

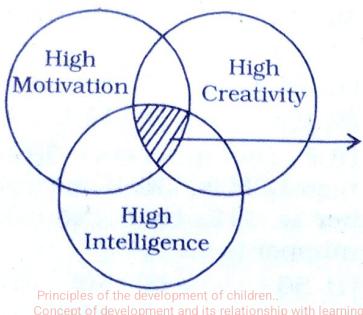
- Part-I: Child Development and Pedagogy ► Part-II: Mathematics and Science
- Part-III: LANGUAGE-I: ENGLISH ► Part-III: Language-I (Hindi)
- Part-IV: LANGUAGE-II: ENGLISH ► Part-IV: Language-II (Hindi)

Part-I: Child Development

Directions : Answer the following questions by selecting the most appropriate option.

1. Which one of the following is a critique of theory of multiple intelligences ?
 - (1) Multiple intelligence are only the 'talents' present in intelligence as a whole.
 - (2) Multiple intelligence provides students to discover their self.
 - (3) It overphasises practical intelligence
 - (4) It cannot be supported by empirical evidence at all.
2. Which one of the following pair is least likely to be a correct match ?
 - (1) Children enter in the world with certain knowledge about language
— Chomsky
 - (2) Language and thought are initially two different activities
— Vygotsky
 - (3) Language is contingent on thought
— Piaget
 - (4) Language is a stimuli in environment - B.F. Skinner
3. Features assigned due to social roles and not due to biological endowment are called
 - (1) Gender role attitudes
 - (2) Gender role strain
 - (3) Gender-role stereotype
 - (4) Gender role diagnosticity
4. Which of the following will be most appropriate to maximise learning ?
 processes of teaching

- (1) Teacher should identify her cognitive style as well as of her students cognitive style
- (2) Individual difference in students should be smoothened by pairing similar students.
- (3) Teacher should focus on only one learning style to bring optimum result
- (4) Students of similar cultural background should be kept in the same class to avoid difference in opinion.
5. All of the following promote assessment as learning except
 Distinction between Assessment for learning
 - (1) telling students to take internal feedback
 - (2) generating a safe environment for students to take chances
 - (3) tell students to reflect on the topic taught
 - (4) testing students as frequently as possible.
6. When a cook tastes a food during cooking it may be akin to
 - (1) Assessment of learning
 - (2) Assessment for learning
 - (3) Assessment as learning
 - (4) Assessment and learning
7. Differentiated instruction is
 - (1) using a variety of groupings to meet student needs
 - (2) doing something different for every student in the class
 - (3) disorderly or undisciplined student activity.
 - (4) using group that never change.
8. In a culturally and linguistically diverse classroom, before deciding whether a student comes under special education category a teacher should
 - (1) Not involve parents as parents have their own work
 - (2) Evaluate student on her/his mother language to establish disability
 - (3) Use specialised psychologists
 - (4) Segregate the child to neutralise environmental factor.
9. Learning disabilities may occur due to all of the following except
 Concept of Inclusive education and understanding
 - (1) Teachers way of teaching
 - (2) Prenatal use of alcohol
 - (3) Mental Retardation
 - (4) Meningitis during infancy
10. An inclusive school reflects on all the following questions except :
 Concept of Inclusive education and understanding
 - (1) Do we believe that all students can learn.
 - (2) Do we work in teams to plan and deliver learning enabling environment.
 - (3) Do we properly segregate special children from normal to provide better care
 - (4) Do we adopt strategies catering for the diverse needs of students.
11. Gifted students are
 - (1) Convergent thinkers
 - (2) Divergent thinkers
 - (3) Extrovert
 - (4) Very hard working
12. The shaded area represent students in a normal distribution who fall
 Principles of the development of children. Their growth and its relationship with learning.



Principles of the development of children.
Concept of development and its relationship with learning.

- (1) At $\sigma = 0$
 (2) Between $2\sigma - 3\sigma$
 (3) After 3σ
 (4) Between $s - 2\sigma$
- 13.** Which one of the following pair would be most appropriate choice to complete the following sentence ?
Concept of development and its relationship with learning.
 Children _____ faster when they are involved in the activities that seem to be _____.
 (1) Forget; useful in a classroom
 (2) Recall; linked with their classwork only
 (3) Memorise; culturally neutral
 (4) Learn; useful in real life
- 14.** CBSE prescribed group activities for students in place of activities for individual students. The idea behind doing so could be.
 (1) to overcome the negative emotional response to individual competition which may generalise across learning.
 (2) to make it easy for teachers to observe groups instead of individual students
 (3) to rationalise the time available with schools most of which do not have enough time for individual activities.
 (4) to reduce the infrastructural cost of the activity.
- 15.** The conclusion 'Children can learn violent behaviour depicted in movies' may be derived on the basis of the work done by which of the following psychologist ?
 (1) Edward L. Thorndike
 (2) J.B. Watson

(3) Albert Bandura

Concept of development and its relationship with learning.

- (4) Jean Piaget
- 16.** Students observe fashion shows and try to imitate models. This kind of imitation may be called
 (1) Primary imitation
 (2) Secondary imitation
 (3) Social learning
 (4) Generalisation
- 17.** If students repeatedly make errors during a lesson, a teacher should
 (1) make changes in instruction, task, timetable or seating arrangements.
 (2) leave the lesson for the time being and come back to it after some time.
 (3) identify the erroring students and talk to principal about them
 (4) make erroring students stand outside the classroom.
- 18.** Following are some techniques to manage examination; anxiety except
 (1) familiarising with the pattern of question paper
 (2) thinking too much about the result
 (3) seeking support
 (4) emphasising strengths
- 19.** Bloom's taxonomy is a hierarchical organisation of
Other theories
Child Development and Psychology "Cognitive Emotions"
Cognition & Emotions bloom
 (1) achievement goals
 (2) curricular declarations
 (3) reading skills
 (4) cognitive objectives
- 20.** A, B and C are three students studying English. 'A' finds it interesting and thinks it will be helpful for her in future. 'B' studies English as she wants to secure first rank in the class. 'C' studies it as she is primarily concerned to secure passing grades. The goals of A, B and C respectively are
 (1) Mastery, Performance, Performance – Avoidance
 (2) Performance, Performance Avoidance, Mastery
 (3) Performance – Avoidance, Mastery, Performance

- (4) Mastery, Performance – Avoidance, Performance.

- 21.** Even though this was clearly in violation of the safety needs, Captain Vikram Batra died fighting in the Kargil War while protecting his country. He might have
 (1) sought novel experience
Motivation and learning
 (2) achieved self-actualisation
 (3) ignored his belongingness needs.
 (4) wanted to earn a good name to his family.
- 22.** Extinction of a response is more difficult following
 (1) partial reinforcement
Concept of development and its relationship with learning.
 (2) continuous reinforcement
Cognition & Emotions.
 (3) punishment
 (4) verbal reproach
- 23.** Mastery orientation can be encouraged by
 (1) focusing on students individual effort
 (2) comparing students successes with each other.
 (3) assigning lot of practice material as home assignments
 (4) taking unexpected tests
- 24.** Which one of the following is correctly matched ?
 (1) Physical – Environment Development
 (2) Cognitive – Maturation Development
 (3) Social – Environment Development
 (4) Emotional – Maturation Development
- 25.** All the following facts indicate that a child is emotionally fit in a class except
Concept of development of children.
 (1) develop good relationship with peers
 (2) concentrate on and persist with challenging tasks
 (3) manage both anger and joy effectively
 (4) concentrate persistently on competition with peers
- 26.** Which of the following statements support role of environment in the development of a child ?

- (1) Some students quickly process information while others in the same class do not.
- (2) There has been a steady increase in students' average performance on IQ tests in last few decades
- (3) Correlation between IQ of identical twins raised in different homes is as high as 0.75
- (4) Physically fit children are often found to be morally good.
- 27.** Socialisation included cultural transmission and
 (1) discourages rebellion
 (2) development of individual personality
 (3) fits children into labels
 (4) provides emotional support
- 28.** A teacher shows two identical glasses filled with an equal amount of juice in them. She empties them in two different glasses one of which is taller and the other one is wider. She asks her class to identify which glass would have more juice in it. Students reply that the taller glass has more juice. Her students have difficulty in dealing with
 (1) Accommodation
 (2) Egocentrism
 (3) Decentring
 (4) Reversibility
- 29.** Karnail Singh does not pay income tax despite legal procedures and expenses. He thinks that he cannot support a corrupt government which spends millions of rupees in building unnecessary dams. He is probably in which state of Kohlberg's stages of moral development.
 (1) Conventional
 (2) Post Conventional
 (3) Pre Conventional
 (4) Para Conventional
- 30.** Intelligence theory incorporates the mental processes involved in intelligence (i.e. meta-components) and the

- varied forms that intelligence can take (i.e. creative intelligence)
- (1) Spearman's 'g' factor
 (2) Sternberg's triarchic theory of intelligence
 (3) Savant theory of intelligence
 (4) Thurstone's primary mental abilities

Part-II: Mathematics & Science

- 31.** The number of integers less than -3 but greater than -8 is

(1) 2 (2) 3
 (3) 4 (4) 6

- 32.** The distance between two places is 12 km. A map scale is 1 : 25000. The distance between the two places on the map (in cm) is

(1) 24 (2) 36
 (3) 48 (4) 60

- 33.** The reciprocal of $\frac{-3}{8} \times \left(\frac{-7}{13}\right)$ is

(1) $\frac{104}{21}$ (2) $\frac{-104}{21}$
 (3) $\frac{21}{104}$ (4) $\frac{-21}{104}$

- 34.** The number of vertices in a polyhedron which has 30 edges and 12 faces is

(1) 12 (2) 15
 (3) 20 (4) 24

- 35.** When half of a number is increased by 15, the result is 39. The sum of digits of the original number is

(1) 6 (2) 7
 (3) 9 (4) 12

- 36.** In ΔPQT , $PQ = PT$. The points R and S are on QT such that $PR = PS$. If $\angle PTS = 62^\circ$ and $\angle RPS = 34^\circ$, then measure of $\angle QPR$ is

(1) 11° (2) 13°
 (3) 15° (4) 17°

- 37.** If for ΔABC and ΔDEF , the correspondence $CAB \sim EDF$ gives a congruence, then which of the following is not true?

(1) $AC = DE$ (2) $AB = EF$

- (3) $\angle A = \angle D$ (4) $\angle B = \angle F$
- 38.** 40% of (100 – 20% of 300) is equal to

(1) 16 (2) 20
 (3) 64 (4) 140

- 39.** HCF of two numbers is 28 and their LCM is 336. If one number is 112, then the other number is

(1) 56 (2) 70
 (3) 84 (4) 98

- 40.** If $\frac{2}{3}x = 0.6$ and $0.02y = 1$, then the value of $x + y^{-1}$ is

(1) 0.92 (2) 1.1
 (3) 49.1 (4) 50.9

- 41.** If $y = \frac{x-2}{x+1}$, then x equal to

(1) $\frac{y+2}{1-y}$ (2) $\frac{y+2}{y-1}$
 (3) $\frac{y-2}{y+1}$ (4) $\frac{2-y}{1-y}$

- 42.** A square and a circle have equal perimeters. The ratio of the area of the square to the area of the circle is

(1) 1 : 1 (2) 1 : 4
 (3) $\pi : 2$ (4) $\pi : 4$

- 43.** ABCD is a square with $AB = (x + 16)$ cm and $BC = (3x)$ cm. The perimeter (in cm) of the square is

(1) 16 (2) 24
 (3) 32 (4) 96

- 44.** The mean of 10 numbers is 0. If 72 and -12 are included in these numbers, the new mean will be

(1) 0 (2) 5
 (3) 6 (4) 60

- 45.** The circumference of the base of a right circular cylinder is 44 cm and its height is 15 cm. The volume (in cm^3) of the cylinder is

(use $\pi = \frac{22}{7}$)
 (1) 770 (2) 1155
 (3) 1540 (4) 2310

- 46.** A class VII teacher wants to discuss the following problems in the class : "A square is divided into four congruent rectangles. The perimeter of

each rectangle is 40 units. What is the perimeter of given square ?"

Key Mathematical concepts required to solve this problem is

(1) Area of square and rectangle, perimeter of square and rectangle and definition of square and rectangle

(2) Meaning of the terms square, rectangle, congruent, perimeter, etc.

(3) Area of rectangle , perimeter of square

(4) Formation of algebraic equation to solve the problem.

47. Algebra is introduced in the middle classes. According to Piagets' theory of cognitive development, it is appropriate to introduce algebra at this stage as

(1) the child is at sensorimotor stage and can understand with the help of lots of manipulatives.

(2) the child is at pre-operational stage and can understand abstract concepts.

(3) the child is at concrete-operational stage and he can understand and conceptualize concrete experiences by creating logical structure.

(4) the child is at formal operational stage and is fully mature to grasp the abstract concepts.

48. Mr. Sharma was assessing the students' work on exponents. One of the response sheet was as follows :

- (a) $2^3 \times 2^5 = 2^8$
- (b) $3^2 \times 4^2 = (12)^4$
- (c) $3^3 + 3^5 = 3^{-2}$
- (d) $7^{20} \div 7^{14} = 7^6$

$$(e) 9^3 \div 18^6 = \left(\frac{1}{2}\right)^3$$

On the basis of this response sheet Mr. Sharma can make the following observations :

(1) Child has understood the

laws of exponents and can apply them well.

(2) Child has understood the laws of exponents but has made clerical errors

(3) Child has understood the laws of exponents but has not practised the questions involving division of two numbers.

(4) Child has understood the law of exponents for the cases where the base is same and has missed the concept for the case where the base is different.

49. According to Van Hiele level of Geometric thought the five levels of geometric understanding are-visualization, analysis, informal deduction, formal deduction and rigour. Students of class VII are asked to classify the quadrilaterals according to their properties. These students are at _____ level of Van Hiele Geometrical thought.

- (1) Visualization
- (2) Analysis
- (3) Informal Deduction
- (4) Formal Deduction

50. A task assigned to the class VIII student is as follows :

An open box is to be made out of a metallic sheet of $50\text{ cm} \times 65\text{ cm}$. Length and breadth of the box is 30 cm and 15 cm respectively. What is the possible height of the box ? Also find the volume of this box.

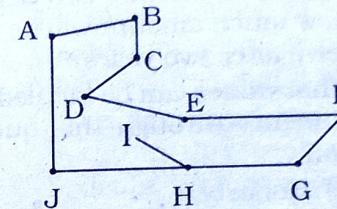
This task refer to

- (1) lower level cognitive demand as it requires the knowledge of formulae of volume of cuboid.
- (2) lower level of cognitive demand as there is no connection between concepts involved and procedure required.
- (3) high level of cognitive demand as the problem can be solved by making diagrams and connections between many possible situations.
- (4) higher level of cognitive

demand as it requires the use of conceptual understanding that underline the procedure to complete the task.

51. Mr. Nadeem gave the following task to his class, after completing the topic on lines and angles :

Speak for 2 minutes on the following figures using your knowledge about lines and angles :



This task is

- (1) Reflective in nature, can be used to pass time.
- (2) Exploratory in nature, can be used for summative assessments
- (3) Reflective as well can be used for formative assessment

(4) Communicating and can encourage Mathematical Talk in the classroom during free time.

52. A child of class VII defined the rectangle as follows :

"Rectangle is quadrilateral whose opposite sides are parallel and equal."

The definition reflects that the child

- (1) cannot recognize the shape
- (2) do not know the correct properties of the shape
- (3) knows the properties of the shape, but repeated some properties in definition
- (4) knows some properties, but missed some important to complete the definition.

53. A very common error observed in addition of linear expression is $5y + 3 = 8y$.

This type of error is termed as

- (1) Clerical error

(2) Conceptual error

Assessment strategies for maths

(3) Procedural error

(4) Careless error

54. Read the following question from the class VI text-book :

"Prabhat deposited Rs. 5,000 in a bank at the rate of 5% interest per annum. After 2 years he withdrew the money to purchase the study table for Rs. 3,500. He deposited the money left with him again at the rate of 5% interest per annum for another two years. How much amount will be receive after two years?"

What values can be inculded in students through this question ?

(1) Honesty

Teaching learning strategies

(2) Habit of saving money and spending it wisely

(3) Sincerity

(4) Simplicity and helping others

55. Following is a problem from text-book of class VI :

"Express the following statement through linear expression :

Neha has 7 more toffees than Megha. If Megha has x toffees, how many toffees does Neha have ?"

Which competence of Bloom's cognitive domain is referred in the above question ?

(1) Knowledge

(2) Comprehension

(3) Analysis

(4) Synthesis

56. If $p = 3^{2000} + 3^{-2000}$, and $q = 3^{2000} - 3^{-2000}$, then the value of $p^2 - q^2$ is

(1) 1

(2) 2

(3) 3

(4) 4

57. The square of 9 is divided by the cube root of 125. The remainder is

(1) 1

cube root x

(2) 2

(3) 3

(4) 4

58. The value of $\sqrt{16\sqrt{8\sqrt{4}}}$ is

(1) 16

square root x

(2) 8

(3) $8\sqrt{2}$

square root x

(4) $16\sqrt{2}$

59. One-half of 1.2×10^{30} is

(1) 6.0×10^{30}

(2) 6.0×10^{29}

(3) 0.6×10^{30}

(4) 1.2×10^{15}

60. If $\frac{2}{3}, \frac{23}{30}, \frac{9}{10}, \frac{11}{15}$ and $\frac{4}{5}$ are written in ascending order, then the fraction in the middle most will be

(1) $\frac{23}{30}$

(2) $\frac{4}{5}$

(3) $\frac{2}{3}$

(4) $\frac{11}{15}$

61. The steps required for the conversion of kitchen garbage into manure are given below in a jumbled form.

(A) Put the garbage in the pit

(B) Cover the bottom of the pit with sand

(C) Cover the pit loosely with grass or a gunny bag

(D) Add worms

The correct sequence of these steps is :

(1) (B), (A), (C), (D)

(2) (B), (C), (A), (D)

(3) (B), (A), (D), (C)

(4) (B), (D), (A), (C)

62. Two organisms are best friends and live together. One provides shelter, water and nutrients while the other prepares and provides food. Such association of organisms is termed as

(1) Autotrophy

(2) Parasitism

(3) Heterotrophy

(4) Symbiosis

63. In the elementary canal the swallowed food moves downwards because of

(1) the contraction of muscles in the wall of food pipe

(2) the flow of fluid material taken with the food

(3) gravitational pull

(4) force provided by the muscular tongue.

64. Frogs and earthworms breathe through their skin because of which the skin of both the organisms is

(1) dry and rough

(2) dry and slimy

Reproduction in Animals, Nutrition in Animals

(3) moist and rough

(4) moist and slimy

65. While going for a picnic a student noted the reading on the odometer on the bus after every 10 minutes till the end of the journey. Later on he recorded the reading in a table shown below :

Time (AM)	Odometer reading (km)
8.00	78752
8.10	78758
8.20	78768
8.30	78780
8.40	78791
8.50	78800
9.00	78806

The average speed of the bus in the entire journey in metres per second was

(1) 15

(2) 18

(3) 30

(4) 54

66. You are provided with a concave mirror, a concave lens, a convex mirror and a convex lens. To obtain an enlarged image of an object you can use either

(1) concave lens or convex lens

(2) concave mirror or convex

(3) concave mirror or concave lens

(4) Sticoncave mirror or convex lens

67. Select from the following a set of Kharif Crops

(1) Cotton, paddy, pea, linseed

Production and Management, Nutrition

(2) Paddy, maize, cotton, soyabean

(3) Gram, mustard, groundnut, wheat

(4) Maize, paddy, linseed, soyabean

68. Study the following statements about the effects of weeds on the crop plants :

(A) They help crop plants to grow healthy

Crop Production and Management, Nutrition

(B) They interfere in harvesting

(C) They affect plant growth

- (D) They compete with crop plants for water, nutrients, space and light
Crop Production and Management, Nutrition.
 The correct statements are :
 (1) (C) and (D) only
 (2) (D) only
 (3) (B), (C) and (D)
 (4) (A), (B) and (D)
- 69.** When we add aluminium foil to freshly prepared sodium hydroxide solution a gas is produced. Which of the following correctly states the property of this gas ?
 (1) Colorless and odourless gas which extinguishes a burning match stick
 (2) Colorless and odourless gas which promotes burning of a candle
 (3) Brown coloured pungent smelling gas
 (4) Colourless and odourless gas which produces a 'pop' sound when a burning match stick is brought near it.
- 70.** Aqueous solution of which of the following oxides will change the colour of blue litmus to red ?
Minerals and Salts.
 (1) Copper oxide
 (2) Iron oxide
 (3) Magnesium oxide
 (4) Sulphur dioxide
- 71.** Which of the following is a pair of exhaustible natural resources ?
Coal and Petroleum.
 (1) Coal and soil
 (2) Petroleum and water
 (3) Minerals and wildlife
 (4) Natural gas and sun-light
- 72.** Which of the following statements is true about endemic species ?
Forests: Our Lifeline.
 (1) They are not affected by the destruction of their habitat
 (2) They are found only in zoos and botanical gardens
 (3) They are found exclusively in specific habitat
 (4) Endemic species can never become endangered
- 73.** Which of the following pairs is related to the inheritance of characters ?
 (1) Chromosomes and genes
 (2) Chromosomes and mitochondria
 (3) Cell membrane and cell wall
 (4) Cell membrane and chloroplast
Cell – Structure and Functions.
- 74.** Out of the different combination of terms given below, the correct combination of terms with reference to an animal cell is
 (1) Nucleus, plastid, cell membrane, cell wall
 (2) Nucleus, chromosome, ribosome, cell wall
 (3) Cell membrane, chromosome, ribosome, mitochondria
 (4) Cell membrane, ribosome, chloroplast, mitochondria
Cell – Structure and Functions.
- 75.** Consider the following sets of reproductive terms
 (A) Sperm, oviduct, egg, uterus
 (B) Ovulation, egg, oviduct, uterus
 (C) Sperm, testis, spermduct, penis
 (D) Menstruation, egg, oviduct, uterus
- The sets of correct combination are :
 (1) (A), (B) and (C)
 (2) (B), (C) and (D)
 (3) (C), (D) and (A)
 (4) (A), (B) and (D)
- 76.** Which of the following elements must be available in water for the matamorphosis of tadpoles ?
Nutrition in Animals.
 (1) Chlorine (2) Bromine
 (3) Sulphur (4) Iodine
- 77.** Which one of the following is not the objective of teaching of Science at upper primary stage ?
Nature, Scope, aims, objectives.
 (1) Developing questioning and enquiring skills
 (2) Acquiring technological skills
 (3) Acquiring process skills
 (4) Acuring scientific literacy
- 78.** National Curriculum Framework (NCF) strongly recommends that Science education at upper primary stage should
 (1) prepare students for competitive examinations
 (2) help students to be emotionally balanced
 (3) help students to acquire computational skills
 (4) follow constructivistic approach for teaching and learning of the subject.
- 79.** 'Cognitive validity' of Science curriculum at upper primary stage requires that it should
 (1) be age appropriate and within the reach of students' understanding level
 (2) convey scientifically correct content
 (3) nurture the natural curiosity and creativity of the learners.
 (4) enable the students to appreciate how the concepts of Science evolve with time.
- 80.** Which one of the following does not reflect the personality attribute of a person having scientific temper ?
Assessment and evaluation techniques.
 (1) Seeking evidence
 (2) Biased opinion
 (3) Rational thinking
 (4) Openmindedness
- 81.** NCERT Science textbooks for upper primary classes include large number of dally life related questions which have been left unanswered. This has been done so that
 (1) teachers have a good knowledge of questions for assessment purpose
 (2) students can send these questions to scientists to get the answer
 (3) teachers can use these questions for home assignment
 (4) students can seek answer to these questions by exploring different resources.

82. While teaching the correct method of reading a clinical thermometer to class VIII students, Neha mentions the following necessary precautions to be taken :

- (1) Thermometer should be washed with hot water before and after use.
- (2) Do not hold the thermometer by the bulb while taking the reading.
- (3) Ensure that before use, the mercury level in the thermometer is below 35°C
- (4) Read the thermometer keeping the level of mercury along the line of sight.

Which one of the above precautions has been mentioned wrongly by the teacher ?

83. The section on 'activities and projects' included in the exercises of NCERT Science textbooks for class VIII primarily aims at

- (1) enhancing indepth understanding of the basic concepts
- (2) keeping the students engaged during vacations
- (3) assessing the students on practical skills
- (4) providing opportunity to students for extended learning.

84. Major objective of organisation of Science Exhibitions is to

- (1) grade students on practical skills
- (2) provide opportunity to students to compete with others
- (3) provide opportunity to students to showcase their creative ideas
- (4) provide opportunity to students to enhance their academic performance.

85. Four candidates appearing in an interview for the post of science teacher were asked to give a demonstration lesson to class VIII students on the topic 'Pressure exerted by liquid' and gases. Following different approaches were followed by different candidates:

- (1) Detailed explanation of related concepts with the help of diagram on the blackboard
- (2) Use of charts for explanation of different concepts
- (3) Organisation of hands-on student activities followed up with discussions.
- (4) Greater focus on classroom question during the lecture.

Which one of the above approaches will be most effective for teaching of the topic?

86. The technique of 'classroom questioning' in teaching of Science can be more effectively used for

- (1) ensuring levels of learning
- (2) developing problem solving skills
- (3) maintaining discipline in the class
- (4) promoting creativity and innovativeness

87. Given below are the steps to test the presence of proteins in a food item. These steps are not in correct sequence.

- (A) Take a small quantity of food item in a test tube, add 10 drops of water to it and shake it.
- (B) Make the paste or powder of the food to be tested
- (C) Add 10 drops of caustic soda solution to the test tube and shake well
- (D) Add 2 drops of copper sulphate to it.

The correct sequence of these steps is

- (1) (A), (B), (D), (C)
- (2) (B), (A), (D), (C)
- (3) (B), (A), (C), (D)
- (4) (D), (B), (A), (C).

88. Which of the following terms constitute the female part of a flower ?

- (1) Stigma, ovary and stamen
- (2) Stigma, ovary and style
- (3) Stamen, ovary and style
- (4) Stamen, petals and sepals

89. How many muscles work together to move a bone ?

(1) Two

(2) Four

Reproduction in Animals, Nutrition in Animals...

(3) Six

(4) Number is not fixed.

90. Choose the set that represents only the biotic component of a habitat

Forests: Our Lifeline...

(1) Sand, turtle, crab, rocks

(2) Insects, frog, fish, aquatic plants

(3) Tiger, deer, grass, soil

(4) Insects, water, aquatic plants, fish

Part-III: Language-I (English)

Directions (91-99) : Read the given passage and answer the questions that follow selecting the most appropriate options :

Renowned educationist Sir Tim Brighouse, observed that an outstanding school has four factors that are visible. "Teachers talk about teaching, teachers observe each other's practice, teachers plan, organize and evaluate their work together rather than separately, and that teachers teach each other."

He continues : "One of the reasons I like that is that you can immediately see ways in which you could make it more likely that teachers talk about teaching."

Sir Tim then encouraged schools to focus on activities that were low effort but high impact, describing them as "butterflies". Some examples he gave included rotating staff meetings around different classrooms with the host, at the start, describing the room layout and displays, or discussing other teaching techniques and approaches. With modern technology teachers could observe their own lessons and then when viewing them back, decide whether they want to share them with a mentor.

The role of mentoring was vital and suggested that more schools could send teachers out in small groups to learn from colleagues in other schools.

He said : "If this were widespread practice, if people were to

attend to their butterflies, the outcome in terms of teacher morale and teacher satisfaction would be positive. We all agree that professional development is the vital ingredient."

- 91.** In the mode suggested by Sir Tim, teachers may self-evaluate and self-reflect
 (1) using technology
 (2) without technology
 (3) through a students' survey
 (4) interviewing each other

- 92.** 'Teachers talk about teaching' means that they
 (1) make some suggestions
 (2) discuss their own practices
 (3) criticize one another
 (4) freely change opinions

- 93.** 'Low effort but high impact' in this context implies that schools
 (1) pay teachers a lower salary
 (2) extract more work for the same pay
 (3) decrease the work load and salary
 (4) create opportunities within the system for development

- 94.** In this extract, it is observed that technology supports teachers to
 (1) improve students
 (2) conduct meetings for teachers
 (3) follow-up/remediation activities for students.
 (4) self-diagnose their practices

- 95.** Here, 'visible' means
 (1) seen (2) obvious
 (3) appealing (4) bright

- 96.** 'Rotating staff meetings in the classrooms' permit teachers to
 (1) be informal with each other
 (2) miss some of them
 (3) share their own practices with others
 (4) keep busy all the time

- 97.** A synonym for the word, 'counselling', from the passage is
 (1) describing
 (2) mentoring

- (3) discussing
 (4) teaching

- 98.** The talk by Sir Tim is about the
 (1) teachers who dress like butterflies.
 (2) visiting schools to socialise.
 (3) knowledge teachers gain for job growth.
 (4) schools who control their teachers.

- 99.** "Butterflies" here refers to
 (1) the dress code
 (2) a practice of staff interaction
 (3) changing schools
 (4) going to classes in rotation

Directions (100–105) : Read the given poem and answer the questions that follow selecting the most appropriate options :

As I Watch You Grow

Do you know how much you mean to me ?

As you grow into what you will be.

You came from within, from just beneath my heart

It's there you'll always be though your own life will now start.

You're growing so fast it sends me a whirl,

With misty eyes I ask, Where's my little girl ?

I know sometimes to you I seem harsh and so unfair,

But one day you will see, I taught you well because I care. The next few years will so quickly fly,

With laughter and joy, mixed with a few tears to cry.

As you begin your growth to womanhood, this fact you must know,

You'll always be my source of pride, no matter where you go. You must stand up tall and proud, within you feel no fear, For all you dreams and goals, sit before you very near.

With God's love in your heart and the world by its tail,

You'll always be my winner, and victory will prevail.

For you this poem was written, with help from above,
 To tell you in a rhythm of your Mother's heartfelt love !

Kay Theese

- 100.** 'Do you know how much you mean to me?' is a _____ question.
 (1) rhetorical (2) restrictive
 (3) convergent (4) divergent

- 101.** An antonym for the word 'harsh' is
Dictionary and Vocabulary
 (1) severe (2) mild
 (3) grim (4) clashing

- 102.** In the expression 'It sends me a whirl', 'it' refers to
 (1) travelling far
 (2) growing up
 (3) new experiences
 (4) the real world

- 103.** To 'stand up tall' is
 (1) growing up healthy
 (2) be tall like the boys
 (3) being fearless
 (4) getting ambitious

- 104.** The phrase 'the world by its tail' means to
 (1) be a good follower
 (2) overcome challenges
 (3) face one's enemies
 (4) to avoid challenges

- 105.** The poem addresses a
 (1) friend (2) daughter
 (3) mother (4) girl

Directions (106–120) : Answer the following questions by selecting the most appropriate options :

- 106.** A person sitting behind you in a cinema starts talking on the mobile phone and you want to tell him/her to stop. Choose how you will make the request.
 (1) "Stop talking so loudly!"
 (2) "Please don't use the mobile phone inside the theatre."
 (3) "Can't you not use the mobile phone; please?"
 (4) **"Could you possibly stop using the mobile phone here?"**

- 107.** Examples for homonym would be
 (1) aisle/isle (2) beer/bear
 (3) stale/stall (4) stock/stoke

108. Which is a lexical word?

- (1) love Page educational
Dictation and Vocabulary
- (2) is
- (3) the
- (4) might

109. While learning about the passive voice form, students learn about

Strategies, methods, approaches..

- (1) use of 'by'
- (2) position of verbs
- (3) position of nouns
- (4) use of verb form

110. Students can leave the school premises at 12:30 pm. Students ought to leave the school premises at 12:30 pm. The two given statements can be differentiated by drawing students' attention to the

- (1) differences in the arrangement of words
- (2) meaning conveyed by the modals/verb modifiers
- (3) the roles of the subject and object in both sentences
- (4) absence of change in the verb form

111. Which learning domain constitutes higher order thinking?

- (1) remembering
- (2) understanding Other theories
Concepts
- (3) application
- (4) evaluation

112. The process of word formation consists of

- (1) compounding and affixes Dictation and Vocabulary
- (2) opposites and meaning
- (3) verbs and nouns
- (4) using synonyms or euphemisms

113. When reading, to 'decode' means to

- (1) an action used in ICT
- (2) solving a complex puzzle
- (3) to analyse and understand
- (4) understanding a foreign language

114. Speaker 1 : We had an enjoyable holiday this winter.

Speaker 2 : Where did you go? Speaking Related phenomena

Speaker 1 : Where ?

Speaker 2 : Yes, which place did you visit?

During the assessment of students' speaking-listening skills, marks would be deducted during this exchange for

- (1) Speaker I
- (2) Speaker II
- (3) Both
- (4) Neither

115. While writing, 'ellipses' is a

- (1) phrasal verb Language educational terms
- (2) semantic linker
- (3) adjectival form
- (4) prepositional phrase

116. If a longer piece of writing is brief, complete, in the third person, without digressions and emotional overtones and logically arranged, it is a

- (1) classified advertisement
- (2) memorandum
- (3) report
- (4) newspaper article

117. The politician had been making promises long before election time. The statement is in the _____ tense.

- (1) past continuous
- (2) present perfect
- (3) present perfect continuous
- (4) past perfect continuous

118. 'Gender sensitization' in the school curriculum implies

- (1) children should be differentiated as boys and girls
- (2) sex education from primary school onwards
- (3) respectful approach towards defining gender roles
- (4) promote co-education in high school.

119. Identify where the collective form is an error:

- (1) host of angels
- (2) congress of baboons Grammar Point related
- (3) clutch of ducks
- (4) shoal of fish

120. An exemplar of a question to 'funnel' or restrict a respondent's answer is

- (1) "What do you think of the weather?"
- (2) "How many books are there?"
- (3) "Tell me about your most recent holiday."
- (4) "What are your goals?"

Part-III.

Language-I (Hindi)

निर्देश (91-99) : नीचे दिए गए गद्यांश को पढ़कर सबसे उचित विकल्प चुनिए:

किसे कहूँ मैं शिक्षा? क्या है शिक्षा का सच? कैसा होता है शिक्षित व्यक्ति और कैसा होता है पढ़ा-लिखा समाज? मेरे गुरु श्री दयालचन्द्र जी सोनी तो पूरी एक काव्यात्मक पुस्तक लिख गए। इस पुस्तक का नाम है, हूँ अणभियो शिक्षित हूँ। उनका आशय स्पष्ट है कि हर पढ़ा-लिखा आदमी अनपढ़ है। उन्होंने जब यह पुस्तक लिखी तो साफ कहा कि यह किताब उनके पूरे जीवन की शिक्षा का सार है। तब फिर हमें यह भी मान लेना चाहिए कि हमारा पूरा पढ़ा-लिखा समाज खासा अनपढ़ है, अशिक्षित है। तब फिर बताइए कि शिक्षा को कहाँ खोजें?

कहते हैं कि शिक्षा बालक के जन्म के साथ बालक को मिली प्रतिभा का विकास है। उसकी सोयी हुई शक्तियों को जगाने का नाम शिक्षा है। मगर ऐसा तो तभी संभव है जब हम जान लें कि कौन-कौन सा बालक कौन-कौन सी प्रतिभा के साथ पैदा हुआ है? उसके शरीर में एवं उसके मन-मस्तिष्क में कौन-कौन सी शक्तियाँ सोई हुई हैं?

इसका अर्थ यह हुआ कि जो-जो बालक शाला में आया है उसको हम पहले पढ़ें। हर बालक को पढ़-पढ़ कर पहचानें कि वह क्या है? उसकी प्रदत्त प्रतिभा क्या है? और कौन-कौन सी सुषुप्त शक्तियों को लिए हुए वह हमारे सामने उपस्थित हुआ है?

91. शिक्षा का अर्थ है

- (1) बच्चों को जानकारी देना।
- (2) बच्चों को केवल अक्षर ज्ञान देना।
- (3) बच्चों को शक्तिशाली बनाना।
- (4) बच्चों में विद्यमान शक्तियों को प्रस्फुटित करना।

92. लेखक के अनुसार

- (1) सभी बच्चे समान रूप से प्रतिभाशाली होते हैं
- (2) बच्चों में अलग-अलग प्रतिभा होती है
- (3) सभी बच्चे शाला जाकर प्रतिभाशाली बन जाते हैं
- (4) सभी बच्चों की शक्तियाँ सुषुप्त अवस्था में ही रहती हैं

93. बच्चों को शिक्षा देने के लिए सबसे पहले क्या जरूरी है?

- (2) बच्चों को मैदान में घूमने का अवसर देना
- (3) मैदान के प्राकृतिक वातावरण के साथ सम्बन्ध जोड़ते हुए कविता को समझने का अवसर देना
- (4) अपने शिक्षक-प्रशिक्षण में सीखी बातों का निर्वाह करना

113. भाषा में आकलन करने के बाद महत्वपूर्ण सोपान होना चाहिए

- (1) आकलन से प्राप्त आँकड़ों के आधार पर बच्चों के अभिभावकों से विचार-विमर्श करना
- (2) आँकड़ों को सहेज कर रखना
- (3) आँकड़ों को तत्काल नष्ट करना
- (4) आँकड़ों का पुनः-पुनः परीक्षण करना

114. विद्यालय में एक से अधिक भाषाओं का शिक्षण

- (1) जटिल समस्याएँ उत्पन्न करता है
- (2) अनेक भाषाओं के शिक्षकों के रोजगार को बढ़ावा देता है।
- (3) बहुभाषिकता और राष्ट्रीय सद्भाव का प्रसार करता है
- (4) व्यावहारिक नहीं है

115. भाषा-शिक्षण की 'प्रत्यक्ष विधि' में

- (1) मातृभाषा का निरर्थक हस्तक्षेप होता है
- (2) भाषा-अर्जन की स्वाभाविक स्थिति का निर्माण होता है
- (3) अतिरिक्त शिक्षण सामग्री की कोई आवश्यकता नहीं
- (4) भाषा की विविध संरचनाओं के लेखन हेतु अभ्यास पर बल दिया जाता है

116. भाषा में रचनात्मक आकलन का सर्वाधिक बेहतर उदाहरण है

- (1) बच्चे को अपने खट्टे-मीठे अनुभव लिखने के लिए कहना
- (2) श्रुतलेख
- (3) प्रश्नों के उत्तर लिखवाना
- (4) इकाई-परीक्षा लेना

117. हिन्दी भाषा के प्रश्न-पत्र में आप किस प्रश्न को सर्वाधिक उचित मानते हैं?

- (1) विशेषणों के कितने और कौन-से भेद होते हैं?
- (2) प्रत्ययों की परिभूषा लिखिए
- (3) सर्वनाम के भेदों की उदाहरण सहित स्पष्ट कीजिए

(4) लेखक ने पहाड़ों पर होने वाली बारिश का वर्णन एक अलग तरीके से किया है। आप बारिश सम्बन्धी अपना अनुभव लिखिए

118. चॉम्स्की के अनुसार.....के कारण बच्चे भाषा सीखते हैं।

- (1) भाषायी समाज
- (2) भाषा-अर्जन क्षमता
- (3) भाषा-आकलन क्षमता
- (4) व्याकरणिक नियमों की जानकारी से ही

119. भाषा-शिक्षण में अनिवार्य है

- (1) मानक भाषा पर बल
- (2) समग्रतावादी दृष्टिकोण
- (3) विशेष आवश्यकता वाले बच्चों के साथ भिन्न व्यवहार
- (4) वर्तनी सम्बन्धी गृहकार्य

120. विशेष आवश्यकता वाले बच्चों की भाषा का आकलन करते समय

- (1) उन्हें प्रश्न-संख्या में विशेष छूट मिलनी चाहिए
- (2) उन्हें अधिक अंक देने का प्रयास करना चाहिए
- (3) उनकी क्षमता और सीमाओं का ध्यान रखना चाहिए
- (4) इनके प्रति दया भाव रखना चाहिए

Part-IV: Language-II (English)

Directions (121-129) : Read the given passage and answer the questions that follow by selecting the most appropriate option:

Raja Ravi Verma was the Indian King and painter whose paintings brought a momentous turn in Indian art. His works on great Indian epics Ramayana and Mahabharata brought the omnipresent deities to the surroundings of earthy world. This showed excellent fusion of Indian traditional art with European realism. These paintings influenced future generation artists and also influenced the literature and films. His representation of mythological characters has become a part of the Indian imagination of the classics. His style is criticized for being too sentimental.

Ravi Verma was born on April 29th, 1848 in Kilimanoor Palace in Kerala. Ravi Verma was brought up in an environment of art and cul-

ture. At the age of seven he started painting the figures of animals, acts and scenes from daily life on the wall with charcoal. As he grew up, he was exposed to the famous paintings of Italian painters. Here he was using indigenous paints made from leaves, flowers. He enhanced his creativity by listening to the music of veterans, watching Kathakali, a folk dance form, going through the manuscripts preserved in ancient families and listening to the artistic interpretation of the epics.

Raja Ravi Verma is most remembered for his paintings of beautifully sari-clad women, who were depicted as graceful and shapely.

121. The themes of Ravi Verma's famous paintings were

- (1) deities
- (2) animals and habitats
- (3) natural scenery
- (4) female figures

122. He was especially able to access historical documents in the possession of

- (1) national museums that curate them
- (2) certain individuals
- (3) families who inherited them
- (4) his family members in Kilimanoor

123. As he matured in his craft, Ravi Verma's skills were influenced by

- (1) Italian artists
- (2) Indian cinema
- (3) Ancient manuscripts
- (4) None of these

124. 'His style is criticized for being too gaudy and sentimental' means that his work was characterized by

- (1) pale colours and sad atmosphere
- (2) unrealistic images
- (3) lacking intellectual and emotional depth
- (4) strong colours and emotionally appealing

125. In the extract, 'artistic interpretation of the epics' means he was interested in

- (1) popular writing of his time
- (2) unique rendering of old mythologies.

- (3) standard interpretation of the Indian epics.
 (4) unusual and rare myths found in legends.

126. Find a word in the passage which is the opposite of 'minimized'

- (1) influenced
 (2) criticized
 (3) exposed
 (4) enhanced

127. The article is a/an

- (1) fiction
 (2) essay
 (3) biography
 (4) autobiography

128. The focus is on the subject's association with

- (1) sculpture
 (2) painting
 (3) music
 (4) dance (Kathakali)

129. A synonym for 'omnipresent' is

- (1) conspicuous
 (2) universal
 (3) partly invisible
 (4) magnificent

Directions (130-135) : Read the given passage and answer the questions that follow by selecting the most appropriate option:

The scene presented by a community of bees is the more astonishing, the more we become acquainted with its details. Each hive is a commonwealth, of which the queen is nominally the head, receiving the greatest honour and care from her industrious subjects. With a greater wisdom than can be claimed by men, these creatures allow no disputes about the succession to the throne to induce them to injure each other; but they require the parties themselves individually to settle the quarrel between each other, without prolonged interference with the duties of the hive. Indeed, they may be said with truth to have adopted the advice : "Let those who make the quarrels, be the only ones to fight."

Only one queen is permitted to hold office in the community at a time; but while her claims are undisputed, she is treated with singular respect and affection. Indeed, her

presence, and the prospect of a future generation, appear the chief motives of the insects to exert themselves.

130. The writer's observation that the bees 'settle the quarrel between each other, without prolonged interference with the duties of the hive' suggests that he/she is

- (1) pointing a bee character
 (2) observing the traits of worker bees
 (3) appreciating the queen bee
 (4) condemning the behaviour of ill-tempered human beings

131. The prospect of a future generation, suggests that the writer is _____ in his/her outlook.

- (1) ambivalent
 (2) nationalistic
 (3) sympathetic
 (4) appreciative

132. 'The parties' in this context means

- (1) participants
 (2) political organisation
 (3) individuals
 (4) bees

133. The queen bee has a position which gives her _____ and _____ from her subordinates.

- (1) disregard but affection
 (2) aggressive defensiveness
 (3) exceptional reverence and devotion
 (4) caring support and indulgence

134. 'To exert themselves' means the bees are

- (1) having influence
 (2) quite aggressive
 (3) busy toiling
 (4) very exhausted

135. 'Each hive is a commonwealth' means the hive is

- (1) over-crowded
 (2) has a queen
 (3) self-governing
 (4) without a leader

Directions (136-150) : Select the most appropriate option.

136. Compounding is

(1) stringing together older words like the formation of earthquake from earth and quake.

(2) removing seeming affixes from existing words, such as forming edit from editor.

(3) joining parts of two or more older words, such as forming smog, which comes from smoke and fog.

(4) forming new words from existing ones by adding affixes to them, like shameless + ness-shamelessness

137. Constructivism is a theory where students

(1) study a variety of dissimilar samples and draw a well founded conclusion.

(2) form their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

(3) are facilitated by the teacher and use a variety of media to research and create their own theories.

(4) construct their own learning aids, thereby gaining hands-on experience.

138. E-learning refers to

(1) acquisition of the mother tongue

(2) learning English language as the first language.

(3) use of electronic media and information and communication technologies

(4) a language course for foreign languages

139. Examples of irregular verbs are

(1) break - broke

(2) train - trained

(3) walk - walked

(4) happy - happier

140. A subject-centered approach is where learning experiences are organized around

(1) students' interests

(2) teacher's subject competency

(3) course content

(4) educational technology

141. Standardized assessment means _____ assessment.

- (1) formative (2) summative
 (3) frequent (4) alternative

142. In the word 'flower', the phonetic transcription is
Dictation and Vocabulary
 (1) /fleur/ (2) /flaeΩr/
 (3) /flauer/ (4) /floΩr/

- 143.** The Gathering skill while reading is
Reading skills
 (1) note-taking (2) note-making
 (3) puzzling out
 (4) analysis

- 144.** Multiple choice items consist of a
Assessment and Evaluation
 (1) set of questions
 (2) options to choose questions
 (3) sequence of grammatical errors
 (4) stem and a set of options

- 145.** Abilities for adaptive and positive behaviour that enable students to deal effectively with everyday demands and challenges are
Personal development and social interaction
 (1) multiple intelligences
 (2) learning domains
 (3) life skills
 (4) learning methods

- 146.** A self-contained unit of a discourse in writing dealing with a particular point or idea is
Language educational terms
 (1) an essay
 (2) a poem
 (3) a paragraph
 (4) a statement

- 147.** The following is a conditional sentence
Speaking Related to listening
 (1) I have to go to work.
 (2) If the sea is stormy, the waves are high.
 (3) Shut the door.
 (4) It's a sunny day, isn't it?

- 148.** Communication technology that enable sharing of educational resources within an institution
Language educational terms
 (1) internet
 (2) intranet
 (3) telephone
 (4) audio-video cassette

- 149.** Encouraging the student to love the world and to imagine a peaceful future; and caring for the student and encouraging the student to care for others is _____ education.

- (1) distance (2) academic
Language educational terms
 (3) values (4) vocational

- 150.** A communication technique that requires the listener to feed back what they have heard in their own words, to confirm the understanding of both parties, is _____ listening.
Listening phenomena in language learning
 (1) active
 (2) appreciative
 (3) informative
 (4) passive

Part-IV: Language-II (Hindi)

निर्देश (121-128): नीचे दिए गए गद्यांश को पढ़कर सबसे उचित विकल्प का चयन कीजिए:
 जिनमें सहिष्णुता की भावना होती है, केवल ऐसे लोग अध्यापक होने योग्य होते हैं। जिनका बच्चों से प्यार भरा लगाव होता है, उनमें धैर्य स्वभावतः आ जाता है। अध्यापकों को जिस अंतर्निहित गंभीर समस्या से जूझना पड़ता है, वह यह है कि उन्हें जिनको देखना है वे शक्ति और प्रभुता में उनकी बगाबरी के नहीं होते। अध्यापक के लिए एकदम तुच्छ या बिना किसी कारण के या फिर वास्तविक के बजाए किसी काल्पनिक कारण के चलते अपने छात्रों के सामने धैर्य खो देना, उनकी खिल्ली उड़ाना, उन्हें अपमानित या दंडित करना, एकदम आसान और संभव है जो एक निर्बल अधीन राष्ट्र पर शासन करते हैं, उनमें न चाहते हुए भी गलत काम करने की प्रवृत्ति पाई जाती है।

उसी तरह ऐसे अध्यापक होते हैं जो बच्चों के ऊपर अपने प्रभुत्व का शिकार हो जाते हैं। जो शासन के अयोग्य होते हैं, उन्हें न केवल कमज़ोर लोगों पर अन्याय करते हुए कोई अपराध-बोध नहीं होता, बल्कि 'ऐसा' करने में उन्हें एक खास तरह का मजा मिलता है। बच्चे अपनी माँ की गोद में कमज़ोर, असहाय और अज्ञानी होते हैं। माता के हृदय में स्थिर प्रचुर प्यार ही उनकी रक्षा की एकमात्र गारंटी होता है। इसके बावजूद हमारे घरों में इस बात के उदाहरण कम नहीं कि कैसे हमारे स्वाभाविक प्यार पर धीरज का अभाव और उद्धृत प्राधिकार विजय प्राप्त कर लेते हैं और बच्चों को अनुचित कारणों से दंडित होना पड़ता है।

- 121.** किस तरह के लोग कमज़ोर लोगों पर अन्याय करते हैं?
 (1) जो निर्बल होते हैं।
 (2) जो अध्यापक होते हैं।

- (3) जिनमें शासन करने की योग्यता नहीं होती है।
 (4) जो दण्ड देने में कुशल है।

- 122.** इस गद्यांश का मुख्य भाव यह है कि
 (1) अध्यापक में धैर्य, ममत्व, सहिष्णुता और तर्किकता होनी चाहिए।
 (2) अध्यापक को सदा निर्लिप्त भाव से पेश आना चाहिए।
 (3) केवल उचित कारणों पर ही अध्यापक बच्चों को अवश्य दंड दें।
 (4) अध्यापक में अपराध-बोध होना चाहिए।

- 123.** बच्चे अपनी माँ की गोद में ही स्वयं को सुरक्षित समझते हैं, क्योंकि
 (1) माँ सदैव उनकी गलतियाँ माफ करती रहती है।
 (2) केवल माँ ही उनका लालन-पालन करती रहती है।
 (3) माँ के पास सुरक्षा की शक्ति परिषूर्ण है।
 (4) माँ के हृदय में स्नेह होता है।

- 124.** कौन-सा शब्द-समूह शेष शब्द-समूहों से भिन्न है?
 (1) अयोग्य, अज्ञानी, अभाव
 (2) अन्याय, अपराध, अपमानित
 (3) अभाव, अपमानित, अधीन
 (4) असहाय, अपराध, अनुचित

- 125.** 'इत' प्रत्यय से बनने वाला शब्द है
 (1) नीत (2) दंडित
 (3) अनुचित (4) कृत

- 126.** अध्यापक के लिए उचित विशेषण शब्द है
 (1) धैर्य (2) सहिष्णु
 (3) ज्ञान (4) योग्यता

- 127.** लेखक के अनुसार अध्यापक बनने योग्य वही होते हैं जो
 (1) अत्यंत ज्ञानवान् होते हैं।
 (2) उच्च डिग्री प्राप्त होते हैं।
 (3) धैर्यवान् होते हैं।
 (4) बच्चों में बहुत ज्यादा शक्तिशाली होते हैं।

- 128.** विद्यालयों में बच्चों को बिना किसी कारण दंडित करना
 (1) असंभव है।
 (2) अध्यापक की धैर्यहीनता का चिह्न है।
 (3) अध्यापकीय प्रवृत्ति है।
 (4) दुर्लभ है।

অসমীয়া

নির্দেশ : তলত দিয়া পদ্ধতি পথ। পদ্ধতি শব্দ
তলত দিয়া নটা প্রশ্ন ৭১ ব পৰা ৯৯
লৈ) প্ৰতিটোৱে তলত চাৰটোকৈ উভৰ দিয়া
আছে। তাৰ পৰা অতি উপযুক্ত উভৰটো
বাটি প্ৰতিটো প্ৰশ্নৰ উভৰ কৰা।

উচ্চ শিক্ষাই দেশৰ আধিক উম্মেলন, সামাজিক
বিকাশত ওকৃষ্ণ অৰিহণা আগবঢ়ায়। কিংতু
ডাবতত উচ্চ শিক্ষাৰ শিক্ষানুষ্ঠানসমূহৰ পৰা যিবোৰ
লোকে উচ্চ শিক্ষা লাভ কৰে, সেইসকলৰ
অধিকাংশই সমাজে আশা কৰাৰখে সেৱা
আগবঢ়োৱাত বাধা হয়। প্ৰতিবহে দেশৰ এচাম
মেধাবী ছাত্ৰছাত্ৰী উচ্চ শিক্ষা লাভ কৰে আৰে
গৱেষণাৰ বাবে বহিৰাবাসৈ চাপলি মেলে। নিচয়
দেশৰ উচ্চ শিক্ষাৰ ক্ষেত্ৰৰ কেতোৱে আৰ্�সোৱাহ
আছে, যাৰ বাবে এচাম মেধাবী যুৱক-যুৱতীয়ে
গৱেষণাৰ আৰু উচ্চাবন্ধনক কামত নিয়েজিত
হ'বৰ বাবে ডাবতত প্ৰয়োজনীয় আওতাগ্ৰহণৰ
অভাৱ অনুভৱ কৰাৰ লাভতে বিশ্বামীনৰ
শিক্ষানুষ্ঠানৰ অভাৱ অনুভৱ কৰে। এতিয়ালৈকে
ডাবতত মহসৰাবী লোকে নোৱেল বৰ্তা লাভ কৰিছে
যদিও আটাইকেইজনে বিদেশতে গৱেষণা কৰিছে।
অৱশ্যে ডাবতত গৱেষণাৰ নামত নূন্যতম ধন বাধ
কৰাৰ কৰাও এই প্ৰসংগত উভৰেখ কৰিব পাৰি।
কিয়নো গৱেষণা কৰাৰ বাবে যি আওতাগ্ৰহণৰ

নামত বায় কৰা হয়, যাৰ বাবে গৱেষণা উচ্চাবনৰ
ক্ষেত্ৰখন পিছপৰি আছে। তঙ্গৰি বিশ্বৰ শীৰ্ষৰ
দুশখল শিক্ষানুষ্ঠানৰ ডিতৰত ডাৰতত এখনো
শিক্ষানুষ্ঠান নাই। ভাৰতীয় শিক্ষা বাবহাত
মানসম্পৰ শিক্ষাৰ অভাৱ আৰে দেশখনত ভাল
শিক্ষকৰ অভাৱ বুলি হেতৰে।

ডাৰতত বৰ্তমান প্ৰায় ৫২০খন বিশ্বামীলয়
আছে। কিন্তু ডাৰতত বহুসংখ্যক জনপৰক এই
বিশ্বামীলয়মহে এতিয়াও সাঙুৰি ল'ব পৰা নাই।
অৱশ্যে পূৰ্বৰ তৃতীয়ত দেশত সাক্ষৰতাৰ হাৰ বৰ্জি
পালেও উচ্চ শিক্ষিত লোকৰ সংখ্যা এতিয়াও
জনসংখ্যা অনুপগত বহু কম। দেশত উচ্চ
শিক্ষিতৰ হাৰ বৰ্জিৰ বাবে বাটীয় ভাল আয়োগে
দেশত বিশ্বামীলয়ৰ সংখ্যা গোৱৰখনলৈ বৰ্জিৰ
প্ৰতিৰ আগবঢ়াইছে। দেশৰ জনসাধাৰণক উচ্চ
শিক্ষা লাভৰ সুবিধা দিয়াৰ উদ্দেশ্যে বৰ্তুন বৰ্তুন
বিশ্বামীলয় আৰে প্ৰযুক্তি প্ৰতিটী স্থাপন কৰাটো
অতি জৰুৰী যদিও সেইবোৰত দৰ্শ শিক্ষা নিযুক্তি
দিয়াটোও অতি জৰুৰী। দেশত বাকিগত খণ্ডৰ
বিশ্বামীলয়ৰ সংখ্যা বৰ্জিৰ লগে লগে উচ্চ শিক্ষিত
আৰু পি এইচ ডি ডিলোগী লোকৰ সংখ্যা বৰ্জি
পাইছে যদিও প্ৰেগত গৱেষণৰ সংখ্যা কিমান বৰ্জি
পাইছে, সিও চিতৰীয়া বিবৰণ। কিমো কিমান
বিশ্বামীলয়ৰ ধৰণ বিনিয়োগ হকে বিহকে ডিলো
প্ৰদান কৰাৰ ফলত মানুহৰ উচ্চ শিক্ষিত লোকৰ
প্ৰতি পূৰ্বে যি ধাৰণা আছিল, সেই ধাৰণা সমূলি

97. লেখকে এই কথাক অতিশয় স্পষ্টকৰণ বুলি
ভাৱে যে

- (1) বিশ্বামীলয়ৰ উপচাৰকৈ গ্ৰেণারী
পৰোৱানা জৰি কৰা হৈছে।
 (2) উপচাৰক গ্ৰেণারী পৰোৱানা জৰি কৰা
হৈছে আৰু কোনো এখন বিশ্বামীলয়ৰ
ডিলোগী অৰোহণ বুলি ঘোষণা কৰা হৈছে।
(3) প্ৰায়োগ বিশ্বামীলয়ৰ জৰে মধ্যে পি
এইচ ডি ডিলোগী দিব ধৰিছে।
(4) উচ্চ শিক্ষিত লোকৰ সংখ্যা বৰ্জি পাৰ
ধৰিছে।

98. উচ্চশিক্ষাই কি বিষয়ত ওকৃষ্ণ অৰিহণা
আগবঢ়ায় ?

- (1) আধিক উম্মেলন
 (2) দেশৰ আধিক উম্মেলন আৰু সামাজিক
বিকাশত
(3) দেশৰ সামাজিক বিকাশত
(4) পি এইচ ডি উপাধি প্ৰদানত

99. কি কাৰণে প্ৰতি বহে মেধাবী ছাত্ৰছাত্ৰী
বিদেশলৈ চাপলি মেলে ?

- (1) উচ্চ শিক্ষাই জনসাধাৰণৰ আশা পূৰণ
কৰিব পৰা নাই।
(2) বিদেশত মেধাবী ছাত্ৰছাত্ৰীৰ অভাৱ।
(3) দেশত উচ্চাবন্ধনক গৱেষণাৰ কামত
উদ্বৃত্তি দিয়া নহয়।
 (4) দেশৰ উচ্চ শিক্ষাৰ ক্ষেত্ৰখনত কেতোৱে
আসোৱাহ আছে।

নির্দেশ : নিম্নোক্ত কৰিবাটো ভালৰে গঢ়া
কৰিবাটোৰ তলত দিয়া ছাটা প্ৰশ্ন (প্ৰশ্ন
100 ব পৰা 105 লৈ) প্ৰতিটোৱে চাৰটোকৈ
উভৰ দিয়া আছে। তাৰ পৰা অতি উপযুক্ত
উভৰটো চিহ্নিত কৰি প্ৰতিটো প্ৰশ্নৰ উভৰ
কৰা।

শিক্ষাবিকাৰ

অযি অনৱোচিতা ফুলশিল্পী
বৰঞ্জ মণিপুৰীকাৰ হৰিত মেঘলা,
আছা শোভি ওৱেৰে, কৰি সুৰক্ষিত
লৌহিতৰ ঔৰভূমি শামল বৰণি।
বনস্পতি কুমুলৰ নৰ পঞ্জৱেৰে
জনাইছে হনুম গুণ সজ্জাবণ,
তোকন্যা লতিকাৰ কুণ্ড পৰমত
উভৰে উভৰলি মেল প্ৰেমৰ তৰংগ।
প্ৰিয়া, তুমি চালিলা কি মোহন মদিবা
ইয়া কষ্টাবৰ। যি হাঁহিত বনে বনে,
হৰিতা কেৱেত তৰ তৰ্ক লতিকাৰো
ভাঙ্গি চমক।

মোগিজত প্ৰকাষ্টি ফুল প্ৰিনিসে
প্ৰীতিভাৰ লাজালি যাইছে সাদৰে।
বৰ্জিত তূয়াৰ প্ৰতি নিমজ্জন গালত
সুৰক্ষি কুণ্ডু বাগ কৰ চন্দনৰ।
শেন্দোটি শিখৰ যেৱে বৰঞ্জ সজো বাগে
সুখেৰে বিশ্বামী লড়ে সাঙো নড়োমলি
বিশুৰ-বিন্দা সন্দৰ সিকি সন্দৰ বেণু
দিছেই পিকাই সুজাহাৰ আডকণ
মৌলুঝি প্ৰাণিত তৰ কোমল কুৰুত।
যোত্যা জোনালী নিশা মধু পূৰ্ণিমাৰ
হয় সুৰাধুলিত শীলিম আকাশ
সন্দৰে সমৰক্ষে কেতোৱী অসৰী
চালি দিয়ে ঝীৰধৰা।

Assamese-II
91. ডাবতত এতিয়ালৈক মোলিক উচ্চাবন্ধনক
গৱেষণাৰ কাৰণে বলিছ আসোৱাহ নংগুলি
নুঠাৰ কৰাণ কি ?

- (1) উচ্চ শিক্ষাৰ অনুষ্ঠানবিলক্ষণ এই বিষয়ত
আৱহী নহয়।
(2) উচ্চশিক্ষাৰ ফেতোত ওকৃষ্ণ
গৱেষণাকীৰ্তি হাত-ছাত্ৰীৰ সংখ্যা কম।
 (3) আসোৱাহ নৰ বাবে আৱন্তিৰ বন পৰ্যাণ
নহয়।
(4) দেশৰ ০.৮ শতাংশ ধন গৱেষণাৰ
কাৰণে খৰচ কৰা হয়।

92. আমাৰ দেশৰ কিমান লোকে এতিয়ালৈ

- নোৱেল বৰ্তা লাভ কৰিছে ?
 (1) কেৱল মাত্ৰ মহসৰাবী লোকে
(2) মহসৰাবীমান লোকে
(3) দুঃৰাকীয়ে
(4) সঠিক হিচাপ পোৱা নাযাম

93. ভাৰতীয় শিক্ষা বাবহাত কিছিৰ অভাৱ বুলি
আমাৰ বাষ্টপতিয়ে উভৰেখ কৰিছে ?

- (1) উচ্চাবন্ধনৰ শিক্ষা আৰু উচ্চ গৱেষণা
শিক্ষক-মূল্যালোচনা
(2) উচ্চ মানৰ শিক্ষাৰ
(3) কেৱল উচ্চ গুণসম্পৰ শিক্ষকৰ
(4) প্ৰয়োজনীয় ধনৰ

94. আমাৰ দেশৰ জনসংখ্যাৰ অনুপগত শিক্ষিত
লোকৰ সংখ্যা

- (1) বেছি
(2) সাক্ষৰতাৰ তৃতীয়ত বেছি
(3) বৰ্জি পোতাটো লক্ষণীয়
 (4) কম

95. বাটীয় ভাল আয়োগে বিশ্বামীলয়ৰ সংখ্যা
কিমানলৈ বৰ্জি কৰাৰ প্ৰতি হিচে ?

- (1) পৰ্যাচ শিল্পালৈ
 (2) এহেজাৰ পৰ্যাচ শখনলৈ
(3) মুঠ জনসংখ্যাৰ ০.৮ শতাংশলৈ
(4) ধন গুণ

96. বিশ্বামীলয়ৰ সংখ্যা বাঢ়িছে বুলিয়েই শিক্ষাৰ

- উভৰত হৈছে বুলি কৰ নোৱাবি; কাৰণ
(1) শিক্ষাৰ বানিজিকাতাৰণ হৈছে।
(2) বাকিগত খণ্ডত বিশ্বামীলয় স্থাপিত
হ'ব এবিহে।
(3) সকলো বিশ্বামীলয়ে হকে বিহকে ডিলো
প্ৰদান কৰিব আহিছে।
 (4) গুণগত গৱেষণাৰ পৰ্যাণ পৰিমাণ বৰ্জি
পোতা নাই।

Assamese-II

100. 'জোকন্যা লতিকা' বুলি কৰিয়ে কি কথা
বুজাইছে ?

- (1) দৰম পাতৰ লতা
(2) কোমল লতিকা
 (3) সীঁৰৎ তললৈ হালি পৰা লতা
(4) অলকোৰ মুক্ত কাৰণ লতি

101. পিৰিমলিকাৰ মোহন হাঁহিৰ প্ৰভাৱত কি
ঘটিছে ?

- (1) গছ-সন্তাৰ চমক ডাঙিছে।
(2) কৰিব চমক ডাঙিছে।
(3) প্ৰেম তৰস উঠলি উঠিছে।
(4) বনে কঠাক কৰিছে।

102. পিৰিমলিকাৰ কোনে প্ৰীতিভাৰ অঞ্জলি
যাইছে ?

- (1) কাঁইচীয়া গছে
(2) দেৱদানু গছে
 (3) বৰা দোৱেল ফুলৰ গছে
(4) নড়ুটৈকে ফুলা ফুলৰ পৰাগে

(7)

103. কোন সময়ত বিনতাসকলে পিৰিমলিকাৰ
অভাৱ নিকাইছে ?

- (1) পাহাৰশিখৰত মেতিয়া স্মদেৰে বিপ্ৰা
লয়
(2) পাহাৰ যেতিয়া তুষাব-বঞ্জিত হয়
(3) বিনতাসকলে যেতিয়া অলংকাৰ বিচাৰি
পাৰ
(4) যেতিয়া নিশা জোনাকেৰে উপচি পৰে

104. পিৰিমলিকাৰ সজ্জাবণ জনাই কোনে শীত
গায় ?

- (1) অপসৰীসৰে
 (2) কেতোৱী আৰু অপসৰীয়ে
(3) কেৱল কেতোৱী
(4) বিনতাসৰে

105. 'অনৱোচিতা' শব্দৰ অৰ্থ

- (1) মালা নংগা
(2) নতুন নহয়
(3) নতুনকে নগা
 (4) ওৰুৰী নোলোৱা

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বির্দেশ : প্রতিটো প্রশ্নৰ তলত দিয়া বিকল উভৰ
বোৰ মাজৰ পৰা উপযুক্ত উভৰ বাটি সৈ
তলত দিয়া প্ৰস্তুত উভৰ দিয়া।

106. পঠোতে ওকষ্পূৰ্ণ তথ্য সংগ্ৰহ কৰা
কোশলটো হ'ল

(1) চোকা লোৱা

Assamese Reading phenomena in language learning ..

(2) বিসেৱণ

(3) সীৰুৰ ভৱণ

(4) চোকা কৰা

107. শ্ৰদ্ধন-কথন মূল্যায়নৰ প্ৰসংগত নিমোনিত কথা-
বৰতাখিনি ডালনৰ পচা। তুমি প্ৰতিজন
ছাত্ৰৰ দক্ষতা কেনে বৰনে মূল্যায়ন কৰিবা ?
শিক্ষক : তোমাৰ প্ৰিয় খেল-হেমলি সম্পর্কে
তোমাৰ এজন বৃৰুৰ লগত কথা পাতা।

ছাত্ৰ 1 : কিয় ? আমি আলোচনা কৰিব
নোৱাৰো মেই ?

ছাত্ৰ 2 : চিক আছে যই তাইৰ লগত
কাৰণিৰ বিষয়ে কথা পাতিৰ পাৰো নে ?

(1) ছাত্ৰ 2 চিক; ছাত্ৰ 1 এ উপযুক্ত সহাবি
দিব পৰা নাই।

(2) ছাত্ৰ 1 চিক; ছাত্ৰ 2 এ উপযুক্ত সহাবি
দিব পৰা নাই।

(3) ছাত্ৰ 1 আৰু ছাত্ৰ 2 - মুঝো সঠিক
সহাবি দিছে।

(4) ছাত্ৰ 1 আৰু ছাত্ৰ 2 - কোনোও সঠিক

(8)

Assamese-II

108. গৱেষণাৰ মতে গচ্ছালিলৈ মাঝলৈ আৰু
নকৰা শিশুৰ পৰিবৰ্তী সময়ত সাৰ্থক পঠন
অভ্যাস পাচি তোলাৰ কাৰণে তলত উপযুক্ত
কৰা ঘৰত কৰা কাঞ্চিমৰ ভিতৰত কোনটো
আতি উপায়ে ?

Assamese Strategies, methods, approaches..

(1) শিশুক শিখ-পদা (nursery rhymes)

মুখ্য কৰণো

(2) পৰিয়ালৰ লোকে গচ্ছালিলৈ বিষয়ে
আলোচনা কৰা

(3) মাক-বাপেকে শিশুক ডাঙৰ ডাঙৰকৈ
পঢ়ি শুনোৱা

(4) মাক-বাপেকে বৰ্ণলো শিকোৱা

109. যেতিয়া ছাত্ৰ-ছাত্ৰীয়ে ডাঙৰ ডাঙৰকৈ পঠোতে
পঠিৰ কোনো শব্দৰ সলনি একে অৰ্থবাচক
আৰু শব্দ পচে তেতিয়া শিক্ষকৰ উপযুক্ত
সহাবি হ'ব -

Assamese Reading phenomena in language learning ..

(1) ছাত্ৰক শব্দটো পুনৰ পাইলৈ দিয়া

(2) ছাত্ৰক পঢ়ি যাবলৈ দিয়া

(3) শুনৰ শব্দটো ডাঙৰকৈ পঢ়ি ছাত্ৰক
শুনোৱা

(9)

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110. কোনো লেখাক অনুৰোধ নকৰি নিজস্ব অৰ্থাৎ
মৌলিক প্ৰকাশ ভঙ্গীৰে লিখাচোক বোৱা
হয় -

Assamese Writing phenomena in language teaching ..

(1) উপন্যাসবন্ধী

(2) সংলাপবন্ধী

(3) সৃজনশীল

(4) প্ৰৱৰণবন্ধী

113. কোনটো মাধ্যমে আটাইটক বেছি শিকন
অভিজ্ঞতাৰ যোগান ধৰে ?

(1) টেলিভিজন, বেড়িয়া
(2) যোৰৰ সহায়ত ছিল প্ৰদৰ্শন
(3) নমুনা আৰু ডালিক
 (4) ছেত-ত্ৰম্প

114. চিনেমা হলত তোমাৰ লিছালো বহা এজন
বাতিয়ে আম্যাভাসত কথা পাতিৰ ধৰিবে।

তুমি তেওঁক কথা পতা বৰ কৰিব খোজা।

(1) ইয়ান ডাঙৰ ডাঙৰকৈ কথা পতা বৰ
কৰিব।

Assamese Speaking Related phenomena ..

(2) প্ৰেক্ষণবৰ্বৰ ভিতৰত আম্যাভা
(mobile) ব্যহাৰ নকৰিব।

(3) আপুনি অনুগ্ৰহ কৰি আম্যাভাৰ ব্যহাৰৰ
পৰা বিবত থাকিব নোৱাৰে নে ?

(4) আপুনি ইয়াত আম্যাভাৰ ব্যহাৰ কৰা
বৰ কৰিব পাৰিব নে ?

115. বাজহৰতা অনুৰোধ জনোৱা লেখা হৈছে

(1) সম্পাদকলৈ চিঠি

(2) জীৱনী আৰু আজৰীৱনী

(3) বিশ্বকোৰ প্ৰক্ৰিয়া

(4) বাতৰি কাকতৰ বিষ্ফুলি, পাঠ্যপুঁথি

P

116. ছাত্ৰ-ছাত্ৰীৰ মাজত স্কুল মনন ক্ষমতা জগাই

তুলিবৰ কাৰণে শিককে তলত উজ্জেৰ কৰা
কোনটো পদক্ষেপ গ্ৰহণ কৰিব পাৰে ?

(1) ছাত্ৰ-ছাত্ৰীক পঠনৰ দিক দৰ্শনৰ নিমিত্তে
কিছুমান প্ৰাক-পঠন প্ৰয়োজন

(2) নিৰ্বাচিত পাঠি বুজি পাব কাৰণে
প্ৰযোজনীয় শব্দালী ছাত্ৰ-ছাত্ৰীক মুখ্য
কৰিবলৈ নি

(3) পঠনৰ মাজতে ছাত্ৰ-ছাত্ৰীক আৰু
জিজ্ঞাসা বা নিজকে প্ৰয় কৰিবৰ
কাৰণে ওকালতি কৰি আৰু আই
দেখুৱাই

(4) ছাত্ৰ-ছাত্ৰীক ইডনে সিজনৰ কাৰণে
বোঝানমূলক প্ৰয় লিখিবৰ সুযোগ নি

(10)

118. যি শিকাই ছাত্ৰ-ছাত্ৰীক পৰিধীখনক ভাল

পাৰেলে, শান্তিপূৰ্ণ ভবিষ্যতৰ কলনা কৰিবলৈ,
আনৰ প্ৰতি দৰবী হ'বলৈ আৰু পৰম্পৰক
ভাল পাৰলৈ উৎসাহিত কৰে দেনে শিক্ষক
বোলা হয় -

(1) দূৰ-সংযোগী

(2) শিক্ষায়তনিক

(3) বৃত্তিমূলী

(4) মূল্যবোধ-প্ৰণাল

119. কোনো এটা পাঠৰ অন্যান্য শব্দৰ মাজত থক
অপৰিচিত শব্দৰ অৰ্থ নিকলণ কৰাটো
কৌশলৰ অন্তৰ্গত

(1) শ্ৰবণ

(2) কথন

(3) পঠন

(4) লিখন

120. যেতিয়া তুমি বাতৰি কাকতত কোনো এটা
বিজ্ঞাপন নিবিড়ভাৱে পচা, তেতিয়া তুমি
প্ৰয়োগ কৰা পঠন লৈ-শৈলটো হ'ল -

(1) গৱীন

(2) সূক্ষ্মভাৱে নিৰীক্ষণ

(3) বিত্তত

(4) সাবোচাৰ

P

116. ছাত্ৰ-ছাত্ৰীৰ মাজত স্কুল মনন ক্ষমতা জগাই

তুলিবৰ কাৰণে শিককে তলত উজ্জেৰ কৰা
কোনটো পদক্ষেপ গ্ৰহণ কৰিব পাৰে ?

(1) ছাত্ৰ-ছাত্ৰীক পঠনৰ দিক দৰ্শনৰ নিমিত্তে
কিছুমান প্ৰাক-পঠন প্ৰয় নি

(2) নিৰ্বাচিত পাঠি বুজি পাব কাৰণে
কৰিবলৈ নি

(3) পঠনৰ মাজতে ছাত্ৰ-ছাত্ৰীক আৰু
জিজ্ঞাসা বা নিজকে প্ৰয় কৰিবৰ
কাৰণে ওকালতি কৰি আৰু আই
দেখুৱাই

(4) ছাত্ৰ-ছাত্ৰীক ইডনে সিজনৰ কাৰণে
বোঝানমূলক প্ৰয় লিখিবৰ সুযোগ নি

(10)

118. যি শিকাই ছাত্ৰ-ছাত্ৰীক পৰিধীখনক ভাল

পাৰেলে, শান্তিপূৰ্ণ ভবিষ্যতৰ কলনা কৰিবলৈ,
আনৰ প্ৰতি দৰবী হ'বলৈ আৰু পৰম্পৰক
ভাল পাৰলৈ উৎসাহিত কৰে দেনে শিক্ষক
বোলা হয় -

(1) দূৰ-সংযোগী

(2) শিক্ষায়তনিক

(3) বৃত্তিমূলী

(4) মূল্যবোধ-প্ৰণাল

119. কোনো এটা পাঠৰ অন্যান্য শব্দৰ মাজত থক
অপৰিচিত শব্দৰ অৰ্থ নিকলণ কৰাটো
কৌশলৰ অন্তৰ্গত

(1) শ্ৰবণ

(2) কথন

(3) পঠন

(4) লিখন

120. যেতিয়া তুমি বাতৰি কাকতত কোনো এটা
বিজ্ঞাপন নিবিড়ভাৱে পচা, তেতিয়া তুমি
প্ৰয়োগ কৰা পঠন লৈ-শৈলটো হ'ল -

(1) গৱীন

(2) সূক্ষ্মভাৱে নিৰীক্ষণ

(3) বিত্তত

(4) সাবোচাৰ

Assamese Language educational terms ..

(2) উপতাৰ

(3) শাস্ত্ৰাদৰ্শ

(4) সুৰ

Assamese Language educational terms ..

(3) কোনো

প্ৰধানৰ প্ৰধান ভাৰ

উপশিৰোনাম

নির্মল : নিচোক্ত গবাংশ ভালদৰে পচা ।
গবাংশৰ ভলত দিয়া নটা প্ৰশ্নৰ (প্ৰশ্ন 121 ব
পৰা 129 লৈ) প্ৰতিটোৱে চাৰিটোকৈ উত্তৰ
যিয়া আছে । তাৰ পৰা অতি উপযুক্ত
উত্তৰটো চিহ্নিত কৰি প্ৰতিটো প্ৰশ্নৰ উত্তৰ
কৰা ।

মোৰ জীৱিতো এইদৰে চৌত পৰিছিল ।
মৈৰ চৌ সমাধা, মোৰ জীৱিতো যি চৌত পৰিছিল,
তাৰ লগত বিজোৱে সেই চৌ লেখত ধৰিবলগীয়া
নহয় । লেখত-সোহকে আদি কৰি ছাঁচা পিশাচে মোক
জীৱনৰ অধিতে লং ধৰিলে, লং ধৰি যিচো প্ৰলয়-
ধূমহা তুলি দিলে, মন-সামৰণত একেৰোৱে তোলপাৰ
লাপি গল । একো একো চৌ হিমালয়-সৰু, তাৰ
গৰ্জন, তাৰ আশ্কাল দৰ্শি জীৱ ভয়ান বিতোত হৈ
পৰিল । চৌৰ বোৰ সিঁ এবাৰ হামুৰিৰ খাই খাই
পৰে, এবাৰ চিঠ হৈ পৰে, এবাৰ সিমৰূলৰ বাগৰি
যায়, এবাৰ ইমৰূলৈ বাগৰি আছে । এইনৰ দিককৰা
পিশাচে-কৈষোটৈ মোৰ শিৰসাগত, নিছলা জীৱিতোক
জুলকি-ভুলুকিকে শিকলে । মই যদি মানুৰ
গোৱাল হংস, এই শিকলি মই কেতিয়াৰ নাপাহৰো ।
সিঁহতৰ কিল, চান্দো, সিঁহতৰ চৰ, খকৰমুকুটি
পাহৰিব লগীয়া বৰু নহয় । সিঁহতৰ মোক কি
নকৰিল । সিঁহতৰ চমতো কোৰ, সিঁহতৰ বা-বাৰৰ
চেপে, ইপুৰুষ কথাকৈ নকৰণ, সিঁহুৰী যে পাহৰিম,
এনে কথাও হ'ব মোৰাবে । উপজিৰৰ দিন ধৰি এই
শামি, উপজিৰৰ দিন ধৰি এই ধূমহা । সামৰৰ পাৰৰ
বালিৰ নিচো । দিন-নিচোই চৌৰ ধূপালনি, মুকলি
বকলালিৰ গৰুৰ নিচো ধূমহাৰৰ মোহৰিণি খাওঁতে
খাওঁতে মোৰ জীৱাৰ লোকল দিলে । জীৱ যায় দেন
পাইছিলো, কিন্তু এনে জীৱ যে সি সেইবোৱে সহিত
জীয়াই আছে । এনেকুৱা ধূমহাত পৰি কৰৰকৈই
ফুৰাওঁকে কিডা ধূৰি সামৰত পৰাও ডাল । সামৰৰ

চৌৰে হয় একেৰোৱে সাঁ কৰে, নাইৰা কোৰাই নি
তোমাক পাৰত লগাই দিয়ে । কিন্তু মন-সামৰণৰ চৌ
জেনে নহয় । ই জীুট নামাৰে, পাৰতো লগাই
নিয়িম, কেৱল 'অ'বগৰা কোৰাই ত'লে দিয়ে আৰু
'ত'বগৰা কোৰাই আ'লৈ আনে । উপজিৰৰ পৰা খং-
ধিয়েল । কপট-কৃষ্ণী আদি নিদৰণকৰা প্ৰতিটোৱে
মনত যে কিমান আসোৰাও-আহকাল, অসুখ-অশ্বাসি
লগাই আছিল তাৰ লেন দিবলৈ টোল । একেৰোৱা
ভৱিষ্যতো, বুজিলৈই ডাল আছিল । কিন্তু
ওপজনত মোৰ হাত নাই । কিন্তু উপজিৰোৱা ক'ব
নোৱাৰো । উপজিৰোৱা উপজিৰোৱেই, অকলশৰে
ওপজাহেইতেনো ইমানখিলি অনুসোচাৰ হেতু
নাথকিলাহেইতেন; মোৰ লগতে আলৈ উজিল সেই
পিশাচ হচ্ছা । সিঁহতৰ মোৰ লগতে ভাঙক-বৰীল
হল । সিঁহতৰ মোতে শিকলে, মোতে বিৰিলে,
মোৰে খায়, মোৰে অবি হয় । ল'বাকাল সিঁহতৰে
মোৰ ওপৰত খিমান উহাহতি কৰিলে দেয়ে জোৰে,
ডেকা কালত আলৈ চাৰি ঘোল চিৰিল । মই সক হৈ
খকত সিঁহতৰ সক আছিল, তেজিয়া সিঁহতৰ বিহ-
ন্দিৎ গজা নাছিল । খৎ আছিল খন্দেকীয়া । হিংসা
মাখোন মুদীয়া, কুৰ্হুট-কপটৰ চৰুইয়ে ফুকুৱা
নাছিল । তেজিয়াও সিঁহতৰ অশান্তি কৰিলিল, কিন্তু
মই আশ্বাত চেলপেটা জোৰৰ নিচোন সেপেট খাই
ধৰা বিৰহ নাছিল । তেজিয়া সিঁহত অকুণ্পোৱা বৈধী,
ভাঙুৰ হানি কৰিব নোৱালিল । সিঁহতৰ শান্তিৰ
ডিতৰত চিকুট-কোহেই সাৰ আছিল । মই
ভৱিষ্যতো মই ডেকা বৰসত সোমালে সিঁহতৰ
উহাহতি অত্যাচাৰ কমি যাৰ । কিন্তু সেইৰা মোৰ
ভুল, মোৰ বৰ আগ্ৰহ দেখি তেওঁ মোক
উত্সাহেৰে সেই ভাগা শিকাইছিল । তেওঁৰ
নিশা মোৰ টোপনি আছে ।

(13)

121. লেখকে 'পিশাচ' বুলি কিহক বুজাইছে ?
 (1) সামৰৰ চৌক
 (2) চেলাপেটা জোৰৰক
 ✓ (3) হচ্ছা বিশুক
 (4) ধূমহাক
122. লেখকক জীৱনো কোনে ধূমহা আনিল ?
 (1) সামৰৰ সমান
 ✓ (2) পৰ্বতৰ সমান
 (3) বৈৰ সমান
 (4) তেনেই সামান্য
123. লেখকৰ জীৱিতো কেনেকুৱা ?
 (1) অতি চঙল
 (2) ভয়াতুৰ
 (3) চৰুৰ
 ✓ (4) অতি সৰল
124. লেখকৰ মতে সামৰৰ চৌ আৰু মনসাগৰৰ
চৌৰ ভিতৰত কোনটো উত্তম ?
 ✓ (1) সামৰৰ চৌ
 (2) মনসাগৰৰ চৌ
 (3) মুয়োটাই
 (4) এটাও নহয়
125. লেখকৰ মতে মানুৰ হাত নাই
 (1) মত্তুত
 ✓ (2) জন্মত
 (3) ধূমহাৰ মোহৰণিত
 (4) সুখ-খুত
126. পাঠটোত ব্যৱহাৰত 'কুৰ্হুট-কপট' শব্দৰ অর্থ
কি ?
 (1) কাঁকিবাড়া
 (2) হাই-উকমি
 (3) হিংসা-ঘৰে
 ✓ (4) আনৰ-অহিত সাধিবলৈ কৰা চিনা
127. লেখকৰ জীৱনলৈ কোনে ধূমহা আনিল ?
 (1) লুকাই-খতাজানে
 (2) হিমালয় পৰ্বতে
 ✓ (3) লোড, মোহ আদি হচ্ছা পিশাচে
 (4) চৰু, কাল আদি কেইটামান ইচ্ছিয়ই
128. বৈৰ চৌ আৰু লেখকৰ জীৱনো চৌৰ
ভিতৰত কোনটো চৌ ভাওৰ ?
 ✓ (1) লেখকৰ জীৱনো চৌ
 (2) বৈৰ চৌ
 (3) মুয়োটা সমান
 (4) মুয়োটাক তুলনা কৰিব নোৱাৰি
129. লেখকৰ জীৱনত ছাঁচা পিশাচক উত্তুলি
কেতিয়া বেছি হৈছে ?
 (1) শৈশৰত
 ✓ (2) ডেকা কালত
 (3) বৰ্ক কালত
 (4) ডেকাকাল আৰু বৰ্ককাল উভয়তে

135. লৈ) প্ৰতিটোৱে চাৰিটোকৈ উত্তৰ দিয়া
আছে । তাৰ পৰা অতি উপযুক্ত উত্তৰটো
চিহ্নিত কৰি প্ৰতিটো প্ৰশ্নৰ উত্তৰ কৰা ।

সেই সময়ত মোৰ দদাইদেও লক্ষণাখ
বকলা শিৰসাগৰত কলেটিভ চিকন্ডাৰ আছিল ।
পিতৃৰ মতুৰ সংসাদ পাই তেওঁ আমাৰ ঘৰলৈ লৈ
আমাৰ পৰিষ্যালৰ সকলোকে শিৰসাগৰলৈ দিলে ।
আৰু চৰকাৰী কাম শিকিবিৰ নিমিত্তে মোক মাহে চাৰি
টকা বেতনত স্বিচ নিযুক্ত কৰিলৈ । তাতে মই
দিতো নিনত কাহাবিত বৰ্গলা লিখিব-পঢ়িবলৈ লিকি
পুৰা-গুলি উৰ্বীৰ শিৰসাগৰীয়া বকলাৰ পঢ়াশালিত
সংস্কৃত পঢ়িবলৈ ধৰিলো । দদাইদেও ইংৰাজী শিক্ষাৰ
আঠ কি ন ভজা মানসিকে সংস্কৃত অনুশীলন কৰা
মোৰ দৈনিক কাৰ্যা আছিল । সকা সময়ত মাহোন
অলগ আজৰি পাইছিলো । তাতে চৌতে খৰ দি
সময়ৰ আগচুলিত খামোচ মাৰি ধৰিছিলো । আৰু
মোৰ সমান বয়সীয়া বৰ্কলিকৰ সাহায্যে, দুই
সজাহামূলৰ ভিতৰত, ইংৰাজী বণ্মোলাৰ ধূমাবিধ
আধৰিবলাকেৰে সৈতে চিনকি হৈছিলো । এলেতে
মোৰ বিদাৰ হ্যন্দ্যাৰ ঘৰনি শিৰসাগৰীয়া বকলাৰ
কাণ ছুলিবে । তেওঁ সেই কথা দদাইদেওক নজনাই
থাকিব লোৱাবিলে । এই সবাদে তেওঁক পানীৰ হাট
পোৱা পকা তেলৰ দেৱ জুলালে । আৰু মোৰ ফল-
পৰি বাকি লৈ পৰ্বলৈ উলাটি আহা আৰু ইংৰাজী

গোপনে তাৰ অডোস কৰা, একে টোল নহয় । মোৰ
মনত এনে এটা ভাৰ হোৱাত এদিন এই ঝোড়ি
ছাহাৰ ঘৰলৈ লৈ এখন ইংৰাজী বণ্মোলাৰ পুৰি
শুজিলো । তাতে তেওঁ বৰ বেঞ্চে মোক এখন পুৰি
নিলে আৰু প্ৰতি দেওয়াৰে তেওঁক মোৰ শিক্ষাৰ
মহলা দিবলৈ ক'লে । ইংৰাজী পুৰি পালো হয়; কিন্তু
তাৰ পঢ়িবলৈ সময় পোৱা শুন কথা নাইল, কয়লো
বাতিপুৰা দহ বজা মানসে সংস্কৃত পচা, পাহে এয়াৰ
বজাত কাহাবিলে লৈ পুৰোবাৰ চাৰি ভজা মানৱপৰা
আঠ কি ন ভজা মানসিকে সংস্কৃত অনুশীলন কৰা
মোৰ দৈনিক কাৰ্যা আছিল । সকা সময়ত মাহোন
অলগ আজৰি পাইছিলো । তাতে চৌতে খৰ দি
সময়ৰ আগচুলিত খামোচ মাৰি ধৰিছিলো । আৰু
মোৰ বিদাৰ হ্যন্দ্যাৰ ঘৰনি শিৰসাগৰীয়া বকলাৰ
আধৰিবলাকেৰে সৈতে চিনকি হৈছিলো । এলেতে
মোৰ বিদাৰ হ্যন্দ্যাৰ ঘৰনি শিৰসাগৰীয়া বকলাৰ
কাণ ছুলিবে । তেওঁ সেই কথা দদাইদেওক নজনাই
থাকিব লোৱাবিলে । এই সবাদে তেওঁক পানীৰ হাট
পোৱা পকা তেলৰ দেৱ জুলালে । আৰু মোৰ ফল-
পৰি বাকি লৈ পৰ্বলৈ উলাটি আহা আৰু ইংৰাজী

(14)

130. লেখকৰ মাহিলী দৰমাহা কিমান আছিল ?
 ✓ (1) মাহে চাৰি টকা
 (2) মাহে পাঁচ টকা
 (3) মাহে চারিশ টকা
 (4) মাহে পাঁচল টকা

(15)

135. লক্ষণাখ বকলাই কি চাকবি কৰিল ?

- (1) জিলাৰ অধিগতি (✓) চিকন্ডাৰ
 (3) কালেটৰ (4) নবিহ

নির্মল : প্ৰতিটো প্ৰয়ৰ ভলত দিয়া বিকৰ
উত্তৰবোৱাৰ মজাৰ পৰা উপযুক্ত উত্তৰ বাচি
লৈ তলত দিয়া প্ৰয়ৰসমূহৰ উত্তৰ দিয়া ।

136. এগৰাকী প্ৰাথমিক বিদালায়ৰ শিক্ষকে ছাত্-
ছাতীৰ প্ৰত্ৰ দক্ষতা কেনকৈ বৃক্ষ কৰিব
পাৰে ?

- ✓ (1) বিশেষ প্ৰত্ৰ কাৰ্যক পৈলিক কাৰ্য
 (2) কোৱা কথাকৈ পুনৰ কৰলৈ দি
 (3) ছাত্-ছাতীৰে কথা কোৱাৰ সময়ত
মনোযোগেৰে প্ৰিন্টেলৈ কৈ
 (4) ছাত্-ছাতীৰে শুনা কথাখিলি ভোকৈক
ভৱিলৈস সঘনাই মনত গেলাই দি

137.

- এগৰাকী শিক্ষকৰ প্ৰেৰিত তিম ভাষা-ভাষী
ছাত্-ছাতীৰ আছে । সিঁহতৰ ওপৰাকি সকাহ
দিবলৈ তেওঁ, তেওঁক মৌখিক বৰ্বোপখনত
শবীৰ অসী-ভৰ্তী প্ৰয়োগ কৰে আৰু কিমান
শব্দত ভোক দিয়ে তেওঁক এই কাৰ্যই তলত
কোনটো দক্ষতা সুচায় ?
- (1) ইন্দ্-স্পন্দন
 (2) প্ৰাপণৰাব
 ✓ (3) কলিন্টনিক সচেলনতা
 (4) বাকাতাহিক আন

P	(16)	Assamese-II
138. অন্যৰ সৈতে সার্থকভাৱে বুজাবুজি আৰু কথোপকথন কৰিবলৈ প্ৰয়োজন হোৱা বুজিবুজি হৈছে - (1). নৈৰক্তিক (2) ভাষাতাতিক (✓) পাৰম্পৰিক (4) বাজিগত	142. উকাবলত অভ্যন্তৰিৰ মিল থকা শব্দৰ এটি যোৰ চিহ্নিত কৰা - (1) ক'ত, ক'ত (2) বিনিত, আহত (3) বিষ, বিহ (4) কাছ, কাট	
139. কেতিয়াৰা শিককে হাতৰ অশুচ সঁাৰিব যোগায়ক শুধুমি কৰি দিয়ে। ইয়াৰ হাৰা শিককে এই কৰা বুজি শোৱাটো প্ৰতিগ্ৰহ কৰে। (✓) হাতৰ নেতৃত্বক আৱেশিক উত্তৰ Assamese Assessment and evaluation দিয়াৰ কৌশল আহৰণ কৰিছে। (2) হাতৰ ভাষাপত কৰিবলৈ হৈছে (3) হাতৰ বিভিন্ন শিকন/নমুনা আয়ুষ কৰিব শোৱিছে। (4) হাতৰ পৌঁছিক কৰিবলৈ সাহিত হৈছে	143. গঠনবাদ হৈছে এনে এটি স্বৰ্য য'ত ছাত্ৰী - (✓) বহিজগতৰ বৰু মেধি শুনি আৰু তাৰ লগত প্ৰতিক্ৰিয়া প্ৰকাশ কৰি বহিজগত সহজে নিজাৰীয়াটকে ধাৰণা আহৰণ কৰে। (2) এনুষ্ঠিমান বিস্তৰ নমুনা অধ্যয়ন কৰি সূসংহত সিকাত প্ৰহন কৰে। (3) শিক্ষকৰ উৎসনি লাভ কৰি নিজৰ স্বৰ্ণ অৱেষণ আৰু প্ৰতিটা কৰাৰ কাৰণে বিবিধ মাধ্যম ব্যৱহাৰ কৰে। (4) নিজাটকে শিঙাগত সহায় মুণ্ডত কৰে আৰু তাৰ হাৰা হাতে কামে কৰা অভিজ্ঞতা আহৰণ কৰে।	
140. যদি হাতৰ শাৰীৰিক, ইন্দ্ৰিয়াভিত্তিক, মানসিক সুস্থিতা বা শিক্ষণ অসমৰ্থক কাৰণে শিক্ষাৰ পৰা লঙ্ঘনাভ আসায় কৰা ক্ষমতা বাহত হয়, তেনেই সেই শিক্ষকে ল'বলনীয়া ব্যৱহাৰ হ'ব (1) নিবাশয় মূলক (2) শ্ৰেণী কক্ষৰ সু পৰিচালনা (3) কলা ডিক্টিক শিকা (✓) বিশেষ প্ৰযোজন সাবেক্ষ শিকা	144. বিভিন্ন ধৰনি শুনি আৰু শব্দৰ প্ৰেৰণ, কল্পতাৰিক তেদ আদি বুজি সিঁহিতৰ মাজত তেন ঠাঁৰৰ কৰিব পৰাটো হ'ল - (1) পঠন কাৰ্যকৰ (2) লিখন কাৰ্যকৰ (✓) শ্ৰবণ কাৰ্যকৰ (4) কথন কাৰ্যকৰ	
141. মূল্যায়নৰ ভিত্তি হৈছে - (✓) মূল্যায়নৰ বিধি নিৰ্দেশনা (2) গ্ৰন্থ অনুসৰি নৱৰ বিভাজন Assamese Assessment and evaluation (3) হাতৰ-সামৰ্থ্যৰ বিষয়ে সাধাৰণ ধাৰণা (4) মূল্যায়নৰ সঞ্চৰণ	P Gazbur 916001708853	

Assamese-II	(17)	P
145. বিশ্ববৰ্তু কেন্দ্ৰিক শিক্ষা প্ৰযোজিত "শিকন" - অভিজ্ঞতা আৰণ্তিত হয় - (1) হাতৰ অনুৰক্তিৰ চৌপাশ (✓) পাঠ্যক্ৰমৰ বিষয়বৰ্তুৰ চৌপাশ (3) শিক্ষকৰ বিষয়ৰ ওপৰত থকা জ্ঞানৰ চৌপাশ (4) সৈকিক প্ৰযুক্তিবিদ্যাৰ চৌপাশ	148. প্ৰদল, কথল, মূল্যায়ন, কাৰ্যৰ সহায়ত তলৰ বাঠালাপটো কেনেকৈ মূল্যায়ন কৰিবা ? শিক্ষক : শিক্ষীৰ বতাহ ইয়াল ধূঁটলী-কুৱলী কিয় ? ছাৱ 1 : ধূৰ সতৰ হোৱা আৰু ধূলিৰ বাবে। Assamese Assessment and evaluation ছাৱ 2 : আমাৰ তাতো, বতাহ ধূঁটলী-কুৱলী (1) হাত 1 : অশুচ সহায়ি হাত 2 : শুক সহায়ি (✓) হাত 1 : শুক সহায়ি হাত 2 : অশুচ সহায়ি (3) হাত 1 : অশুচ সহায়ি হাত 2 : অশুচ সহায়ি (4) হাত 1 : শুক সহায়ি হাত 2 : শুক সহায়ি	
146. শিকাৰৰ প্ৰতিভাৰ সংকেত নিৰ্ণয় কৰাত প্ৰয়ো সহায় কৰে - (1) আই, কিউ (IQ) পৰীক্ষাই (2) ই, কিউ (EQ) পৰীক্ষাই (3) শিক্ষকৰ লগতে মাক-দেউতাকে (✓) হাতৰ একান্তিমে সংকিত বিদ্যালয়ৰ অভিজ্ঞতা	149. পাঠ এটাত 'মূল্য' শব্দই বুজায় - (1) বিশেষ প্ৰসংস্কত শব্দৰ গৰোক্ষ ব্যৱহাৰ (2) শব্দ এটা ব্যৱহাৰ কৰাৰ বছ উপায় Assamese Diction and Vocabulary (3) শব্দ এটাৰ আভিধানিক অৰ্থ (✓) নিৰ্বিট প্ৰসংস্কত শব্দটোৰ গৰোক্ষ	
147. মাধ্যমিক বিদ্যালয়ৰ শিক্ষকে একান্তিক ভাষা শিকাৰ ফলত চাবিৰ বাকবিতে পোৱা সুবিধাৰ ওপৰত আলোকপাত কৰি লিখা প্ৰকল্পাপি ছাত্-ছাতীক দেখুৱায়। এনেধৰনৰ সামৰ্থ্যৈ Assamese Strategies, methods, approaches ছাত্-ছাতীক সহায় কৰে - (1) বিভিন্ন ধৰনৰ ভিত্তিক অনসম্পর্কিত আৰু যোগাযোগ প্ৰযোৱাৰ লক্ষণসমূহ নিৰ্ণয়ত (2) কি পৰিস্থিতিত মানুহে অন্য দেশলৈ সংক্ৰম কৰে, সেই কথা বুজাত (✓) গোলামীয়া সমাজত ভিত্তিক হোৱাৰ সা-সুবিধাৰ বিষয়ে জনাত (4) তেৰেলোক ভাঙৰ হ'লে ক'ত বসবাস কৰিব আৰু কাম কৰিব সেই কথা নিৰ্ণয়ত	150. কেনে হাৰা শিকাই ছাত্-ছাতীক গহনযোগ্য, অৰ্থপূৰ্ণ ডাৰ-বিনিময়ত নিয়োগ কৰাত জোৰ দিয়ে ? (1) ব্যাকৰণ-অনুবাৰ (2) বিভাবিক (✓) ভাৰ-বিনিময় প্ৰধান (4) অনানুষানিক	

CTET Paper-I, Class I-V

Date
28 July,
2013

- Part-I: Child Development ► Part-II: Mathematics ► Part-III: Environment
- Part-IV: Language-I (Hindi) ► Part-V: Language-II (English)

**PART - I:
CHILD DEVELOPMENT**

Directions : Answer the following questions by selecting the most appropriate option.

1. The following three aspects of intelligence are dealt by Sternberg's triarchic theory except
 - (1) componential
 - (2) social
 - (3) Product
 - (4) contextual
2. Howard Gardner's theory of multiple intelligences emphasizes
 - (1) general intelligence
 - (2) common abilities required in school
 - (3) the unique abilities of each individual
 - (4) conditioning skills in students
3. The sounds *th*, *ph*, *ch* are
 - (1) Morphemes
 - (2) Graphemes
 - (3) Lexemes
 - (4) Phonemes
4. In order to avoid gender stereotyping in class, a teacher should
 - (1) try to put both : boys and girls in non-traditional roles.
 - (2) appreciate students' good work by saying 'good girl' or 'good boy'.
 - (3) discourage girls from taking part in wrestling.
 - (4) encourage boys to take risk and be bold
5. Schools should cater to Individual differences to

- (1) narrow the gap between individual students
- (2) even out abilities and performance of students.
- (3) understand why students are able or unable to learn.
- (4) make individual students feel exclusive
6. What kind of support can a school provide to address the individual differences in students ?
 - (1) Follow a child-centered curriculum and provide multiple learning opportunities to students
 - (2) Apply every possible measure to remove the individual differences in students
 - (3) Refer slow learners to special schools
 - (4) Follow same level of curriculum for all students.
7. Continuous and Comprehensive Evaluation emphasizes.
 - (1) continuous testing on a comprehensive scale to ensure learning.
 - (2) how learning can be observed, recorded and improved upon.
 - (3) fine-tuning of tests with the teaching.
 - (4) redundancy of the Board examination environment
8. School Based Assessment
 - (1) Dilutes the accountability of Boards of Education.
 - (2) Hinders achieving Universal National Standards.
 - (3) Helps all students learn more through diagnosis.
 - (4) Makes students and teachers non-serious and casual.
9. "Readiness for learning" refers to
 - (1) general ability level of students
 - (2) present cognitive level of students in the learning continuum
 - (3) satisfying nature of the act of learning
 - (4) Thorndike's Law of Readiness
10. A teacher has some physically challenged children in her class . Which of the following would be appropriate for her to say ?
 - (1) Wheel-chaired bound children may take help of their peers in going to hall.
 - (2) Physically inconvenient children may do an alternative activity in the classroom.
 - (3) Mohan why don't you use your crutches to go to the playground.
 - (4) Polio afflicted children will now present a song.
11. Learning disabilities may occur due to all of the following except.
 - (1) Cerebral dysfunction
 - (2) Emotional disturbance
 - (3) Behavioural disturbance
 - (4) Cultural factors
12. An inclusive school
 - (1) Is committed to improve the learning outcomes of all students irrespective of their capabilities
 - (2) Differentiate between students and sets less challenging achievement targets for specially abled children.

- (3) Committed particularly to improve the learning outcomes of specially able students.
- (4) Decides learning heads of students according to their disability
- 13. Gifted students**
- (1) Need support not ordinarily provided by the school
Concept of Inclusive education and under
 - (2) Can manage their studies without a teacher
 - (3) Can be good models for other students
 - (4) Cannot be learning disabled
- 14. Giftedness is due to**
- (1) Genetic makeup
 - (2) Environmental motivation
Concept of development and its relationship with learning
Concept of inclusive education and under
 - (3) Combination of (1) and (2)
 - (4) Psycho-social factors
- 15. Which of the following is appropriate for environment creating for thinking and learning in children ?**
- (1) Passive listening for long periods of time
 - (2) Home assignments given frequently
 - (3) Individual tasks done by the learners
 - (4) Allowing students to take some decisions about what to learn and how to learn
Basic processes of teaching
Concept of Inclusive education and under
- 16. Learning Disability in motor skills is called**
- (1) Dyspraxia
Concept of Inclusive education and under
 - (2) Dyscalculia
 - (3) Dyslexia
 - (4) Dysphasia
- 17. Learning Disability**
- (1) is a stable state
Concept of Inclusive education and under
 - (2) is a variable state
 - (3) need not impair functioning
 - (4) does not improve with appropriate input
- 18. The following are the steps in the process of problem solving except.**
- (1) Identification of a problem
 - (2) Breaking down the problem into smaller parts
Child as a problem solver and a "scientific investigator"
- (3) Explore possible strategies
- (4) Anticipate outcomes
- 19. A teacher should**
- (1) treat errors committed by students as blunders and take serious note of each error.
 - (2) measure success as the number of times students avoid making mistakes.
Distinction between Assessment for learning
 - (3) not correct students while they're trying to communicate ideas.
 - (4) focus more on lecture giving and provide a foundation for knowledge.
- 20. Seema is desperate to score A+ grade in an examination. As she enters the examination hall and the examination begins, she becomes extremely nervous. Her feet go cold, her heart starts pumping and she is unable to answer properly. The primary reason for this is that.**
- Cognition & Emotions
- (1) she may not be very confident about her preparation
 - (2) she may be thinking excessively about the result of this examination.
 - (3) invigilator teacher on duty may be her class teacher and she is of very strict nature.
 - (4) she may not be able to deal with sudden emotional outburst.
- 21. Which of the following cognitive verbs are used to analyse the information given?**
- Bloom
- (1) Identify
 - (2) Differentiate
 - (3) Classify
 - (4) Describe
- 22. Rajesh is a serious reader. Apart from studying his course books, he often goes to library and reads books on diverse topics. Rajesh does his project even in the lunch break. He does not need prompting by his teachers or parents to study for tests and**
- seems to truly enjoy learning. He can be best described as a(n) _____
- (1) fact-centred learner
 - (2) teacher motivated learner
 - (3) assessment-centered learner
 - (4) intrinsically motivated learner
- 23. Children in pre-primary get satisfaction from being allowed to discover. They become distressed, when they are discouraged. They do so due to their motivation to**
- (1) reduce their ignorance
 - (2) affiliate with the class
 - (3) create disorder in the class
 - (4) exercise their power
- 24. Understanding Human Growth and Development enables a teacher to**
- Principles of the development of children
Concept of Inclusive education and under
- (1) gain control of learners' emotions while teaching.
 - (2) be clear about teaching diverse learners.
 - (3) tell students how they can improve their lives.
 - (4) practice her teaching in an unbiased way.
- 25. Which one of the following is true ?**
- (1) Development and learning are unaffected by socio-cultural contexts.
 - (2) Students learn only in a certain way.
 - (3) Play is significant for cognition and social competence.
 - (4) Questioning by teacher constrains cognitive development.
- 26. Which one of the following is true about the role of heredity and environment in the development of a child ?**
- Influence of Heredity & Environment
- (1) The relative contributions of peers and genes are not additive.
 - (2) Heredity and environment do not operate together.
 - (3) Propensity is related to environment while actual development requires heredity.

- (4) Both heredity and environment contribute 50% each in the development of a child.

27. Socialization is

- (1) Rapport between teacher and taught
- (2) Process of modernization of society
- (3) Adaptation of social norms
- (4) Change in social norms

Gender & Social

28. A PT teacher wants her students to improve fielding in the game of cricket. Which one of the following strategies will best help his students achieve that goal?

- (1) Tell students how important it is for them to learn to field.
- (2) Explain the logic behind good fielding and rate of success.
- (3) Demonstrate fielding while students observe.
- (4) Give students a lot of practice in fielding.

Basic processes of teaching

29. A teacher wishes to help her students to appreciate multiple views of a situation. She provides her students multiple opportunities to debate on this situation in different groups. According to Vygotsky's perspective, her students will _____ various views and develop multiple perspectives of the situation on their own.

Piaget, Kohlberg and Vygotsky

- (1) Internalize
- (2) construct
- (3) operationalize
- (4) rationalize

30. Sita has learned to eat rice and dal with her hand. When she is given dal and rice, she mixes rice and dal and starts eating. She has _____ eating rice and dal into her schema for doing things.

Piaget, Kohlberg and Vygotsky

- (1) Accommodated
- (2) Assimilated
- (3) Appropriated
- (4) Initiated

PART – II : MATHEMATICS

31. Perimeter of a square is 24 cm and length of a rectangle is 8 cm. If the perimeters of the square and the rectangle are equal, then the area (in square cm) of the rectangle is

- | | |
|--------|--------|
| (1) 16 | (2) 24 |
| (3) 32 | (4) 64 |

32. The difference of the place value and the face value of the number 3 in 12345 is

- | | |
|---------|---------|
| (1) 0 | (2) 295 |
| (3) 297 | (4) 305 |

33. Which one of the following is not correct?

- (1) 56.7 kilogram = 5670 grams
 (2) A cube has six faces
 (3) One millimetre = 0.1 cm
 (4) 0.10 is same as 0.1

34. The speed of a boat in a river is 20 km per hour and the speed of another boat is 23 km per hour. They travel in the same direction from the same place at the same time. The distance between the boats after three and half hours is

- | | |
|-----------|-------------|
| (1) 10 km | (2) 10.5 km |
| (3) 11 km | (4) 11.5 km |

35. When 90707 is divided by 9, the remainder is

- | | |
|-------|-------|
| (1) 3 | (2) 5 |
| (3) 6 | (4) 7 |

36. When a fresh fish is dried it becomes $\frac{1}{3}$ of its weight. Sunita buys 1500 kg fresh fish for Rs. 25 per kg and sell them, when dried, for Rs. 80 per kg. How much does she earn?

- | | |
|-----------|-----------|
| (1) 2,500 | (2) 2,700 |
| (3) 3,000 | (4) 3,500 |

37. Look at the following pattern:

$$(9 - 1) \div 8 = 1$$

$$(98 - 2) \div 8 = 12$$

$$(987 - 3) \div 8 = 123$$

$$(9876 - 4) \div 8 = 1234$$

According to this pattern

$$(987654 - 6) \div 8$$

- | | |
|------------|------------|
| (1) 12345 | (2) 123456 |
| (3) 123465 | (4) 123467 |

38. 750 ml juice is filled in one bottle and six such bottles are packed in one carton. The number of cartons needed for 450 litres of juice is

- | | |
|--------|---------|
| (1) 75 | (2) 80 |
| (3) 90 | (4) 100 |

39. Internal length, breadth and depth of a (rectangular) box are 4 cm, 3 cm and 2 cm respectively. How many such boxes are need to pack 8664 centimetre cubes?

- | | |
|--------|---------|
| (1) 75 | (2) 361 |
| (3) 90 | (4) 100 |

40. "Write the equivalent fraction of ()." The above question asked to students of Class IV refers to

- Assessment strategies for maths
- | | |
|-----------------------------|--|
| (1) lower-level demand task | as it required procedural skills only. |
|-----------------------------|--|

(2) lower-level demand task as it is based on memorization only.

(3) higher-level demand task as it is based on procedure with connection.

(4) higher-level demand task as it is based on procedure without connection.

41. Students often make a mistake in comparing the decimal numbers. For example 0.50 is larger than 0.5. The most probable reason for this error is

- | |
|---|
| (1) lack of practice of these types of questions in the class |
|---|

(2) lack of concrete experience of representation of decimal number of number line

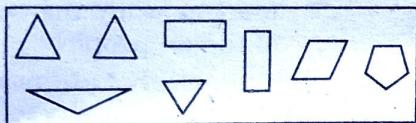
(3) careless attempt by the students

- | |
|---|
| (4) misconception regarding the significance of zero in ordering decimal. |
|---|

42. A teacher prompts the students to prepare. Mathematical journal with the them "Application of Mathematics in Daily life". This activity is

- | |
|---|
| (1) to test the students understanding of Mathematical concepts |
|---|

- (2) to provide opportunity to students share their ideas and knowledge.
- (3) to help students to sense of Mathematics
- (4) to help students to connect Mathematical concepts and its applications and to share their knowledge and ideas.
- 43.** According to Van Hiele level of geometric thought, the five levels are : visualization, analysis, informal deduction, formal deduction and rigour. Some polygons are given to a child of Class III for sorting.



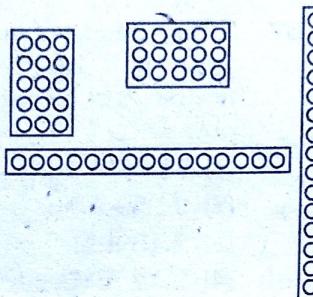
He classified the polygons on the basis of the number of sides. This child is at _____ level of Van-Hiele Geometrical thought.

- (1) Visualization
- (2) Analysis
- (3) Informal deduction
- (4) Formal deduction
- 44.** A child displays difficulty in differentiating between numbers, operations and symbols, two clock hands, different coins etc. This implies that the specific barrier affecting his learning is

- (1) poor verbal, visual, auditory and working memory.
- (2) poor visual processing ability i.e. visual discrimination, spatial organization and visual coordination.
- (3) poor language processing ability i.e. expression, vocabulary and auditory processing.
- (4) poor motor skills, reading and writing skills.

- 45.** NCF 2005 emphasises on Constructivist Approach of learning as it focuses on.
- (1) memorization of definitions and formulae

- (2) submission of regular homework
- (3) active participation of learner through engaging activities.
- (4) effective lecture and instructions by teacher.
- 46.** Following are array diagram using bindis to represent 15.



Teaching learning strategies

The way of representing 15 or any other number in the above manner can be used to teach concept of

- (1) area and commutative property
- (2) commutative property of multiplication, identification of prime and composite numbers, area of rectangle
- (3) representation of a number as product of two numbers, commutative property of multiplication, multiplicative identity, identification of prime and composite numbers, are of rectangle using units quantity.
- (4) representation of a number as product of two numbers, commutative property of multiplication, multiplication identity, identification of prime and composite numbers.

- 47.** Which of the following questions is open-ended ?
- (1) Write the numbers 25, 71, 19, 9, 8, 17, 85 in ascending order.
- (2) Which is more ?

$$\frac{1}{3} \text{ or } \frac{7}{5}$$

- (3) Write any four number greater than 2.7.

- (4) What is 7 more than $\frac{2}{7}$?

- 48.** The most appropriate tool to expose the students of class II to plane figures, dots vertices and edges is

Mathematical tools and tlm..

- (1) Geo-Board

- (2) Nets of 3D solids

- (3) Cubes

- (4) Black-board surface

- 49.** Following is a problem from text book of class V :

"There are 4 poles of measure 105 cm, 215 cm, 150 cm and 235 cm respectively. If they have to be cut into pieces of equal length, what is the maximum length of each piece ?"

This question is asked to :

Teaching learning strategies

- (1) test knowledge of factors and multiples
- (2) check the skill of finding HCF
- (3) enhance problem solving skills using learnt concepts
- (4) give practice of word problems based on HCF and LCM.

- 50.** Following is a problem from text book of class III :

"Which mathematical operation will be used to solve the following problem ? A milkman sold 1410 litres of milk in 10 days. How many litres of milk did he sell in a day ?"

Which competence of Bloom's cognitive domain is referred in the above question ?

Assessment strategies for maths..

- (1) Knowledge
- (2) Comprehension
- (3) Analysis
- (4) Synthesis

- 51.** Rashid is studying in class V. He can classify various types of triangles in different categories but has difficulty in understanding the abstract proof for the sum of there angles in a triangle to be always 180. According to Piaget's Cognitive Theory Rashid is at

- (1) Concrete operational stage
Plaget Kohlberg and Vygotsky
 - (2) Formal operational stage
 - (3) Sensory-motor stage
 - (4) Pre-operational stage
- 52.** According to NCF, 2005

"Developing children's abilities for mathematization is the main goal of mathematics education. The narrow aim of school mathematics is to develop 'useful' capabilities."

Here mathematization refers to develop child's abilities.

- (1) In performing all number operations efficiently including to finding square root and cube root.
math's curriculum and connection
- (2) To formulate Theorems of Geometry and their proofs independently.
- (3) To translate word problems into linear equations.
- (4) To develop the child's resources to think and reason mathematically, to pursue assumptions to their logical conclusion and to handle abstraction.

- 53.** The highlights of a good textbook are that

- A. They contain numerous exercises to give rigorous practice.
 - B. all concepts can be introduced through situations.
math's curriculum and connection
 - C. Only solved examples are included.
 - D. They must be thick and heavy.
- (1) A and B
(2) C and D
(3) A and C
(4) B and D

- 54.** NCF, 2005 emphasises that

- (1) Succeeding in Mathematics should be mandatory for every child.
math's curriculum and connection
- (2) Students should be tested first for their logico-mathematical ability.
- (3) Maths curriculum shall be separate for low achievers.
- (4) Maths shall be taught to selective students.

- 55.** The difference between the smallest common multiple and highest common factor of 5, 10, and 35 is.

- (1) 30
factorisation x
- (2) 35
- (3) 65
- (4) 75

- 56.** The number of factors of 105 is

- (1) 3
factorisation x
- (2) 4
- (3) 6
- (4) 8

- 57.** If the time now is 2.17 P.M., what will be the time ^{time x} 11 hours and 59 minutes from now?

- (1) 11.57 A.M.
- (2) 9 : 59 A.M.
- (3) 2.16 A.M.
Travel & explore
- (4) 2.17 A.M.

- 58.** Number of degrees in three and one half right angles is

- (1) 285
number system x
- (2) 295
- (3) 305
- (4) 315

- 59.** 11 ones + 11 tens + 11 hundreds equals

- (1) 144
number system x
- (2) 1221
- (3) 12321
- (4) 111111

- 60.** The sum of five hundred nine and three thousand twenty eight is

- (1) 3537
number system x
- (2) 3087
- (3) 837
- (4) 387

PART – III : ENVIRONMENT STUDIES

- 61.** The name of the scientist who first peeped into a mosquito stomach and proved that mosquitoes spread malaria and for his research was awarded Nobel Prize in medicine in December, 1902 is

- (1) Charles Darwin
- (2) Gregor Mendel
- (3) George Mistral
- (4) Ronald Ross

- 62.** Rajat said to his friend, "I cannot play because I am down with fever. I pass through a cycle of shivering, fever and headache and finally sweating. After my blood test doctor prescribed me a bitter medicine". Rajat might be suffering from.

- (1) Typhoid

- (2) Diarrhoea**

Microorganisms: Friend and

- (3) Cholera**

- (4) Malaria**

- 63.** Who was Al-Biruni ?

- (1) A Qutabshahi Sultan who ruled our country for about 40 years.

- (2) A trader from Afghanistan who came to study the dryfruit markets of our country.

- (3) A traveller from Uzbekistan who wrote a book which is helpful to know the past of our country.

- (4) A traveller who travelled from Kashmir to Kanyakumari to study the culture of Indian people.

- 64.** The animals that are awake at night can see objects

- (1) in all colours

- (2) only in black and white colours

- (3) in green colour only

- (4) in red colour only

- 65.** Select the correct statements about elephant herd :

- A. An elephant herd has mainly females and baby elephants upto 14-15 years odd.

- B. An elephant herd comprised members of a particular family.

- C. The oldest female is the leader of the herd.

- D. An elephant herd may accommodate any number of female elephant and the young ones.

- (1) A and B (2) A and C

- (3) B and D (4) C and D

- 66.** Inside the petals, in the middle of a flower we find a thin powdery structure, called

- Crop Production and Management, Nutrition

- (1) Anther (2) Pollen

- (3) Radicle (4) Stigma

- 67.** If you go to Ahmedabad (Gujarat) by train, then at Ahmedabad railway station you will find that most of the vendors are selling.

- Culture

- (1) Dhokla with chutney and lemon rice

- (2) Chholay-bhature and lassi
 (3) Idli-chutney and Vada-Chutney
 (4) Puri-shaak and thanda boodh
- 68.** The birds move their neck very often because
 (1) they can fly
 (2) the birds eye are fixed
 (3) the birds have small eyes
 (4) their ears are covered with feathers.
- 69.** After diagnosis a doctor says to a patient that there is less haemoglobin in his blood. Which of the following should he eat to make up the deficiency of iron?
 (1) Rice, sugar, amla
 (2) Green, leafy vegetables, wheat, orange
 (3) Jaggery, lemon, pea
 (4) Amla, green leafy vegetables, jaggery
- 70.** National Curriculum Framework, 2005 strongly recommends that teaching of EVS at primary stage should primarily aim at
 (1) developing understanding of basic concepts of the subject
 (2) memorizing basic principles of the subject
 (3) linking classroom learning to life outside the school
 (4) acquiring skills to carry out experiments independently.
- 71.** Which one of the following is not consistent with the requirements of EVS curriculum at primary stage?
 (1) It should equip the learners with knowledge and skills to enter the world of work.
 (2) It should inculcate in learners a concern for environment.
 (3) It should engage learners in acquiring methods and processes leading to generation of new knowledge.
- (4) It should suit cognitive level of the learners.
- 72.** Higher priority and space has been given in NCERT textbooks on EVS to
 (1) explain basic concepts of the subject
 (2) provide opportunities to learners for contemplation and wondering
 (3) provide exact definitions of technical terms.
 (4) include large number of practice questions.
- 73.** Which one of the following is not an objective of including poems and stories in EVS textbooks?
 (1) To develop interest in the subject
 (2) To have a change in routine and monotonous content
 (3) to provide fun and enjoyment for learners.
 (4) To promote imaginative and creative ability in the learners.
- 74.** Good EVS curriculum should be 'true to the child, true to life and true to the subject'. Which of the following characteristics of a curriculum does not meet the above requirements?
 (1) It promotes the value of freedom from fear and prejudice.
 (2) It requires the learner to view the subject as a social enterprise.
 (3) It emphasises more on processes of teaching and learning
 (4) It emphasizes more on terms and definitions.
- 75.** Nalini wants to introduce the topic on 'Animals-our friends' to Class III students. In order to introduce the topic more interestingly, the best teaching strategy would be to
 (1) use a chart showing pictures of different animals
 (2) draw pictures of different animals on the blackboard
- (3) show a video film on animals and their usefulness**
Concepts, approaches and Learning strategies, TLM.
 (4) ask the students to see pictures of animals given in the textbook.
- 76.** Class V, NCERT-EVS textbooks include a section 'what we have learnt' in the end of every chapter. It is suggested that answer to questions included in this section should not be assessed in terms of right or wrong. This shift has been done because.
 (1) children cannot write correct answers at this stage.
 (2) it enhances convenience to teachers in assessment.
 (3) it helps the teacher to known how children are learning.
 (4) it reduces subjectivity in assessment.
- 77.** Experimenting, Exploring, Investigating and Questioning constitute essential elements of active learning of EVS. A teacher arranges the following activities related to the concept of 'Food we should eat'.
 (1) Draws the diagrams of all such foods on the blackboard.
 (2) Gives examples of different foods and essential components of each food.
 (3) Asks students to collect related information from all possible sources.
 (4) Shows a video on the topic.
- Which one of the above four activities satisfy the condition for active learning?
- 78.** While teaching the topic on 'Air is everywhere' to Class IV students, Gitika plans to perform the following activities:
 (1) Take the students to a field trip.
 (2) Explain the concept through specific examples.
 (3) Use multimedia capsule to explain the concept.
 (4) Ask probing questions related to the topic.

- Which one of the above proposed activities is not relevant for teaching of the topic effectively?
- 79.** The section on 'Do this and find out' included in different topic in EVS textbooks aim at
 (1) providing direct hands-on experiences.
 (2) improving performance in examination.
 (3) learning definitions of scientific terms
 (4) keeping the students engaged at home.
- 80.** A good assignment in EVS should primarily aim at
 (1) revise the lesson for effective learning
 (2) ensure better utilization of time
 (3) keep the students engaged and disciplined.
 (4) provide extended learning opportunities.
- 81.** As an EVS teacher, the major objective of organizing a field trip to a zoo should be.
 (1) to provide fun and enjoyment to students.
 (2) to have a change in monotony of routine teaching schedule
 (3) to provide active learning experience to students.
 (4) to satisfy parents on quality of education.
- 82.** Which one of the following is not an objective of study of EVS in relation to Social Sciences?
 (1) It should enable children to question the existing ideas and practices.
 (2) It should enable children to grow up as responsible member of society.
 (3) It should enable children to respect differences of cultural practices.
 (4) It should enable children to learn correct definition of key terms.
- 83.** Kavita wants to emphasise more on social issues like poverty, Illiteracy and inequalities in an EVS class. Which one of the following learning experiences will be more effective to achieve this objective?
 (1) Organising special lectures on related issues.
 (2) Asking the students to prepare charts on related social issues.
 (3) Asking the students to undertake group projects to collect and analyse related information.
 (4) Asking the students to write slogans on related issues.
- 84.** Formative Assessment in EVS at primary stage does not include
 (1) identification of learning gaps of students.
 (2) identification of deficiencies in teaching.
 (3) enhancement of students learning.
 (4) grading and ranking of students.
- 85.** Give below are some human activities:
 A. Digging of mines
 B. Constructing dams
 C. Collection of leaves and herbs to sell them in the market.
 D. Weaving baskets from bamboo.
 E. Making leaf plates out of fallen leaves.
- The activities responsible for the disappearance of forests is/are
 (1) Only A
 (2) A and B both
 (3) A, B and C
 (4) B, C, D and E
- 86.** Select correct statements about Bronze:
 A. Bronze is an element like iron, silver and gold
 B. Bronze is made on melting copper and tin
- C. Bronze is very strong and is used in making cannons and statues.
 D. The utensils made of Bronze are lighter and stronger than that of aluminium.
 (1) B and C (2) C and D
 (3) D and A (4) A and C
- 87.** A person living in Gandhidham (Gujarat) wants to visit first Bhopal (Madhya Pradesh) and then Hyderabad (Andhra Pradesh). The directions of his journey will be
 (1) First towards East and then towards South
 (2) First towards West and then towards South
 (3) First towards South and then towards West
 (4) First towards South and then towards East
- 88.** On a city map it was mentioned {Scale 1 cm = 110 metres}. If the distance between two localities on the map is 15 cm, then the actual distance between the two localities is
 (1) 1165 centimetres
 (2) 1100 metres
 (3) 1500 metres
 (4) 1.65 kilometres
- 89.** Mount Everest is a part of
 (1) India (2) Tibet
 (3) Nepal (4) Myanmar
- 90.** Study the following duties/responsibilities :
 A. Help others in carrying their bags.
 B. Let the group follow you and keep at the front.
 C. Ask those to stay back who cannot climb properly.
 D. Look after those who are not well and arrange food for the group.
 E. Find a good place to stop and rest.
- Which of the above are the responsibilities of a group leader in mountaineering ?
- (1) A, B and C
 (2) B, C and D
 (3) C, D and E
 (4) A, D and E

remained stationary, the fourth finger and with it the wing, could only turn upward in an extended inverted V-shape alongside of the animal's body. Both the pterosaurs and the birds have hollow bones, a feature that represents a saving in weight. In the birds, however, these bones are reinforced more massively by internal struts.

Although scales typically cover reptiles, the pterosaurs probably had hairy coats. The recent discovery of a pterosaur specimen covered in long, dense and relatively thick hair-like fossil material was the first clear evidence that this reasoning was correct. Efforts to explain how the pterosaurs became air-borne have led to suggestions that they launched themselves by jumping from cliffs, by dropping from trees or even by rising into light winds from the crests of waves.

121. The pterosaurs flew by

- (1) momentum gained by running
- (2) jumping off a mountain ledge
- (3) pushed by wind before take off
- (4) jumping upwards with force

122. A synonym for 'compressed' from the passage is

- (1) strut (2) launch
- (3) dense (4) light

123. The opposite of controversial is

- (1) undisputed
- (2) questionable
- (3) uncertain
- (4) debatable

124. It can be understood from the passage that scientists believe that the

- (1) pterosaurs walked on all fours
- (2) large wings help pterosaurs to fly great distances
- (3) hollow bones showed they evolved from bats
- (4) fossil remains explain how they flew

125. The skeleton of a pterosaur can be distinguished from a bird's by the

- (1) anatomy of its wing span
- (2) size of its wing span
- (3) presence of hollow bones
- (4) hook-like projections at the hind feet

126. Which is the characteristic of pterosaur?

- (1) Lived mostly in the forest
- (2) They hung upside down like bats before flight
- (3) Flew to capture prey
- (4) Unable to fold their wing fully at rest

127. The elongated finger in the supported the outstretched wings.

- (1) Neither (2) pterosaurs
- (3) birds (4) 2 and 3

128. The body of the pterosaurs was covered with

- (1) smooth skin
- (2) feathers
- (3) scales
- (4) fur

129. Fossils often left scientists in doubt about the pterosaur and

- (1) their shape and gender
- (2) ever existed at all
- (3) how many lived at that period
- (4) their size and weight

Directions (130-135) : Read the given passage and answers the questions that follow by selecting the most appropriate option.

A man found a cocoon of a butterfly. One day a small opening appeared. He sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then, it seemed to stop making any progress. It appeared as if it had got as far as it could, and it could go no further. So, the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily. But it had a swollen body and small shriveled wings. The man continued to watch the butterfly because he expected that,

at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time.

Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly. What the man in his kindness and haste, did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were God's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

130. The writer's message in his/her essay is about

- (1) needless struggles in life
- (2) not to have any problems
- (3) need for struggles in life
- (4) escape pain at any cost

131. The essay is in the form.

- (1) argumentative
- (2) factual
- (3) descriptive
- (4) discursive

132. A man noticed that the

- (1) butterfly was emerging
- (2) butterfly was hidden
- (3) cocoon was growing
- (4) cocoon was moving

133. The man's first instinct was to

- (1) keep watching
- (2) leave the cocoon alone
- (3) help the butterfly
- (4) leave the butterfly alone

134. The natural process would have made the wings of the butterfly

- (1) unfold and remain stiff
- (2) unfold and stretch out
- (3) fold up and remain snug
- (4) half open and snug against the body

135. A word that means 'to make or become withered' is

- (1) shrivelled (2) moistened
- (3) folded (4) wasted

Directions (136-150) : Answer the following questions by selecting the most appropriate option.

136. A 'listening stimulus'

- (1) enables students to discuss a set of criteria which they prioritise to complete and present a task
- (2) presents input to separate groups of students who gather again to share what they listened
- (3) presents an information gap activity such as giving directions
- (4) is listening to a good commentary to review it

137. The 'interactional routine' during speaking assessment includes a

- (1) comparing two or more objects/places/events for the assessor
- (2) negotiating meanings, taking turns and allowing others to take turns.
- (3) describing one's school or its environs informally
- (4) 'telephone' conversation with another

138. Retrieval skills in writing are

- (1) organising information while reading/listening
- (2) note making and note taking
- (3) diagramming and summarising
- (4) abilities to do extensive reference work

139. 'Awareness raising' grammar games encourage students to

- (1) use learnt structures to communicate with one another about a given theme
- (2) think consciously about the structures they have learnt
- (3) collaborate in completing a given activity
- (4) engage and feel about human relationships while the teacher controls the structures

140. Language acquisition

- (1) is a technique intended to simulate the environment in which children learn their native language

(2) is the memorisation and use of necessary vocabulary

(3) involves a systematic approach to the analysis and comprehension of grammar as well as to the memorisation of vocabulary

(4) refers to the process of learning a native or a second language because of the innate capacity of the human brain

141. Noam Chomsky's reference to 'deep structures' means a

- (1) universal grammar underlying all languages and corresponding to an innate capacity of the human brain
- (2) hidden set of grammatical rules learnt through intensive study
- (3) transformational grammar that has led in turn to increased interest in comparative linguistics
- (4) a trend that English is the most common auxiliary language in the world

142. The 'bottom up model' of curriculum is one where

- (1) a need-based distance education with indirect influence on students
- (2) learning is based on a set of software to make curriculum more learner friendly
- (3) the curriculum allows freedom for student mobility with increased choice of curricular activity and encourages learning by doing
- (4) the learning process is geared towards career orientation

143. The Humanistic Approach is specifically tuned to the

- (1) process where sequence is taught alongwith how to present the related contents
- (2) mastery of academic disciplines with all their characteristic features
- (3) application of learnt structure, content, concepts, and principals to new situations

(4) processes that enable students to discover structures for themselves

144. A 'special needs language classroom' ideally

- (1) has extra teachers to help regular teachers
- (2) exclusively furnished
- (3) located separately
- (4) integrates all types of learners

145. One of the challenges of 'Behaviour Management' in a senior class is ...

- (1) teachers' lack of self confidence
- (2) students' readiness to use the smart board
- (3) student's lack of self study skills
- (4) teachers' preference to conduct group rather than individual work

146. To inculcate a 'Never Give Up Attitude', a suitable activity is the one when students

- (1) managed to get the Principal's permission to go out and play during the English period
- (2) sang two popular songs and exhibited some of their art and craft works during the parent-teacher meet
- (3) make modifications to their paper planes and test themselves again, experimented with the best way to get them to go the distance and share their findings.
- (4) in groups created graphs about the difficult situations that students have had to face in life

147. Assessing reading at class VII, can be done most effectively through a

- (1) writing a 50 word book/text review as a small project.
- (2) spoken quiz based on the meanings of words and expressions

- (3) written test based on the characters and events in the story/text
 (4) an oral interview to find out how much they have read
- 148.** Curriculum development follows the following **sequence**
- (1) Formulation of objectives, assessment of needs, evaluation, selection of texts/learning experiences
 - (2) Formulation of objectives, assessment of needs, selection of texts/learning experiences, evaluation
 - (3) Selection of texts/learning experiences, assessment of needs, formulation of objectives, evaluation
 - (4) **Assessment of needs, formulation of objectives, selection of texts/learning experiences, evaluation**
- 149.** The learning experiences that offer a vicarious experience to learners are
- (1) field trips, observations
 - (2) real objects and specimens
 - (3) abstract words, case study
 - (4) **display boards, film clips**
- 150.** In Computer Aided Instruction (CAI), the 'simulation mode' is where learners
- (1) get problems which are solved by a process for trial and error
 - (2) **experience real life systems and phenomena**
 - (3) receive bits of information followed by questions with immediate feedback
 - (4) a series of exercises with repetition practice

Short Answer

PART - I : CHILD DEVELOPMENT

1. (2)	2. (3)	3. (4)	4. (1)
5. (3)	6. (1)	7. (2)	8. (3)
9. (2)	10. (3)	11. (4)	12. (1)
13. (1)	14. (3)	15. (4)	16. (1)
17. (3)	18. (2)	19. (3)	20. (4)
21. (2)	22. (4)	23. (1)	24. (2)
25. (3)	26. (1)	27. (3)	28. (4)
29. (1)	30. (2)		

PART - II : MATHEMATICS

31. (3)	32. (3)	33. (1)	34. (2)
35. (2)	36. (1)	37. (2)	38. (4)
39. (2)	40. (1)	41. (4)	42. (4)
43. (1)	44. (2)	45. (3)	46. (2)
47. (3)	48. (1)	49. (3)	50. (3)
51. (1)	52. (4)	53. (1)	54. (1)
55. (3)	56. (4)	57. (3)	58. (4)
59. (2)	60. (1)		

PART - III : ENVIRONMENT STUDIES

61. (4)	62. (4)	63. (3)	64. (2)
65. (2)	66. (2)	67. (1)	68. (2)
69. (4)	70. (3)	71. (1)	72. (2)
73. (2)	74. (4)	75. (3)	76. (3)
77. (3)	78. (1)	79. (1)	80. (4)
81. (3)	82. (4)	83. (3)	84. (4)
85. (2)	86. (1)	87. (1)	88. (4)
89. (3)	90. (4)		

PART - IV : LANGUAGE-I (HINDI)

91. (2)	92. (3)	93. (3)	94. (4)
95. (3)	96. (4)	97. (3)	98. (1)
99. (2)	100. (4)	101. (3)	102. (4)
103. (4)	104. (1)	105. (2)	106. (3)
107. (3)	108. (4)	109. (1)	110. (4)
111. (3)	112. (1)	113. (1)	114. (4)
115. (3)	116. (4)	117. (2)	118. (3)
119. (1)	120. (1)		

PART - V: LANGUAGE-II (ENGLISH)

121. (2)	122. (3)	123. (1)	124. (2)
125. (1)	126. (4)	127. (2)	128. (4)
129. (4)	130. (3)	131. (4)	132. (1)
133. (3)	134. (2)	135. (1)	136. (3)
137. (2)	138. (3)	139. (2)	140. (4)
141. (1)	142. (3)	143. (4)	144. (4)
145. (1)	146. (3)	147. (1)	148. (4)
149. (4)	150. (2)		

Explanation

PART-I : CHILD DEVELOPMENT

1. (2) Except social the remaining three aspects of intelligence are dealt by Sternberg's Triarchic Theory as the componential, product and contextual.
2. (3) Howard Gardner's theory of multiple intelligence emphasizes the unique abilities of each individual

3. (4) The sounds th, ph, ch are Phonemes. A phoneme is a sound or a group of different sounds perceived to have the same function by speakers of the language or dialect in question. An example is the English phoneme /k/, which occurs in words such as cat, kit, scat, and skit.

4. (1) In order to avoid gender stereotyping in class, a teacher should try to put both boys and girls in non-traditional roles means progressive and work based approach for scientific thinking.

5. (3) Schools should cater to individual differences to understand why students are able or unable to learn based on cast, creed, sex attitude, intelligence, motivation etc.

6. (1) Follow a child-centered curriculum and provide multiple learning opportunities to students kind of support can a school provide to address the individual differences in students. Child-Centred Curriculum means children take command of their own learning. Teachers are there to provide support and facilitate the child's learning but children determine the direction of their own learning following their natural curiosities, interests and passions.

7. (2) Continuous and Comprehensive Evaluation emphasizes, how learning can be observed, recorded and improved upon.

Multiple formative assessment lead to the process of comprehensive and continuous assessment.

8. (3) School Based Assessment Helps all students learn more through diagnosis.
School based assessment consist of curricular, co-curricular and extracurricular activities categorised into formative and summative assessment.

9. (2) "Readiness for learning" refers to Present cognitive level of students in the learning continuum.

A

নির্মিশ : নিম্নোক্ত গদাংশ ভালবারে গচা। গদাংশৰ তলত দিয়া নঠা প্ৰসৱ (প্ৰস ১১ বৰ পৰা ১১ লৈ) প্ৰতিটোৱে চাৰিটকে উতৰ দিয়া আছে। তাৰ পৰা অতি উপযুক্ত উতৰটো টিকিত কৰি প্ৰতিটো প্ৰসৱ উতৰ কৰা।

গদাংশৰ তলত দিয়া ছাঁটা প্ৰসৱ (প্ৰস ১০০ বৰ পৰা ১০৫ লৈ) প্ৰতিটোৱে চাৰিটকে উতৰ দিয়া আছে। তাৰ পৰা অতি উপযুক্ত উতৰটো টিকিত কৰি প্ৰতিটো প্ৰসৱ উতৰ কৰা।

আৰো চাৰি কাৰ্য শব্দত সাবলৈ

শুণা মেঁতে তাৰ সেখে।

আৰোশত মেঁয়ে যতকে আছিল

চোলিল তাক প্ৰথমে।

যত জীৱ-জীৱ সহজে আছিল

যোৰ বাবিলৰ পদে।

শৰৎকালত তৰল বিৰলে

বাঞ্ছিল ইছা সুন্দে।।

পুৰিৰ সমে কৰ্ম ওভিল

তৈ গৈল পথ সুলে।।

যত জলমানে সনে ঝুছ তৈল

শৰতে হিল সল।।

100. শৰৎকালে সাধন কৰা ছিলীয় কাৰ্য হৈছে -

(1) পানী তৰাং কৰিলে

(2) পানী নিমল কৰিলে

(3) আৰোশৰ মেঁয়োৰে আঁতৰালে

(4) বোকা ওচালে

101. পুৰিৰ পৰা বোকা কোনে ওচালে ?

(1) বাৰিঘাকালে

(2) জীৱ-জীৱৰে

(3) শৰৎকালে

(4) আৰোশৰ মেঁয়ে

102. 'কৰ্ম' শব্দ আৰ্থ হৈছে -

(1) শৰৎ (2) বোকা

(3) বাৰিলা (4) দেয়

103. শৰৎকালে সাধন কৰা তুঁটীয় কাৰ্য হৈছে -

(1) পানী তৰাং কৰিলে

(2) পানী নিমল কৰিলে

(3) আৰোশৰ মেঁয়োৰে আঁতৰালে

(4) বোকা ওচালে

104. শৰৎকালে সাধন কৰা প্ৰথম কাৰ্য হৈছে -

(1) পানী নিমল কৰিলে

(2) আৰোশৰ মেঁয়োৰে আঁতৰালে

(3) বোকা ওচালে

(4) জীৱ-জীৱক বস্তা কৰিলে

105. বাৰিঘাকালত জীৱ-জীৱৰে কেনকে

আছিল ?

(1) আনন্দমেঁয়ে (2) সৌভূজিনামুৰি

(3) পথ-দাতিত (4) সঞ্জটত

Assamese-I

নির্মিশ : আইইউকে উপযুক্ত উতৰ দিবচন কৰি শৰ্পেৰ প্ৰশ়াৰোৰে উতৰ কৰা।

106. পঠনৰ সময়ত তলত উজ্জেৰ কৰা কোনটো পদে বাকাত ব্যৱহৃত কোনো বিশেষ শব্দ পৃষ্ঠিত কৰে ?

Assamese grammar concept intigration ..

(1) দিয়া বিশেষণ

(2) সৰ্বনাম

(3) সংজ্ঞাবাকচ বিশেষ্য

(4) খণ্ড-বাক্য সম্পৰ্ক ক্রিয়া

107. তলৰ কোনটো বাক শুক ? (সংকেত : বাছখন ধৰিবলৈ কোন দৈবিকে সেই বিশেষ ভাবা)

(1) বাছখন ধৰিবলৈ দৈবাদৈবি কৰোতে, বুঢ়া মানুজনে পিছল খালে আৰু পৰি

Assamগলি | Immar concept intigration ..

Assamese Speaking Related phenomena ..

(2) বাছখন ধৰিবলৈ দৈবাদৈবি কৰোতে,

বুঢ়া মানুজনে জেপত ধৰা সক

মোলাখন পৰি প'ল

(3) বাছখন ধৰিবলৈ দৈবাদৈবি কৰোতে,

বুঢ়া মানুজনে মুখন ধৰামে প্ৰ

হ'ল

(4) বাছখন ধৰিবলৈ দৈবাদৈবি কৰোতে,

বুঢ়া মানুজনে বৰ্ণিত বয়স অডিমিশ

অকল হ'ল।

108. তলৰ কোনটো বক্তাৰ বাহিৰে বাসী সকলো

বক্তাৰই প্ৰকল আচৰণৰ বৰ্ণনা সূচক ?

(1) সংস্কৃত প্ৰাণৰ বক্তাৰ কাৰ্য পৰি ধাৰণা

নিয়ে

Assamese Listening phenomena in language ..

(2) মানুজ নিচৰণ কৰি শৰ্পিলৈ শিকে

আৰু আলকি আৰাকাশিকতক বোধ

কৰিবও পাৰে

(3) এগৰাকী ভাল প্ৰোতা হোৱাৰ সকলতা

শাখাবৰ্তীক ভাবে হ'ল, কোনো

প্ৰশিক্ষণৰ জৰিয়তে নহয়

(4) শুন হৈছে সকলো যোগাযোগৰ এক-

অকাৰণ

109. 'দাহ' শব্দটোৱে উচ্চাৰণ শিকোৱাৰ সময়ত

তুমি -

(1) হাত-হাতীক বিকৰ হিচাপে আসমীয়া

ভাবাৰ সদৃশ শব্দৰ বাবহাৰ কৰিবলৈ

উৎপাদিত কৰিবা। | Vocabulary ..

Assamese Speaking Related phenomena ..

(2) ইয়াৰ অৰ্থ বিচাৰি প্ৰশ্নীত নিবা।

(3) উচ্চাৰণৰ নিয়ম ধৰা অভিযান বাবহাৰ

কৰিবা আৰু শব্দটো শুনকৈ উচ্চাৰণ

কৰি হাত-হাতীক শৰ্পিলৈ কৰা।

(4) এইটো বিদ্যমী শব্দ শুলি হাত-হাতীক

কৰা।

A

96. অপৰাহ্নে কৰকা দান কৰিবলৈ কোনে সিনেৰে

কৰিবে ?

(1) ভগৱান

(2) দেৱতাৰসকলে

(3) ভট্টৰ কাৰতিয়ে

(4) সংস্কৃত আলংকাৰিক সকলে

97. 'বৎকাৰাসমূহ' কলকাটকে আধ্যাত হিচাপে বেহি মনোৰম' বুলি মনুৰ কৰা বাকিপৰাকী হৈছে -

(1) বৎকাৰাব কচক

(2) টোজেভিৰ প্ৰশেতা

(3) ভট্টৰ বাণীকাত কাৰতি

(4) ঈশ্বৰৰ ভক্ত

98. সোক-চিতৰ প্ৰতি হৈছে -

(1) বাতৰ-কৰাব প্ৰতে নোহোৱা

(2) গণ-চিতৰ আকৰ্ষক

(3) টোনা বহুল

(4) শিশুৰ মৰে সকলে আৰু সহজ-বিশ্বাসী

99. বৎকাৰাসমূহ কৰা হৈছিল -

(1) বৰ্ম প্ৰাচাৰ কৰে

(2) গণ-চিতৰ উতৰ দিয়ে

(3) সহিতা সৃষ্টিৰ উত্তেশনাৰে

(4) উত্তেশন বিশিষ্ট ভাবে

100. বৎকাৰাসমূহ কৰা হৈছিল -

(1) বৰ্ম প্ৰাচাৰ কৰে

(2) গণ-চিতৰ উতৰ দিয়ে

(3) সহিতা সৃষ্টিৰ উত্তেশনাৰে

(4) উত্তেশন বিশিষ্ট ভাবে

A
110. সিরোস, অধ্যায় শীর্ষ আৰু মৃশামান তথ্যাৰ ওপৰত ভিত্তি কৰি গোটোৱা বিষয় সমৰকে তাৰা। প্ৰয়োজনীয় বুলি তোৱা বিষয়ৰ ওপৰত টোকাৰ লিখা।
 Language educational terms
 এই পত্ৰৰ কাণ্ঠটোৱাৰহত প্ৰণালী হৈছে -

- (1) মৃশামান কৰি তোলা
- (2) শব্দ আৰু শব্দ
- (3) পূৰ্ব জ্ঞানৰ ব্যৱহাৰ
- (4) অনুমান

111. হোটেল এখনৰ তলৰ যোৱাকোণ্টো অধ্যয়ন কৰা। কোনটোৱা শাৰীৰ বা শাৰীৰোৱত ডুল আছে বিচাৰি উলিওৱা।

গৰুম, মচলামুক্ত থামা উপগোপ কৰক।
 Assamese Speaking Related phenomena ..

আৰু তাৰা চকোটো বিস্তুৰ সোৱাম লওক।

সোৱাম লৱলৈ ইমানযোৱেৰ ভাল আছে।

- (1) শাৰীৰ ১ আৰু ২
- (2) শাৰীৰ ১
- (3) শাৰীৰ ১ আৰু ৩
- (4) শাৰীৰ ৩

Assamese-I
114. হাত-হাতীএ গৰাটীৰ 'বিশেষ সৈকিক আসক্তি' - এ (Specific Academic Aptitudes) -
 (1) অনাবকৃতি বা কোওয়াৱা সাধাৰণ সহিত উৎপন্ন কৰে

- (2) অনাই আহপ কৰা দক্ষতা আৰু সক্ষমতাৰ শীকৃতি মিয়ে
- (3) দক্ষ শৰীৰৰ গঠন কৰে
- (4) নিজৰ কণ থকা বিষয়ত দীপ্তিশীল মনোযোগ

115. পূৰ্ব অভিজ্ঞাতাৰ ওপৰত নিৰ্ভৰশীল ভাষা অসমীয়া ভাষা বিনিময় প্ৰণালীৰ কোৱা হয় -
 (1) ধৰণৰ সক্ষাৎকাৰ
 Assamese language educational terms ..

- (2) পূৰ্ব সিকুন্দ-অভিজ্ঞাতাৰ স্বান্বাতৰ
- (3) প্ৰশ্ন কৰা বৌলুল
- (4) চাকুক প্ৰদল্লি

116. দক্ষতা বিকাশৰ থাবে মগজুন্সক্যিৰ কৰণ (simulation) পদ্ধতি ব্যৱহাৰ কৰা শিক্ষক প্ৰশিক্ষণ হৈছে -
 (1) পদ্ধতি আৰু প্ৰযুক্তি কৰন
 Strategies, methods, approaches..

- (2) হাতে-কামে স্বেচ্ছাই দিয়া ভিত্তিত প্ৰশিক্ষণ
- (3) সূচ শিক্ষণ
- (4) বকলতাৰ চোকা প্ৰযুক্তি কৰন।

(8)	Assamese-I
	<p>112. উত্তোলনৰ সূত্ৰ মতে - ব্যাকবলৰ প্ৰেৰণাৰ হাত-হাতীয়ে</p> <p><input checked="" type="checkbox"/> (1) ব্যাকবলতিক কার্যকৰণত নিযুক্ত হয়। ব'ত তেওঁলোকে পৰম্পৰাৰে লগ লাগ Strategies, methods, approaches... ভাবিবলৈ শিকিৰ।</p> <p>(2) কিছুমান উৱাচৰৰ সহায়ত নিৰ্বিটি কিছু সংখ্যাত শীতি নিৰ্ধাৰণ কৰে।</p> <p>(3) কোনো এটা কাৰ্য কৰিবলৈ সচেতনভাৱে ব্যাকবলৰ নিয়মৰ কথা ভাবে।</p> <p>(4) শিক্ষকৰ কথামতে ব্যাকবলগত ডুল শুধৰায়।</p>
	<p>113. 'পতিশীল বুকি' (Kinesthetic Intelligence) হৈছে এক আহৰণ দক্ষতা Intelligence) হৈছে এক আহৰণ দক্ষতা ব্যাত হাত-হাতীয়ে -</p> <p>(1) উচ্চ-বিবিধত উত্তৰ দক্ষতা আহৰণ কৰে আৰু হাতৰ পৰিবৰ্তন শব্দৰ সহায়ত হৈ Language educational terms ..</p> <p><input checked="" type="checkbox"/> (2) ভাল অনুভূতি সঙ্গুলন আৰু চুক্ত-হাত সহযোগী পতিৰ সহায়ত নিজেকে প্ৰকাশ কৰে।</p> <p>(3) সংশোধিত সংজ্ঞেলীলৈ হৈ শব্দ, সুব আহিত চিন্তা কৰে।</p> <p>(4) তথ্যাখণ্বৰৰ মাজত সহযোগ ঘটাই যুক্তি আৰু সংযোগৰ ধাৰণাৰে ভাবে।</p>

A	(12)
	<p>121. আৰ্য জাতিৰ আদি ধৰ্মস্থৰখনৰ নাম কি ?</p> <p>(1) বামায়ল <input checked="" type="checkbox"/> (2) অৰেণ্দ (3) মহাভাৰত (4) কালিকা পূৰণ</p>
	<p>122. আৰ্যসকলে ক'ত বসাত বিজোৱ কৰিছিল ?</p> <p>(1) সিকু উপত্যকাত (2) মদিশ ভাৰতত <input checked="" type="checkbox"/> (3) গংগাৰ উত্তৰ পাৰে ভাৰতবৰ্ষৰ প্ৰ ভাগলৈ (4) অসম দেশত</p>
	<p>123. অসমীয়া ভাষাৰ অসমীয়া নামটো</p> <p><input checked="" type="checkbox"/> (1) অৰ্বাচীন (2) পুনিকলীয়া (3) আইতোনীয়া সকলৰ ভাষা <input checked="" type="checkbox"/> (4) পুনিকলীয়া</p>
	<p>124. কিহৰ পৰা আমাৰ দেশৰ অসম নামৰ উৎপত্তি হৈ ?</p> <p>(1) অসম দেশ অসমান হেতুকে (2) কাৰো সমান নহয় অৰ্থৰ আলমত (3) 'অসম' নামৰ এজন বজাৰ নামৰ পৰা <input checked="" type="checkbox"/> (4) আহোম সকলৰ নাম অনুমুলি</p>
(13)	A
	<p>129. এই লেখাটো কোন সময়ৰ দেল লাগে ?</p> <p>(1) বৰ্তমান সময়ৰ (2) এক দশক আগৰ <input checked="" type="checkbox"/> (3) প্ৰায় এশ-বছৰ আগৰ (4) পুৰণি কালৰ</p>
	<p>131. এই পদাংশ উচ্ছৃত কৰা হৈছে -</p> <p>(1) বকবেদৰ পৰা (2) বামায়লৰ পৰা <input checked="" type="checkbox"/> (3) মহাভাৰতৰ পৰা (4) শীতাৰ পৰা</p>
	<p>132. ধৰ্মবাট বজাই 'অকটকা তৈল আৰে বাজা দুইখান' বুলি কিয়ি কৈছে ?</p> <p>(1) তেওঁৰ শক্ত পাওৰসকলৰ মন্ত্ৰ হৈছে <input checked="" type="checkbox"/> (2) তেওঁৰ পুত্ৰ সকলৰ শক্ত পাওৰসকলৰ বনবাস হৈছে (3) ধৰ্মবাট বহি শক্তক বধ কৰিবছে (4) বিদুৰক মহামৌগদৰ অধিষ্ঠিত কৰিবছে</p>
	<p>133. মোহৰ মনত বৰ 'কৌতুক' মিলিল - বাক্যত ব্যৱহাৰত 'কৌতুক' শব্দই কি অৰ্থ কৰিবছে ?</p> <p><input checked="" type="checkbox"/> (1) আনন্দ (2) হাহি (3) বহস (4) মিছা কথা</p>

A

134. জীব কোন ?

- (1) কোর সকার এজন
- (2) বিনুব আত্
- (3) পঞ্চাংগের এজন
- (4) ধৰ্মাষ্ট্র গৰম শব্দ

135. ধৰ্মাষ্ট্র হৈছে -

- (1) গাওৰ বাজ
- (2) বিনুব শিত
- (3) জীব শিত
- (4) দৈৰেৱ বাজা

136. নিৰোক্ত পঠন মূল্যায়নত তুমি কেনে বৰনে
নহৰ দিবা ?

প্ৰশ্ন : ধৰ্মালা ক'ত অৱিহত ?

Assamese: Speaking Related phenomena ..

উত্তৰ 1 : হিমাল প্ৰদেশত ই...

উত্তৰ 2 : ধৰ্মালা হিমাল প্ৰদেশত অৱিহত।

(1) উত্তৰ 2 ব কাৰণে 2 নহৰ আৰু

উত্তৰ 1 ব কাৰণে 0 নহৰ

(2) উত্তৰ 1 ব কাৰণে 1 নহৰ আৰু

উত্তৰ 2 ব কাৰণে 2 নহৰ

(3) উত্তৰ 1 ব কাৰণে 2 নহৰ আৰু

উত্তৰ 2 ব কাৰণে 2 নহৰ

(4) উত্তৰ 2 ব কাৰণে $\frac{1}{2}$ নহৰ আৰু

উত্তৰ 1 ব কাৰণে 1 নহৰ

(14)

137. প্ৰশ্নত পঠন মূল্যায়ন বৰায়

Assamese-I

- (1) অপৰিচিত শব্দৰ অৰ্থ অনুমান কৰা
- (2) বিষয়বৰূপ প্ৰগত সাধাৰণ ভাবন লাভ কৰা
- (3) বাৰে আৰু পঠন আনন্দ লাভ কৰা
- (4) গচ্ছাৰ পৰম শব্দ

138. প্ৰথম দক্ষতাৰ মূল্যায়নৰ নিমিত্তে শিক্ষকে

কোনো এটা কাৰ্যকৰ্ম হিঁব কৰে । এই
মূল্যায়ন তলৰ কোনটো বিষয়ৰ প্ৰগত ভেটি
কৰি কৰিব গৰা যায় ?

- (1) শিক্ষকক কোনো দৃশ্যামান বৰুৰ বাখ্যা
কৰিবলৈ দি
- (2) কোনো সংক্ষিপ্ত চিনেমা চাইলৈ দি আৰু
তাকে পুৰৱবিদ্যাস কৰিবলৈ দি
- (3) প্ৰবা বাণীবকৰণ (Audio-
Recording) ব ভিত্তিত কোনো
তালিকাৰৰ কাম সম্পূৰ্ণ কৰিবলৈ দি
- (4) শিক্ষাকৰ পাঠ্যংশ ভাষাৰ ভাষণকৈ
পঢ়িবলৈ দি

A

143. যতি চিন প্ৰয়োগ :

তলৰ বাকাটোৰ খলি ঠাই পূৰন কৰিবলৈ
কোনটো বাকাংশ উপযুক্ত হব ?

সাঙ্গাং কৰাৰ সময় নিৰ্ধাৰিত কৰিবৰ নিমিত্তে
আপুনি _____ ব লগত কথা পাতিৰ
লাপিব।

(1) বাহল-তেওঁ পাটিল বাবুৰ সচিব

(2) বাহল, যিজন পাটিল বাবুৰ সচিব, তেওঁ

(3) বাহলৰ লগত । তেওঁ পাটিল বাবুৰ
সচিব ।

(4) বাহল, তেওঁ পাটিল বাবুৰ সচিব ।

(16)

145. প্ৰতিটো শিক্ষা সদৰ বেষত শিক্ষকে
শিক্ষাকৰ প্ৰহণ, কথন, পঠন আৰু লিখন
দক্ষতাৰ অপৰিচিত পৰীক্ষা লাভ । এনে বৰনৰ
পৰীক্ষাৰ উদ্দেশ্য হ'ল -

(1) শিক্ষার্থীৰ ভাষা শিক্ষাৰ অৱগতিৰ বৃজ
লোৱা

(2) শিক্ষকক পাঠকৰ্মৰ উদ্দেশ্য সমূহৰ
বুজোৱাত সহায় কৰা

(3) শিক্ষাকৰ সামগ্ৰিক দক্ষতাৰ বৃজ লোৱা

(4) ভাষা শিক্ষাৰ প্ৰতি ছাত্ৰাবৰ মনোভাৱ
বা দৃষ্টিভঙ্গী কেনেকুৱা সেই কথা নিৰ্ণয়
কৰা ।

146. বৈচুলিঙ্গিক্ষা (E-learning) হ'ল -

(1) দূৰ-সংযোগী শিক্ষা

(2) যজ পাতিৰ সক্ৰিয় আৰু সুসংহত
ব্যৱহাৰৰ মাধ্যমে ভাষা শিক্ষা

(3) শিকন ব্যৱহাৰৰ লগত আধুনিক কলা-
কৌশলক সুসংযোগিত কৰি কৰা
শিক্ষাবান

(4) তথ্য চিত্ৰ প্ৰদৰ্শন মাধ্যমে শিক্ষা দান

Assamese-I

139. অনুসৰিংসামূলক শিক্ষা হ'ল এনে কুৱা
শিক্ষা, ম'ত'

(1) শিক্ষকে শিক্ষাকৰ কাৰণে কোনো
কাৰ্যকৰ্ম তিৰাং কৰে আৰু তাক সমৰ্থন
কৰে অথবা সুগ্ৰহ কৰি তোলে ।

(2) শিক্ষাকৰে নিজে নিজেই অনুসৰিংসাৰ
Assamere Strategies, methods, approaches
গতিৰ বিধি নিৰ্ণয় কৰে ।

(3) ওপৰ (1) আৰু (2) সুযোগী প্ৰয়োজ্য ।

(4) কেৱল (2) প্ৰয়োজ্য ।

(15)

141. মোনাৰ গাড়ী-চলোৱাৰ দক্ষতাৰ উন্নতিৰ
এতিয়াও যথেষ্ট আৱকাশ আছে ।

ওপৰৰ বাকাটোত তলত আঁচ টনা শব্দতুহৰ
প্ৰকাশ কৰিবে -

(1) মোনাই তালোদৰে গাড়ী চলোৱ পৰাৰ
এটা কৰিবিত

(2) সাধাৰণ তাৰে গাড়ী চলোৱাৰ দক্ষতা

(3) মোনা যে গাড়ী চলোৱত সুদক নহয়-
Strategies, methods, approaches...
Assamese Assessment and eval.

এই কথাহাৰৰ এক লাপিতাময়

অভিবাক্তি

(4) মোনাৰ অতীতৰ আৰু বৰ্তমানৰ গাড়ী
চলোৱাৰ দক্ষতাৰ তুলনা

142. কোনো পঠন সামগ্ৰী নোহোৱাকৈ 'প্ৰাক-পঠন'

সময় চোৱাত আলোচনাত প্ৰতি হোৱাটো
ঘনিষ্ঠভাৱে ভাড়িত

(1) স্বজন-কৰ্মসূতৰ পক্ষতিৰ লগত

(2) প্ৰতাক পক্ষতিৰ লগত

(3) ব্যাকলণ-অনুবাদ পক্ষতিৰ লগত

Assamese Listening phenomena in language...

Strategies, methods, approaches...

(4) প্ৰতল-কথন পক্ষতিৰ লগত

A

147. যদি শিক্ষকে তামিল ভাষাৰ পঠন অনুৰোধীৰ

কাৰণে নিৰ্ভৰ যোগা বা বিশুলত পাঠ সমিহিত
কৰিব থাজে তেনহলে তেওঁ তলৰ কোনটো
বিষয়ক বাদ দি আন বিষয় লব পাৰে ?

(1) কোনো এখন তামিল বাতিৰি কাৰত

(2) তামিল ভাষালৈ অনুবাদ কৰা আদৰ্শ

Assamese language educational terms...

পাঠৰ ওপৰত ইংৰাজী বাতিৰি কাৰতত
লিখা প্ৰক্ৰিয়া

(3) তামিলনাডুৰ কোনো কোশ্চানীয়ে যুত

কৰা চাৰিবিৰ দৰ্শনৰ প্ৰগত

(4) কোইড্রাটিৰ চৰকত ব্যৱহৃত পথ-সংকেত
(road sign) ব ফটো

(17)

A

149. তলৰ কোনটোক বাদ দি বাতীবোৰ পৰম্পৰৰ
সহযোগত চলা দলগত শিকন প্ৰক্ৰিয়াৰ
লগত ঘনিষ্ঠভাৱে ভাড়িত ?

(1) শিক্ষাকৰ অভ্যাসৰ কাৰণে যথেষ্ট
সময় প্ৰদাৰ

(2) হাই-টেক মিহীন শৃংখলাৰ প্ৰণী

(3) শিক্ষক-বেছিকৰ প্ৰশিক্ষণৰ বিকৰ

(4) হতাপ শিক্ষাকৰ উৎসনি মিৰিৰ বাবে
সহপাঠীক ভাড়িত কৰা

140. নিৰোক্ত উন্নতিটো পছা ।

‘নাতিকতা’ হ'ল ধৰ্ম-গৱৰ্তকত বিশ্বাস নকৰা
এটা মতবাদ ।

ইয়াত ব্যৱহৃত সাহিত্যিক কোশ্চলটো হ'ল -

(1) বিশ্বেৰণ

Assamese language educational terms...

(2) অতিশয়কি

(3) শব্দ-সালিতা

(4) প্ৰতীকবাদ

148. তলৰ কোনটো ভাবাৰ পৰিমিয় প্ৰণালী
নহয় ?

(1) কথিত শব্দৰ প্ৰযোগ

(2) অসী-তসীৰ বাবহাৰ

Languag Prin...

(3) সংখ্যা বৃজাগত শব্দৰ প্ৰযোগ

(4) লিখিত শব্দৰ বাবহাৰ

(18)

A

150. পঠনৰ ক্ষেত্ৰত তলত উক্তৰ কৰা কোনটো
কৌশল অনুমান-তত্ত্বিক উপলক্ষৰ লগত
ভাড়িত ?

(1) পৰিচ্ছেদত প্ৰদত কথাৰ সহযোগ

(2) প্ৰতীক পৰিচ্ছেদৰ বিভিন্ন অশ্বত

(3) পঠন পৰিচ্ছেদৰ কথাৰ সহযোগ
সিচিতিৰ ছৈ থকা তথ্য সলেগ কৰা

(4) পঠন অনুচ্ছেদৰ পৰা কিং তথ্য পাৰ সেই
সপৰকৰ বৃজিসীৱ প্ৰযুক্তিৰ কৰা

(4) অপৰিচিত শব্দৰ অৰ্থ অৱৈষণ কৰা