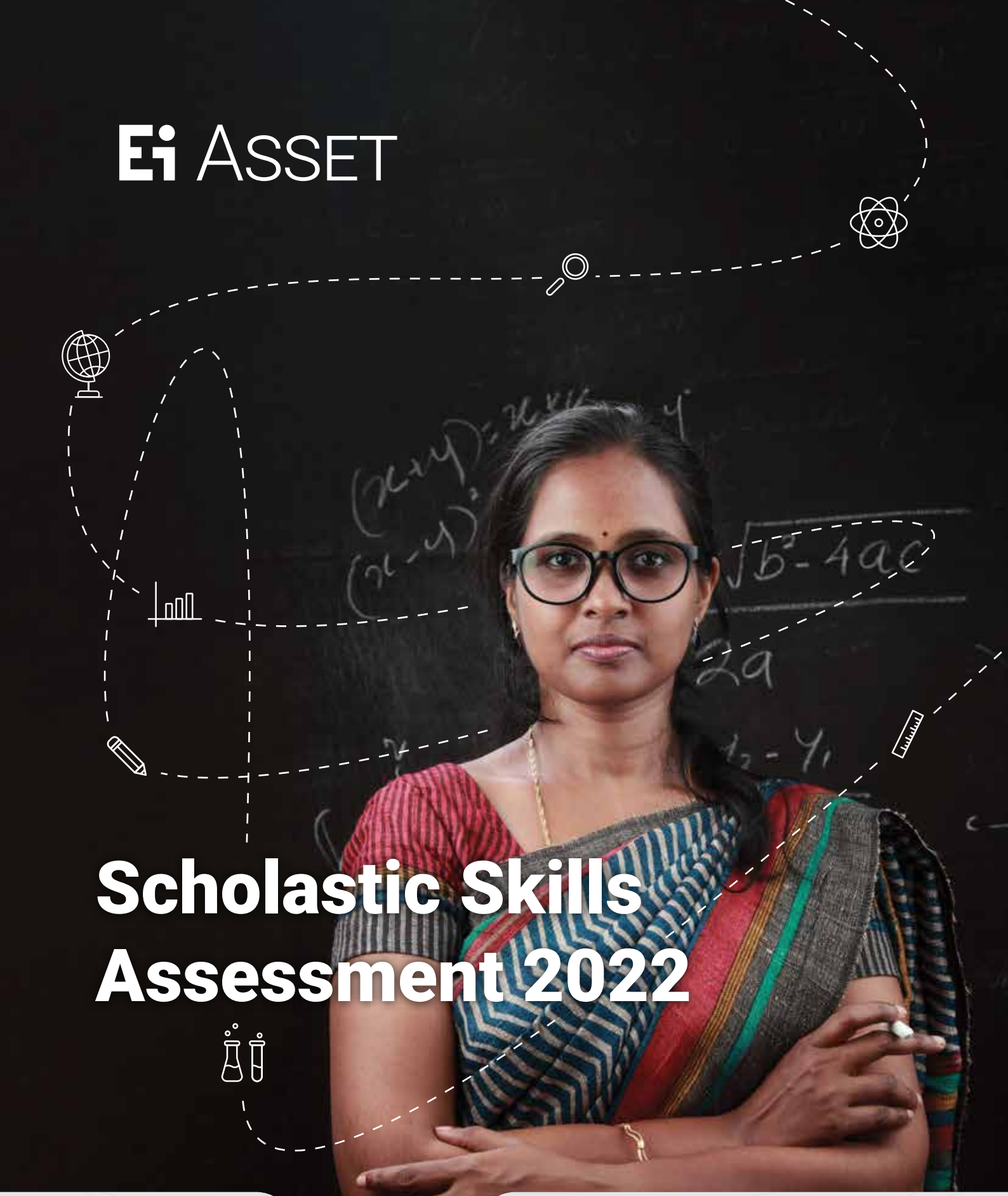
Ei ASSET



Scholastic Skills Assessment 2022

DIAGNOSTIC REPORT

TEACHER

Enhancing Learning Outcomes

We achieve this by building products and learning solutions that focus on diagnostic assessment and personalised learning. Our learning platforms cull relevant and customised intelligence from over five billion data points to deliver content in the form of questions, activities, games and videos to assess students' learning levels and provide explanations, feedback and learning inputs for all stakeholders. This data treasure has been built over two decades and is one-of-its-kind in the education industry.

We believe in a scientific approach to conceptualising, designing and building our products. This stems from a dream to discover SCIENCE OF LEARNING that can systematically be made available to teachers. Ei's mission is to build this 'Science of Learning' which provides a repository of data and techniques that can be used by teachers to help children learn better - a big improvement over today's situation where teachers struggle alone to help students learn. Ei's work on assessment and learning has already helped create banks of misconceptions, common student errors and the like and these are being shared as usable insights.

Ei ASSET

Know where your school stands

Ei ASSET is a skill-based test that measures students' conceptual understanding and benchmarks the school's performance at international, national & regional levels with actionable insights through easy-to-understand reports.

A test for every school, every class, every year

Grades and Subjects

3 to 10 – English, Math & Science
5 to 10 – Social Studies
4 to 8 – Hindi

Regions and Curriculum

The Ei ASSET exams cover all the major curricula being taught in India, UAE, Singapore, Gulf, & Africa.

Ei ASSET helps you gain these essential insights

Benchmark Performance
How does your school's students perform compared to other schools and what areas need improvement?

Diagnose Misconceptions
Do students understand concepts deeply and are there any critical learning gaps?

Assess Teacher Effectiveness
What should your teachers do to improve classroom instruction?

Get a complete picture of your school's performance

Know how well your students can think and apply concepts

Focu your teaching time on the most critical learning gaps

What's Inside...

Maths Teacher, 6

Sample Report

Subject: Maths

205449/M6/0013

The ASSET Teacher MyBook you have received will help you understand your students' strengths and weaknesses and also their performance compared to students across the country. It contains performance reports and practice questions on weak skills, along with explanations.

Described below are the different parts of Teacher MyBook and the information they contain.

Personalized Teacher Feedback: This letter is a report of your students' specific strengths and weaknesses.

Student Performance Table: This report provides individual students' question-wise performance.

Bird's Eye View: The Bird's Eye View shows a comparison of the performance of your students with the average national performance.

Year on Year Analysis - Same Batch: This report compares student performance over a year.It compares the performance of the same batch of students compared to the previous year. Note: The analysis may not be valid if the number of students in the batch has changed significantly in the past two years.

Year on Year Analysis - Previous Batch: This report compares student performance over a year. It compares the performance of a specific class compared to the previous year.

Skill-based Summary: This report shows your students' performance in the different skills in a tabular form, highlighting the two strongest skills. It also shows how your students' performance in each skill compares to the national average (all other schools in India) in that skill.

Analysis of Easy/Difficult Questions: This part of the report shows questions that your students found easy and difficult compared to the national average. This information can be used by you to focus your attention on specific questions and skills.

Questions with Common Wrong Answer: We have chosen a few questions for which data highlights potential misconceptions that students might have. It also shows how your students have performed on these questions compared to all other schools in India.

Practice Questions and Explanation: If your school has registered for Student MyBook, each of your students would have received practice questions in their weak skills in the Student MyBook. Practice questions with two of your students' low-performing skills have been provided in this Teacher MyBook. Answers and explanations have also been provided.*

We recommend that you see the analysis with reference to the ASSET question paper provided with this report.

* In English, if any reading comprehension skill is weak, practice with an entire passage has been provided. In Hindi, only for non-reading comprehension skills practice has been provided.

Personalised Teacher Feedback

Class 6

Dear Maths Teacher,

Congratulations on receiving the ASSET test results!

ASSET is a diagnostic test that tells you which skills your students are strong in and which skills you need to help them develop further.

The main strengths of your students in Maths are:

Fractions and decimals: concepts, use and conversions
Measurement and data interpretation

The main weaknesses of your students in Maths are:

Problem solving: advanced or challenging problems
Applications in daily life: word/visual problems

This booklet has been designed to help you work on your students' weak skills. It provides student-wise data and also highlights questions that your students have found easy or difficult.

Read through the analysis carefully to know how your students did on each skill. You can use different sections of the booklet (described on the front inside cover) to identify weak areas and also discuss specific questions in class to address misconceptions.

If your students have registered for MyBook, they too would have received personalised booklets that will help them practise their weak skills. You can go through individual students' MyBooks to understand what each one's weak skills are.

Do use these in class and let us know if they helped and share any other comments or suggestions. You can email us at feedback@ei-india.com.

By helping your students work on their weak areas, you can easily help them improve and do better!

Best of luck!

Pranav Kothari
CEO - Educational Initiatives

In case of queries, please write to us at feedback@ei-india.com or contact our customer care executive at the toll free number 1800-102-8885 (9 am - 6 pm, Mon - Fri).

Student Performance Table

Class 6

No.	Student	Question No:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Score	Percentile	Performance
		Correct Answers	A	D	B	C	A	A	C	D	B	C	B	C	A	A	D	D	C	D	B	C	B	B	D	B	D	A	C	B	B	C	C	B	B	C	C	A	B	C	D	B			
1	Student 1		✓	A	✓	A	B	✓	D	✓	✓	B	✓	✓	✓	C	✓	✓	✓	A	✓	✓	✓	✓	A	✓	A	D	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	28	90	
2	Student 2		✓	A	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	38	98	
3	Student 3		✓	A	✓	B	✓	C	D	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	C	32	94	
4	Student 4		✓	✓	✓	✓	✓	✓	B	C	✓	B	✓	B	✓	✓	✓	✓	✓	C	✓	✓	✓	A	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	B	✓	B	✓	C	30	92	
5	Student 5		✓	✓	✓	✓	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	✓	C	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	36	97	
6	Student 6		✓	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	36	97	
7	Student 7		C	A	✓	✓	✓	✓	B	B	✓	B	✓	✓	✓	C	✓	C	✓	C	✓	✓	✓	C	B	✓	✓	C	✓	D	A	A	✓	✓	✓	✓	✓	B	✓	A	✓	C	23	80	
8	Student 8		✓	✓	✓	✓	B	✓	✓	C	C	✓	✓	D	✓	C	✓	C	✓	C	✓	✓	✓	A	C	✓	A	✓	✓	D	✓	D	B	A	✓	✓	✓	✓	✓	✓	✓	✓	26	86	
9	Student 9		✓	✓	✓	✓	✓	✓	A	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	37	98	
10	Student 10		B	A	✓	✓	✓	C	✓		✓	B	C	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	A	C	✓	D	✓	B	✓	✓	✓	D	✓	✓	✓	A	✓	C	26	86	
11	Student 11		✓	B	D	A	✓	C	B	B	✓	A	D	D	✓	✓	✓	C	✓	C	✓	✓	D	A	C	A	C	C	✓	C	✓	A	✓	C	C	A	A	B	C	A	B	C	12	32	
12	Student 12		✓	A	✓	✓	✓	✓	✓	B	✓	B	✓	✓	✓	✓	✓	B	B	C	✓	✓	✓	✓	✓	✓	✓	D	✓	D	C	✓	✓	*	C	✓	✓	B	✓	A	✓	✓	27	88	
13	Student 13		✓	✓	✓	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	A	✓	A	✓	✓	✓	B	✓	✓	✓	✓	33	95	
14	Student 14		C	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	C	34	96	
15	Student 15		✓	A	✓	✓	✓	C	✓	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	C	✓	B	✓	✓	34	96	
16	Student 16		✓	✓	✓	✓	✓	✓	✓	B	✓	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	37	98	
17	Student 17		C	A	✓	B	✓	✓	A	✓	✓	B	✓	D	D	✓	✓	C	✓	✓	C	✓	✓	✓	C	✓	C	D	✓	✓	✓	D	✓	✓	✓	A	✓	✓	✓	A	✓	C	24	82	
18	Student 18		✓	✓	✓	B	✓	✓	D	B	✓	B	✓	✓	✓	C	✓	C	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	C	31	93	
19	Student 19		✓	A	✓	✓	✓	✓	D	✓	C	✓	A	✓	✓	✓	✓	B	✓	C	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	✓	✓	✓	32	94	
20	Student 20		✓	A	✓	✓	✓	✓	✓	✓	C	B	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	A	D	✓	✓	✓	✓	B	✓	B	✓	✓	31	93	
21	Student 21		✓	A	✓	✓	✓	✓	D	B	C	B	✓	✓	✓	✓	✓	B	✓	C	✓	✓	✓	✓	A	✓	C	B	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	✓	✓	✓	29	91	
22	Student 22		B	✓	✓	D	✓	✓	B	C	✓	✓	A	✓	✓	✓	✓	C	✓	C	A	✓	✓	✓	✓	✓	C	C	✓	C	C	D	✓	✓	*	✓	✓	B	✓	A	A	✓	23	80	
23	Student 23		✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	C	34	96	
24	Student 24		✓	A	✓	✓	✓	✓	B	✓	C	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	A	✓	✓	✓	B	✓	✓	33	95	
25	Student 25		C	A	✓	B	B	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓	D	✓	A	✓	C	✓	✓	✓	✓		30	92	

% answered correct (section)	76	44	96	68	84	80	40	44	80	56	84	84	96	84	100	40	96	40	88	100	96	84	76	84	64	60	96	52	80	68	92	80	88	76	96	48	96	60	88	60	30.2/40		
% answered correct (school students)	76	44	96	68	84	80	40	44	80	56	84	84	96	84	100	40	96	40	88	100	96	84	76	84	64	60	96	52	80	68	92	80	88	76	96	48	96	60	88	60	30.2/40		
% answered correct (all students)	64	22	55	24	51	39	16	31	44	31	65	24	64	49	45	19	47	31	36	52	44	54	50	58	31	31	58	27	45	38	31	25	42	41	42	24	54	29	40	28	16.0/40		

Notes:
Score: Actual score obtained by the student. **Percentile:** Percentage of students who have scored less than that particular student. **Performance:** 'O' indicates outstanding performance in subject.
✓ Indicates correct answer. **A,B,C,D:** Indicates student's incorrect answer. **(Blank)** indicates student omitted answer. * Indicates student chose more than one option.

Bird's Eye View

The Bird's Eye View shows a comparison of the performance of your students with the national average performance.

Your class 6 , has performed better than the national average in the Maths ASSET paper this year.

Class 6	Maths	No. of students
6 (Your Class)	190%	25
All sections combined	190%	25

Performance as a percentage of National Average

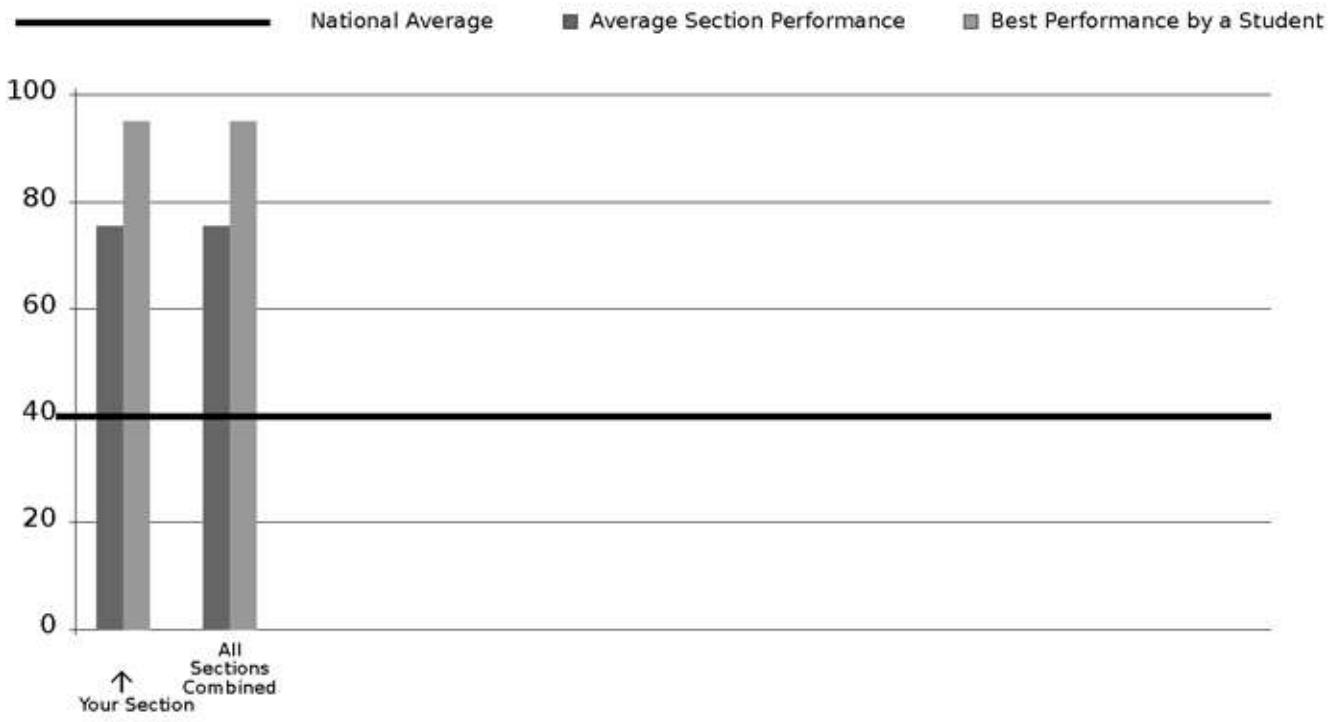
Above Average(>105%) Below Average(<95%) Within Average(95% to 105%)

National average is taken as 100%. The value in the table indicate performance as compared to the national average.

E.g. If the section average in Science is 40% and the national average is 60%, then the table will show (40/60)*100=67%. 95% to 105% is treated as similar to national average performance. Performance greater than 105% and below 95% is considered as performance above and below the national average range respectively.

Raw Performance Data

Comparison of section average and best performance with all schools in the country.

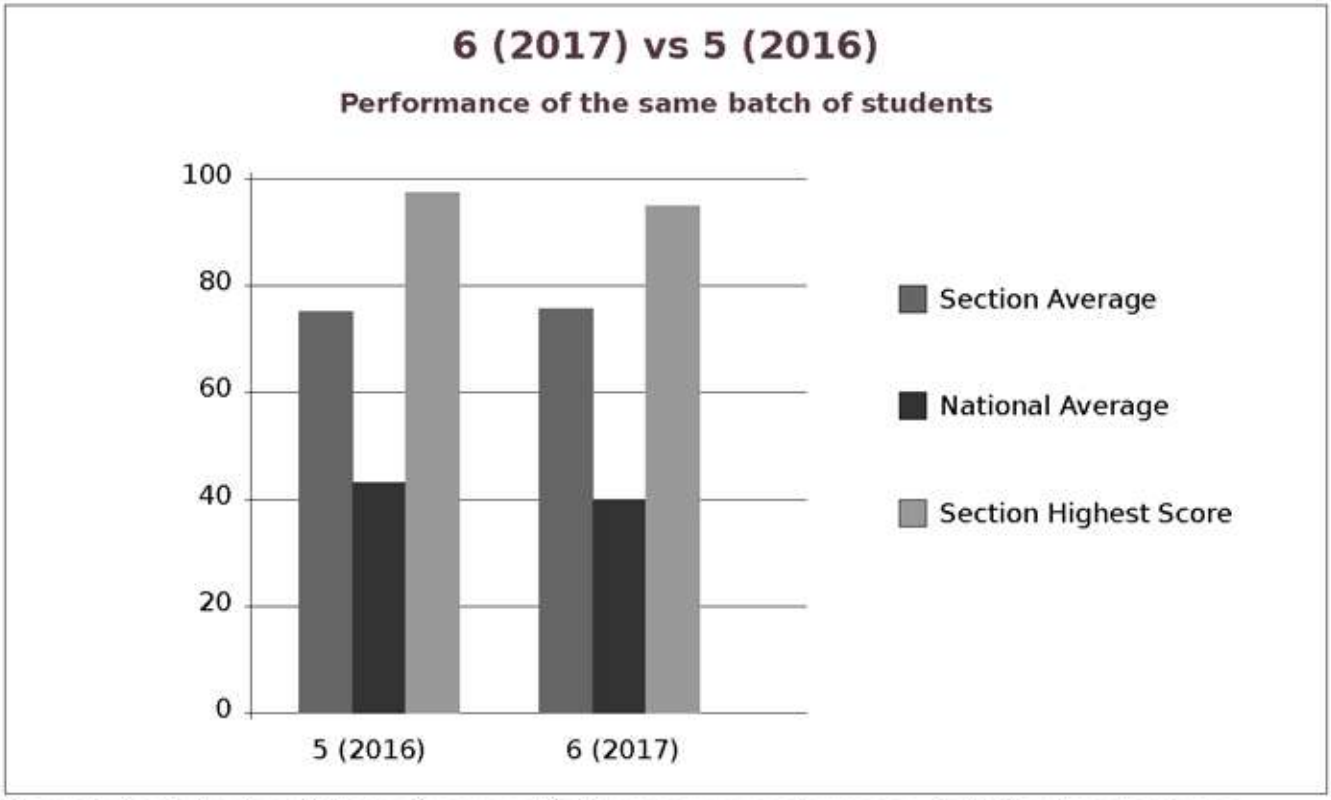


Year on Year Analysis - Same Batch

Comparison of performance of the same batch of students across different classes:

The graph below shows you how students' performance has changed over a year. The performance of students in class this year is compared to the performance of the same batch of students in their class in the previous year. (Note: The analysis may not be valid if the number of students in the batch has changed significantly in the past two years.)

Class	Average Performance	Performance in comparison to National Average	No. of Students
5	75.1	+31.89%	25
6	75.6	+35.72%	25



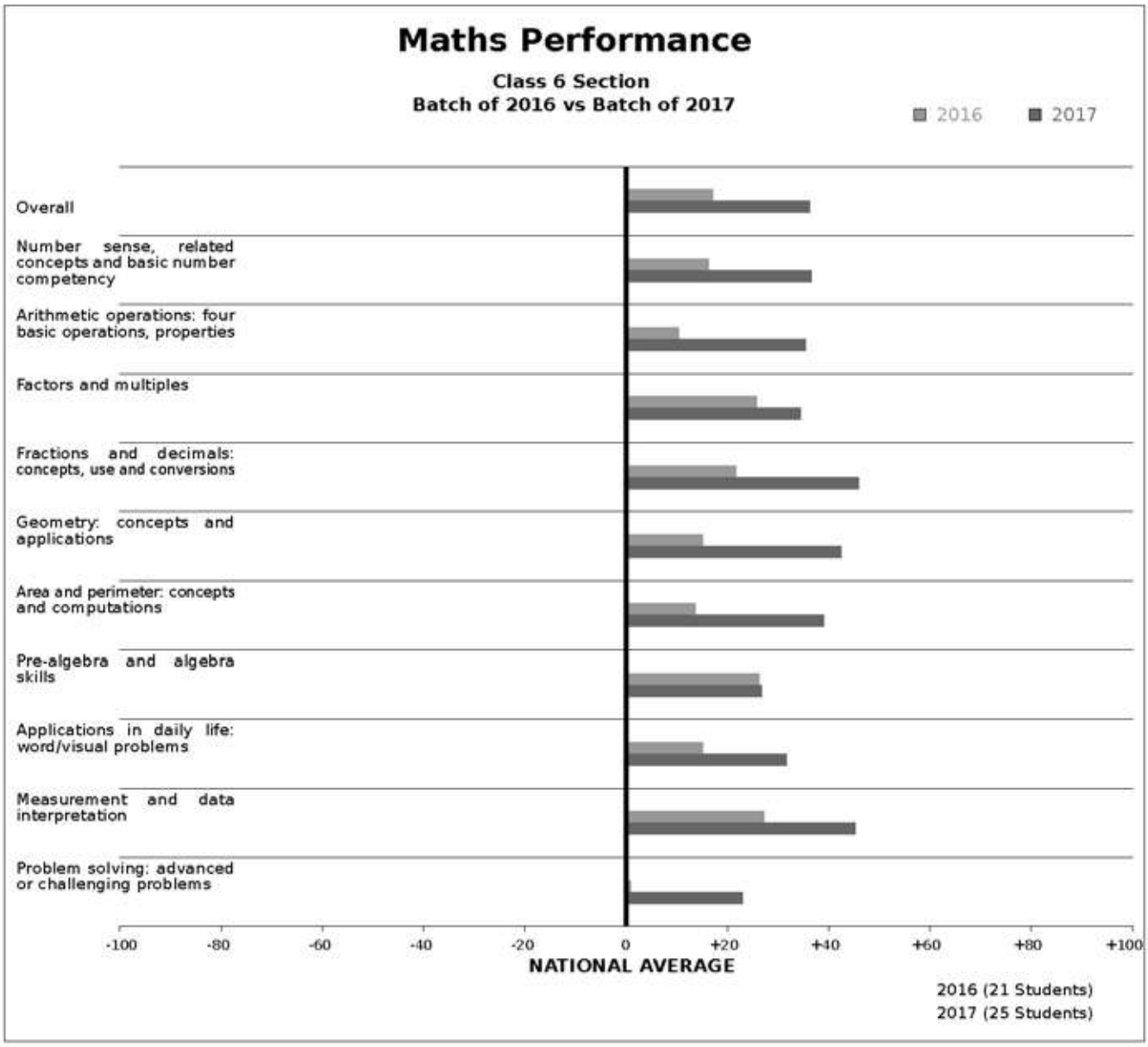
Your students in class 6 have improved in the average performance in Maths from last year.

Year on Year Analysis - Previous Batch

Comparison of performance of students of the current batch with the previous batch:

The following graph compares the performance of your current batch of students against the previous batch. The horizontal bars in the graph show how students of your class have fared against the national average in each skill across two years.

The thick black vertical line in the centre marks the national average.For example, a bar towards the right would mean that students performed higher than the national average that year in the particular skill.



Skill-based Summary

This table shows how your students' performance compares to the overall school performance and the national average (all other schools in India). The skills with a '*' in the first column, if any, are those in which your students have performed better than the national average.

Class: 6 Subject: Maths Number of Students: 25

S.No.	Skill	Questions	Class 6 Performance	Class 6 Performance (School)	Class 6 Performance (National)
			Average	Average	Average
1*	Number sense, related concepts and basic number competency	1, 20, 25, 29, 32	80.0%	80.0%	43.5%
2*	Arithmetic operations: four basic operations, properties	2, 19, 26, 27, 34	72.8%	72.8%	37.5%
3*	Factors and multiples	10, 22, 39	76.0%	76.0%	41.5%
4*	Fractions and decimals: concepts, use and conversions	13, 15, 33, 35, 37	95.2%	95.2%	49.4%
5*	Geometry: concepts and applications	6, 12, 24	82.7%	82.7%	40.3%
6*	Area and perimeter: concepts and computations	4, 16, 21	68.0%	68.0%	29.0%
7*	Pre-algebra and algebra skills	11, 14, 23	81.3%	81.3%	54.6%
8*	Applications in daily life: word/visual problems	7, 9, 17, 28, 36	63.2%	63.2%	31.6%
9*	Measurement and data interpretation	3, 5, 31	90.7%	90.7%	45.5%
10*	Problem solving: advanced or challenging problems	8, 18, 30, 38, 40	54.4%	54.4%	31.3%

Note - The average performance is calculated from the number of correct responses given by students to the questions constituting specific skills.

Strong skills		Weak skills	
1.	Fractions and decimals: concepts, use and conversions	1.	Problem solving: advanced or challenging problems
2.	Measurement and data interpretation	2.	Applications in daily life: word/visual problems

Analysis of Easy/Difficult Questions

This part of the report shows questions that the children of your class found easy and difficult. This information can be used by you to focus your attention to specific questions and skills. You can also use the student performance table to focus on individual students. (Please refer to the ASSET paper for the complete text of these questions.)

Questions which students of your school found the MOST DIFFICULT compared to the rest of the country:

Questions which students of your school found the EASIEST compared to the rest of the country:

Q 31 The pictograph below represents the MOST number of pearls collected by a diver.

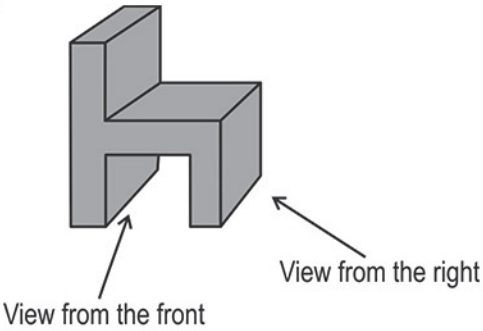
How many pearls does  **represent?**

A 2 **B** 5 **C** 8 **D** 40

Skill: Measurement and data interpretation

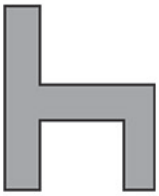
QNo.	Paper Code	Correct Answer	% answered correct (your students)	% answered correct (all students)	Graph	
31	26Y	C	92%	31%	Your School	
					All Schools	

Q 12 Look at the solid below.

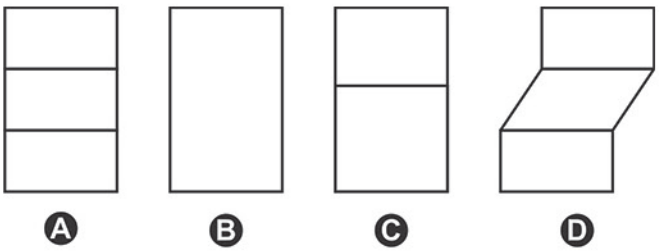


The view from the front is as shown.

Front view



How will the solid look when viewed from right?



Skill: Geometry: concepts and applications

QNo.	Paper Code	Correct Answer	% answered correct (your students)	% answered correct (all students)	Graph
12	26Y	C	84%	24%	Your School / All Schools

Q 15 What fraction of the figure below is shaded?

A $\frac{1}{2}$ **B** $\frac{1}{3}$ **C** $\frac{1}{4}$ **D** $\frac{1}{6}$

Skill: Fractions and decimals: concepts, use and conversions

QNo.	Paper Code	Correct Answer	% answered correct (your students)	% answered correct (all students)	Graph
15	26Y	D	100%	45%	Your School / All Schools

Questions With Common Wrong Answer

From the questions that students across the country have found the most difficult, we have chosen a few to highlight potential misconceptions that students might have. For each question, we have given a break-up (in percentage form) of the number of students choosing a particular option. This has been done both for the section of your school and all the students nationally. Compare these to find out how your students have performed.

We have highlighted in light grey the correct option and in dark grey the most common wrong answer, and provided an explanation of why students are choosing the most common wrong option. It is recommended that you discuss these questions with the students to uncover students' rationale in choosing the most common wrong option. (Please refer to the ASSET paper for the complete text of these questions.)

Q 2 Which of the following results in 23?

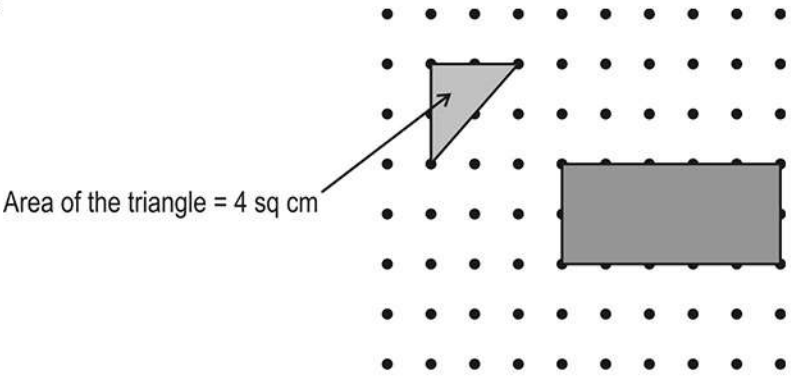
(i) 0 × 23
(ii) 1 ÷ 23
(iii) 23 ÷ 23

A only (ii) **B** only (ii) and (iii) **C** all - (i), (ii) and (iii) **D** None of these

This question tests if students are able to understand operation facts when 0 is involved. Students selecting option D have correctly analysed the question and have a fair understanding of multiplication and division operations. Students selecting option A may have a wrong notion about division operation and think that 1 divided by a number results in that number. Students selecting option B do not understand division operation well. Students selecting option C are unable to compare simple division and multiplication expressions.

Papercode: 26Y, Question no: 2					
Performance	Option A	Option B	Option C	Option D	No. of Students
Section	52%	4%	0%	44%	25
National	60%	12%	5%	22%	12736

Q 16 Look at the grid below.



If the area of the triangle is 4 sq cm, what could be the area of the shaded rectangle?

A 8 sq cm **B** 16 sq cm **C** 18 sq cm **D** 20 sq cm

This question tests if students are able to find area of a shaded region on a grid when area of another region in the grid is given. Students selecting option D have a good understanding of area and are able to find area of different shapes given on a grid. Students selecting option A have a poor understanding of area and think that area of the rectangle is double that of the triangle. Students selecting option B have selected the area of the rectangle that can be covered using the given triangular tiles. Students selecting option C average selected the area of the rectangle that can be covered using triangular tiles and have added half the area of triangle to compensate for the uncovered area.

Papercode: 26Y, Question no: 16					
Performance	Option A	Option B	Option C	Option D	No. of Students
Section	0%	16%	44%	40%	25
National	21%	37%	22%	19%	12736

Q 26 Which of these can be a remainder when a number is divided by 7?

4	7	11

A only 4 **B** only 4 or 7 **C** only 4 or 11 **D** any of 4, 7 or 11

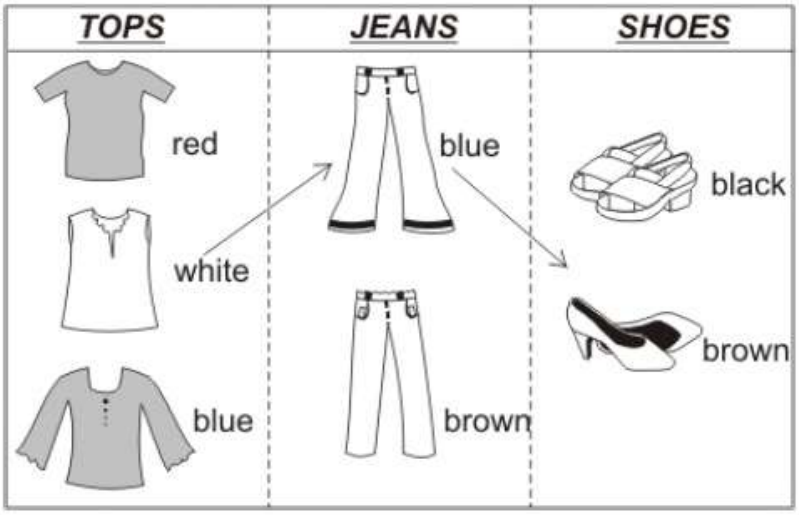
This question tests the understanding of the concept of remainder when a quantity is being divided. Students selecting option A have a good understanding of the nature of the remainder and division operation. Students selecting option B do not have a good understanding of the nature of the remainder and may think that any number up to the divisor can be a remainder. Students selecting option C may think that any number other than the divisor can be a remainder. Students selecting option D may think that when two numbers are divided, any number can be a remainder.

Papercode: 26Y, Question no: 26					
Performance	Option A	Option B	Option C	Option D	No. of Students
Section	60%	4%	20%	12%	25
National	31%	15%	28%	25%	12736

This section has been specially designed for you to help students practise their low-performing skills. Try these out - discuss them in class, use them to learn what most students know and do not know and then plan your lessons accordingly. Answers and explanations have also been provided. Ask a blend of high-level, low-level, open-ended and close-ended questions to activate students' thinking.

Skill: Problem solving: advanced or challenging problems (54%)

Q 1 Rani has three tops, two pairs of jeans and two pairs of shoes.



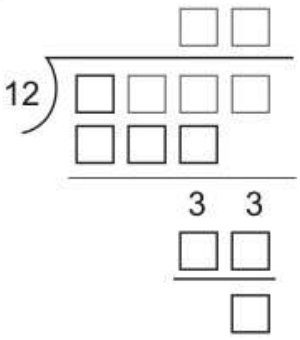
Totally, in how many different ways can she choose and combine one top, one pair of jeans and one pair of shoes to wear for a party?
(For example: one possible way would be to combine the white top, blue jeans and brown shoes)

A 6 B 7 C 12 D 25

Explanation:

C: First let us see in how many different ways she can combine the jeans and tops. She could wear the red top with the blue or brown jeans, giving 2 combinations. Similarly she could wear the white top with either of the jeans, giving 2 more combinations. We also get 2 such combinations with the blue top. So we have 6 different combinations of jeans and tops. Now she can wear each of these combinations with the black shoes or the brown shoes. So we have $6 \times 2 = 12$ combinations in all.

Q 2 Some water got spilt on Asma's Maths book erasing most of the digits of a division problem that she had done.



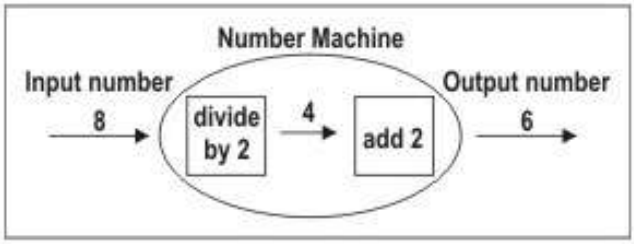
Using the digits that remained, Asma managed to figure out all the missing digits quickly and rewrote them.
What was the quotient that she got?

A 82 B 83 C 92 D 103

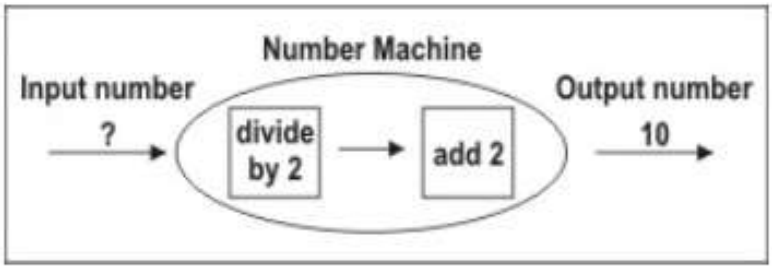
Explanation:

C: From the figure above we see that Asma has got a 3 digit number when she multiplied 12 with the first digit of the quotient. $12 \times 8 = 96$ and $12 \times 9 = 108$. So the first digit of the quotient has to be 9. We also see that she has subtracted the product of 12 and the second digit of the quotient from 33 and got a single digit remainder. 24 is the multiple of 12, just smaller than 33. $12 \times 2 = 24$. So the second digit of the quotient is 2, and so the quotient is 92.

Q 3 A number machine takes a number (input number), performs some operations on it and returns a new number (output number).
For example the number machine shown below-
1. takes 8 as the INPUT NUMBER
2. divides by 2
3. adds 2 to the resulting number
4. gives 6 as the OUTPUT NUMBER



What would be the INPUT NUMBER if the output number is 10?

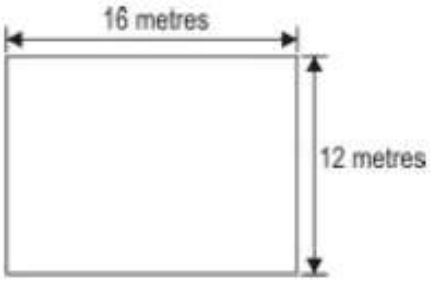


A 4 **B** 6 **C** 16 **D** 22

Explanation:

C: The number machine takes a number divides it by 2, adds 2 and gives 10. So working back, the machine would have added 2 to 8(10 - 2) to get 10. Now what number should it have started with to get 8 when divided by 2? 16 !(8×2)

Q 4 Vidyut wants to measure the length and breadth of a hall exactly. The stick he chooses measures the breadth exactly but falls 1 m short while measuring the length. What is the length of the stick he chose?

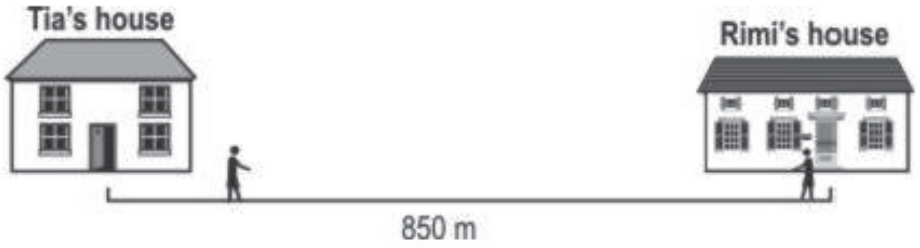


A 1m **B** 2m **C** 3m **D** 4m

Explanation:

C: The stick that Vidyut chooses measures the breadth of the rectangle exactly, so the length of the stick is a factor of 12, the breadth of the rectangle. The stick falls 1 m short while measuring the length of the rectangle. So it is a factor of 15 (16 - 1). We need to look for a common factor of 12 and 15. This is 3. So the stick that he chose is 3 m long.

Q 5 Tia's house and Rimi's house are connected by a 850 m long straight road.



One day, Tia starts walking from her house towards Rimi's. When she had walked 150 m, Rimi starts walking from her house towards Tia's.

If they walk at the same speed, how far will they be from Rimi's house when they meet?

A 700 m **B** 425 m **C** 350 m **D** 150 m

Explanation:

C: Tia has walked 150 m of the total distance of 850 m. She needs to walk 700 m (850 - 150) more to reach Rimi's house, when Rimi starts walking. So Tia and Rimi are separated by a distance of 700 m when Rimi starts walking. Since they are walking at the same speed, they will meet after each of them covers half of this 700 m. That is they meet after Rimi has walked 350 m from her house.

Q 6 Neeti and Charisma are playing a game. Each one has a cube with numbers written on each side. Both of them throw their cubes and find the product of the two numbers that they get on the two cubes.

So, for example, if the two numbers that come up are 3 and 6, the product will be 18.

After each turn, they score points as per the rules they have made:
- If the product is ODD, Neeti gets 5 points.
- If the product is EVEN, Charisma gets 5 points.

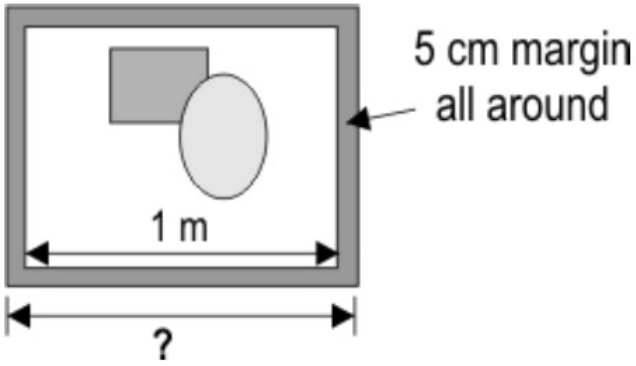
In which of the following cases can Neeti score 5 points?

A when one of them gets an odd number and the other gets an even number
B only when Charisma gets an even number
C only when she gets an even number
D when both of them get an odd number

Explanation:

D: Neeti can score 5 points only when the product of the 2 numbers on the dice is odd. For the product of two numbers to be odd, both of them have to be odd.

Q 7 Ankita is making a poster for her college festival. She writes and draws within a rectangular space which is 1 m in length and 80 cm in breadth, leaving a margin of 5 cm all around for painting the border.



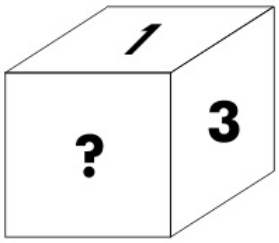
What's the length of the poster?

A 1.1 m **B** 1.05 m. **C** 4 m. **D** 1.01 m

Explanation:

A: The length of the rectangular space in which Ankita writes is 1 m. Can you see from the figure that the length of the poster is this 1 m + the width of the 2 margins on either end? So the length of the poster is 1 m and 10 cm. Now 1 m = 100 cm. So 1 m and 10 cm = 110 cm = 1.1 m.

Q 8 This is a special cube, which has numbers from 1 to 6 marked on its six faces. (Each number is marked on exactly one face.) Also, the sum of each pair of opposite faces is the same.



The number which can come on the face marked '?' is

A 4 or 5 **B** 2 or 5 **C** 2 or 6 **D** 4 or 6

Explanation:

B: The sum of numbers 1 + 2 + 3 + 4 + 5 + 6 = 21. The sum of the numbers on each pair of opposite faces are equal. There are 3 pairs of opposite faces. So the sum of numbers on each pair of opposite faces is 21 ÷ 3 = 7. So 6 has to be opposite the face 1, to make the sum 7. 4 has to be opposite 3. That leaves 2 and 5 for the remaining faces.

Skill: Applications in daily life: word/visual problems (63%)

Q 1 India, batting first in a 50 over one-day cricket match against West Indies, made 196 runs in the first 33 overs. What would be the total reached by India if it made 8 runs per over in the rest of its allotted overs?

(*Note: In a one-day match each side can bat for a maximum of 50 overs.*)

A 246 **B** 255 **C** 332 **D** 400

Explanation:

C: Out of the 50 overs allotted, 33 overs have already been played. So 50 - 33 = 17 overs remain. Given that India made 8 runs per over in these 17 overs. This comes to 17 × 8 = 136 runs. So totally India would have made 196 + 136 = 332 runs. The run rate of 8 runs per over is for the last 17 overs only and not the entire 50 overs.

Q 2 The programme schedule for CNN channel from morning to night for a particular day is given.

CNN

World News at 8:30, 9:30, 10:30, 11:30, 12:30, 14:30, 15:30, 16:30, 17:30, 19:30 and 23:30

9:00	World Report
10:00	World Report
11:00	Design 360
12:00	International Correspondents
13:00	The Music Room
13:30	Larry King Live
15:00	World Sport
16:00	Talk Asia
17:00	People in the News
18:00	The Music Room
18:30	Global Challenges
19:00	World Sport
20:00	Inside the Middle East
20:30	Talk Asia
21:00	The Daily Show with Jon Stewart: Global Edition
21:30	Late Edition

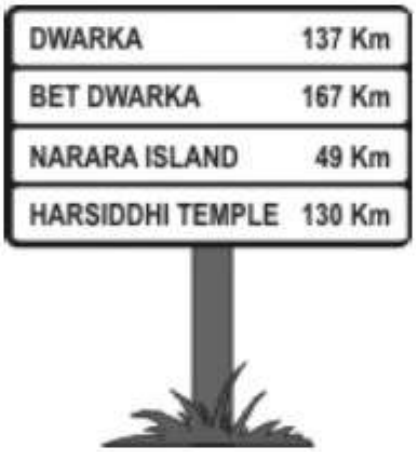
Sourav was away for a cricket match from noon to 4 p.m that day but still managed to watch his favourite programme World Sport from start to finish. At what time did he start watching the programme?

A 9.a.m. **B** 3.p.m. **C** 7.p.m. **D** 9.p.m

Explanation:

C: Looking through the schedule we see that the programme *World Sport* appears two times, once at 15:00 hrs and the other at 19:00 hrs. The times are expressed in 24 hour system. 15:00 hrs in 24 hour clock is same as 15 - 12 = 3 PM and 19:00 hrs is 19 - 12 = 7 PM. Since Sourav was away till 4 PM, he could not have watched the show at 3 PM. So he would have watched the show at 7 PM.

Q 3 Shikhar saw this road sign while travelling on a State highway in Gujarat.



After travelling some time on the same highway, he saw another sign that looked like this.

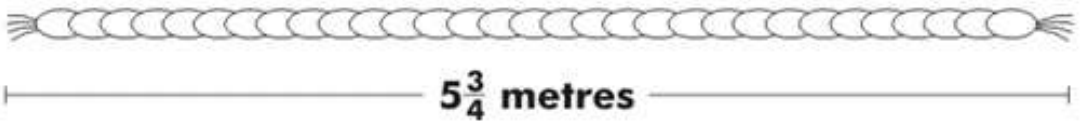
How far did Shikhar travel from the first road sign to the second on the highway?

A 30 km **B** 60 km **C** 70 km **D** 77 km

Explanation:

B: From the place where Shikhar saw the first road sign, Dwarka was 137 km. From the place where he saw the second road sign, Dwarka was 77 km. This means that he has travelled 137 - 77 = 60 km towards Dwarka. Note that the distance to Dwarka has decreased by 60 km.

Q 4 IF I cut out as many 75 cm pieces as possible from the rope shown below, what will be the length of the piece remaining at the end?



A 0 cm **B** 25 cm **C** 50 cm **D** 75 cm

Explanation:

C: 1 metre = 100 cm. $\frac{3}{4}$ metre is 75 cm. So $5\frac{3}{4}$ metre is 500 + 75 = 575 cm. Now how many 75 cm pieces can be cut out from 575 cm? If we divide 575 by 75 we get 7 as quotient and 50 as remainder. So we can cut out 7 pieces and 50 cm will remain.

Q 5 Rahul's electricity bill was due on April 7, but he will be paying it only today - April 11, 2003. What is the total amount that he will have to pay?

ELECTRICITY BILL

Meter No	Name and Address	Meter Reading Date	Bill Date	Last Date For Payment
123546	Rahul Das 24, Raman Nagar Gandhi Road New City	20-3-2003	22-3-2003	7-4-2003

Old Reading	New Reading	Units Used	Amount
72941	77423	4482	20169.00

Amount Payable Before Last Date	Amount Payable after Last Date*
20,169.00	20,219.00

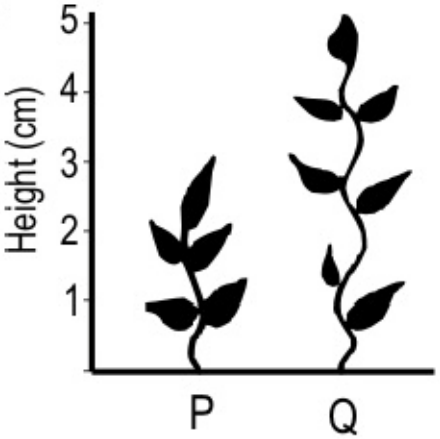
* Includes Fine for Late Payment Rs. 50/-

A Rs. 50 **B** Rs. 20,169 **C** Rs. 20,219 **D** Rs. 72,941

Explanation:

C: Rahul pays the bill on 11th April. That is, he pays it AFTER the last date, which is 7th April. As per the information in the bill, the amount that he has to pay after the last date is Rs. 20,219.

Q 6 The present heights of two saplings P and Q are shown below.



Sapling P grows 0. 5 cm daily and Q grows 1. 5 cm daily. What will be their relative heights after 2 days?

A P will be 3 cm taller than Q
B Q will be 3 cm taller than P
C P will be 4 cm taller than Q
D Q will be 4cm taller than P

Explanation:

D: From the figure it can be seen that sapling P is 3 cm tall and sapling Q is 5 cm tall now. That is sapling Q is 2 cm taller. Now P grows 0.5 cm daily and Q grows 1.5 cm daily. So Q grows 1 cm more than P, per day. The "growth" of Q in 2 days is 2 cm more than the "growth" of P. So the total difference in height would be 2 + 2 = 4 cm. You could also find out the height of P after 2 days as 4 cm (3 + 2 × 0.5) and the height of Q as 8 cm. (5 + 1.5 × 2) So Q will be 4 cm taller than P.

Q 7 The price of some items that are on sale in a shop are shown below.

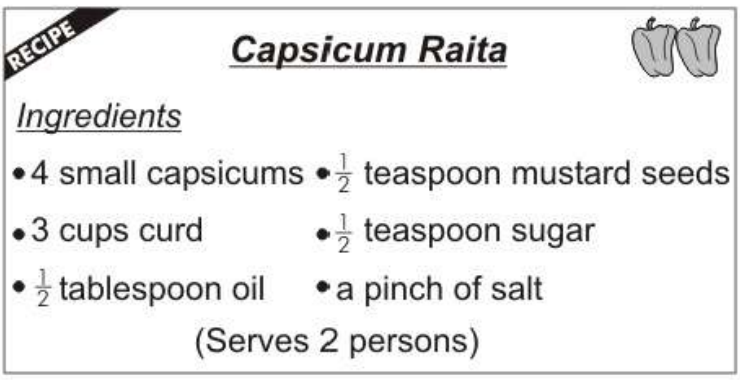
Mahesh had bought 2 hand painted mugs from the shop THE WEEK BEFORE the sale started. How much would he have saved if he had bought the mugs at the reduced price?

A Rs. 29.50 **B** Rs. 59 **C** Rs. 69 **D** Rs. 90.50

Explanation:

B: It can be seen from the visual that a painted mug cost Rs. 120 before the sale and Rs. 90.50 during the sale. So buying the mug during the sale would give Mahesh a saving of 120 - 90.50 = Rs. 29.50 per mug. So Mahesh would have saved 29.5 × 2 = Rs. 59 on the 2 mugs that he bought, if he had bought them at the reduced price. Note that Mahesh bought 2 mugs and not just one.

Q 8 A part of a recipe from a cookbook is shown below.



If Kumar uses this recipe to make 'Capsicum Raita' with 6 capsicums, how many cups of curd should he use?

A 3 **B** $4\frac{1}{2}$ **C** 5 **D** $5\frac{1}{4}$

Explanation:

B: From the recipe we see that for EVERY 4 small capsicums, we have to use 3 cups of curd. That is if we had 8 small capsicums we would be using 6 cups of curd. (and not 7) It is not that if we add 4 small capsicums, we should add 4 cups of curd also. We see that we are using twice as many capsicums, so we should use twice as many cups of curd. Similarly if we use 2 capsicums, (half of 4) we should use $1\frac{1}{2}$ cups of curd.(half of 3) 6 is $1\frac{1}{2}$ times 4, and so for 6 capsicums we must use $1\frac{1}{2}$ times 3 cups of curd, that is $4\frac{1}{2}$ cups.

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