A dated update is different from an undated claim, p. 109.

22. A scheme aims to improve school participation. Which statement needs additional evidence?
(A) The scheme has an issuing authority
(B) The aim is stated in its guideline
(C) The document identifies a target group
(D) All eligible children have actually benefited
Answer: D. All eligible children have actually benefited. A stated intention is not proof that the result has occurred for every eligible learner.
Study link: Scope, evidence and the identity of a document, p. 110.

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