Instructions for Candidates:

1. The OMR Answer Sheet is inside this Test Booklet. When you are directed to open the Test Booklet, take out the Answer Sheet and fill in the particulars on Side-1 and Side-2 carefully with Black/Blue Ballpoint Pen only.

2. The test is of 2½ hours duration and consists of 150 questions. There is no negative marking.

3. Use Black/Blue Ballpoint Pen only for writing particulars on this page/marking responses in the Answer Sheet.

4. The CODE for this Booklet is I. Make sure that the CODE printed on Side-2 of the Answer Sheet is the same as that on this Booklet. Also ensure that your Test Booklet No. and Answer Sheet No. are the same. In case of discrepancy, the candidate should immediately report the matter to the Invigilator for replacement of both the Test Booklet and the Answer Sheet.

5. This Test Booklet has Five Parts—II, III, IV and V, consisting of 150 Objective-type Questions and each carrying 1 mark:
   - Part-I: Child Development and Pedagogy (Q. Nos. 1–30)
   - Part-II: Mathematics (Q. Nos. 31–60)
   - Part-III: Environmental Studies (Q. Nos. 61–90)
   - Part-IV: Language–I (English/Hindi) (Q. Nos. 91–120)
   - Part-V: Language–II (English/Hindi) (Q. Nos. 121–150)

6. Part-IV contains 30 questions for Language–II and Part–V contains 30 questions for Language–II. In this Test Booklet, only questions pertaining to English and Hindi Language have been given. In case the language(s) you have opted for as Language–I and/or Language–II is a language other than English or Hindi, please ask for a Supplement Test Booklet that contains questions on that language. The languages being answered must tally with the languages opted for in your Application Form.

7. Candidates are required to attempt questions in Language–II (Part–V) in a language other than the one chosen as Language–I (Part–IV) from the list of languages.

8. Rough work should be done only in the space provided in the Test Booklet for the same.

9. The answers are to be recorded on the OMR Answer Sheet only. Mark your responses carefully. No whiteners are allowed for changing answers.
Directions: Answer the following questions by selecting the correct/most appropriate options.

1. Which one of the following statements is true about the role of heredity and environment?
   (1) Certain aspects of development are influenced more by heredity and others more by environment.
   (2) A child’s ability to learn and perform is completely decided by the genes.
   (3) Good care and a nutritious diet can fight off any disorder a child is born with.
   (4) Environment plays a significant role only in the child’s language development.

2. Which one of the following statements cannot be attributed to Piaget’s theory?
   (1) Development occurs in qualitative stages.
   (2) Children construct and use knowledge about their world.
   (3) Learning takes place through constant practice.
   (4) Children act on their environment.

3. Which one of the following is not a limitation of the preoperational thought?
   (1) Tendency to concentrate
   (2) Development of the symbolic thought
   (3) Egocentrism
   (4) Irreversibility
4. Play has a significant role in development of young children for the following reasons, except—
   (1) they gain mastery over their body
   (2) it stimulates their senses
   (3) it is just a pleasant way to spend time
   (4) they acquire new skills and learn when to use them

5. Which one of the following questions invites children to think critically?
   (1) Do you know the answer to this?
   (2) What is the right answer?
   (3) Can you think of a similar situation?
   (4) What are the different ways in which we can solve this?

6. Which one of the following options best describes progressive education?
   (1) Learning by doing, project method, cooperative learning
   (2) Thematic units, regular unit tests, ranking
   (3) Personalized learning, ability grouping, labeling students
   (4) Project method, ability grouping, ranking

7. Which one of the following statements about progressive education explains—Education is life itself?
   (1) School education should continue as long as possible.
   (2) Schools are not required, children can learn from their life experiences.
   (3) Education in schools should reflect the social and natural world.
   (4) Life is the true educator.
8. Which one of the following can be considered as a contribution of Kohlberg’s theory?

(1) His theory has supported an association between cognitive maturity and moral maturity.

(2) The theory has elaborate testing procedures.

(3) It establishes a clear relationship between moral reasoning and action.

(4) His belief is that children are moral philosophers.

9. The Zone of Proximal Development refers to—

(1) the phase when maximum development is possible

(2) the developmental phase when child takes complete responsibility for learning

(3) a context in which children can almost perform a task on their own with the right level of support

(4) the point in learning when support can be withdrawn

10. An androgynous personality—

(1) refers to men with feminine traits

(2) has a balance of what are generally considered masculine and feminine traits

(3) tends to be assertive and arrogant

(4) adheres to stereotypical gender roles prevalent in the society
11. Children acquire gender roles through all of the following, except—

(1) media
(2) socialization
(3) culture
(4) tutoring

12. One of the critiques of standardized tests has been that—

(1) they represent largely the mainstream culture and are therefore biased
(2) their language is difficult to understand
(3) the tests cannot be administered on large populations
(4) they do not give a clear picture of a child’s ability

13. The theory of multiple intelligence says that—

(1) intelligence can be rapidly accelerated
(2) intelligence can be of several kinds
(3) paper-pencil tests are not helpful
(4) intelligence can be multiplied with effective pedagogy
14. Teacher can utilize both assessment for learning and assessment of learning to—

(1) know children’s progress and achievement level
(2) know learning needs of child and select teaching strategy accordingly
(3) assess child’s performance at periodic intervals and certify his/her performance
(4) monitor children’s progress and set appropriate goals to fill their learning gaps

15. Which one of the following is **not** related to Continuous and Comprehensive Evaluation?

(1) It has been mandated by the Right to Education Act of India.
(2) It is an integral part of teaching-learning process.
(3) It focuses on child’s achievement in different learning areas.
(4) It is useful to label children as slow, poor or intelligent.

16. Giftedness in children can be attributed to—

(1) an interplay between heredity and environment
(2) a resource-rich environment
(3) successful parents
(4) a disciplined routine
17. Children coming from socio-economically disadvantaged backgrounds need a classroom environment which—

(1) teaches them good behaviour
(2) values and uses their cultural and linguistic knowledge
(3) discourages the use of their language so that they learn the mainstream language
(4) categorizes children based on their abilities

18. The intervention needed for creative and talented children in the classroom rests on—

(1) use of customized and stimulating instructional methods by the teacher
(2) giving extra time to them
(3) being affectionate towards them
(4) giving them the responsibility of teaching other children

19. Which one of the following ways is **not** a suitable way to help hyperactive children learn?

(1) Breaking up a task into small, manageable segments
(2) Offering alternative ways of learning
(3) Including physical activity in their daily schedule
(4) Reprimanding them often for being restless

20. Patterns of divergent thinking identify children, who are—

(1) disabled
(2) dyslexic
(3) creative
(4) resilient
21. Which one of the following does not describe the ways in which a teacher can model problem solving for children in the classroom?

(1) Discuss your thought processes about solving a particular problem
(2) Be honest about making mistakes while solving something
(3) Use vocabulary like think, ideas, trial and different answers
(4) Ask questions with convergent answers

22. Which one of the following is an emotion?

(1) Memory
(2) Fear
(3) Attention
(4) Stimulus

23. A three-year-old child explains that milk is produced by a machine at the milk booth.

Which one of the following offers the best explanation of the child’s understanding?

(1) The child has very limited exposure of the world.
(2) The child’s answer is based on his/her experience of buying milk from the milk booth.
(3) The child has never seen cows.
(4) The child's family does not offer a stimulating environment to the child.
24. Which one of the following best describes a teacher’s role?
(1) Teacher’s most important role in the classroom is to maintain discipline.
(2) A teacher should adhere to the prescribed textbook.
(3) Completing the syllabus on time leaving enough time for revision is important.
(4) Creating a relaxed space where children learn through dialogue and inquiry.

25. Which one of the following classrooms encourages rich learning?
(1) A classroom with a variety of material displayed in the class beyond the reach of children so that the material lasts longer.
(2) A classroom with open activity corners and a variety of children’s literature in open shelves accessible any time of the day.
(3) A classroom with neatly organized material in cupboards brought out once a week for free play.
(4) A classroom with structured and planned learning driven by textbook content.

26. Which one of the following best describes the role of textbooks in the classroom?
(1) They are one of the resource and reference materials available in the class.
(2) They maintain homogeneity in learning across a State or the Nation.
(3) They provide guidance to teachers and parents about the course of study.
(4) They form the most essential learning resource in a resource-starved context.
27. The National Curriculum Framework–2005 derives its understanding from—
(1) humanism
(2) behaviourism
(3) constructivism
(4) cognitive theories

28. The children in a class can be considered to be motivated if—
(1) they come to school neatly dressed in uniform
(2) they maintain discipline in the class
(3) all are regular in attendance
(4) they ask questions seeking clarification from the teacher

29. Which one of the following is the most suitable to improve children’s learning?
(1) Regular assessment test should be conducted.
(2) Teacher should explain the content using different examples and illustrations.
(3) All types of learning material should be there in the class.
(4) Teacher should facilitate children to interact with each other on real-life situations.

30. The discipline which has a significant role in a learning environment is of the kind which helps—
(1) children to regulate and monitor their own learning
(2) to create silence
(3) teachers to give instructions
(4) children rote memorize their lessons
**Directions**: Answer the following questions by selecting the **correct/most appropriate** options.

31. The assessment of what children learn in mathematics in primary classes should **not** focus on—

   (1) understanding of the mathematical concepts

   (2) development of mathematical language

   (3) preciseness in answering mathematics problems

   (4) development of reasoning skills

32. What sequence of the following instructions should be followed in development of a mathematical concept in elementary classes?

   I. Drawing pictures
   II. Using symbolic representation
   III. Providing experiences
   IV. Explaining through language

   (1) IV, III, I, II
   (2) III, IV, I, II
   (3) IV, III, II, I
   (4) III, I, II, IV

**Directions** in Hindi:

31. प्राथमिक कक्षाओं में बच्चे गणित में क्या सीखते हैं, इसके आकलन का ध्यान किस पर नहीं होना चाहिए?

   (1) गणितीय अवधारणाओं को समझना
   (2) गणितीय भाषा का विकास
   (3) गणित की समस्याओं का जवाब देने में सटीकता
   (4) तर्क कौशल का विकास

32. प्राथमिक कक्षाओं में एक गणितीय अवधारणा के विकास में निम्नलिखित निर्देशों का अनुक्रम किस प्रकार किया जाना चाहिए?

   I. चित्र बनाना
   II. प्रतीकात्मक प्रतिनिधित्व का उपयोग करना
   III. अनुमोदन देना करना
   IV. भाषा के माध्यम से समझना

   (1) IV, III, I, II
   (2) III, IV, I, II
   (3) IV, III, II, I
   (4) III, I, II, IV
33. A child subtracted two numbers as shown below:

\[
\begin{array}{c}
83 \\
- 27 \\
\hline
64
\end{array}
\]

Which one of the following statements gives idea about the child's learning of subtraction?

(1) The child has misconceptions about place value in the process of subtraction.
(2) The child does not know how to subtract.
(3) The child knows the process of subtraction of two-digit numbers.
(4) It is a mistake and it can be rectified by repeated practice.

34. Arrange the following steps of cycle of learning and assessment in order:

I. Teaching-learning integrated with assessment
II. Planning and organization of teaching-learning and assessment
III. Developing progress reports
IV. Reporting and communicating feedback of children's learning and progress

(1) II, I, III, IV
(2) I, II, IV, III
(3) IV, I, II, III
(4) II, IV, I, III
35. Why are Roman numerals not commonly used in writing numbers like the Hindu-Arabic numerals?

1. The Roman numerals do not employ place value, so calculations are difficult to perform using these numerals.
2. Roman numerals are difficult to remember.
3. The formation of numbers using Roman numerals is a complicated task.
4. Children get confused with the English alphabet and Roman numerals.

36. A teacher encourages the children in her class to explain the physical properties of the objects around them in their own words.

What is the most appropriate objective of the teacher to do such an activity with her students?

1. It is a very interesting activity which can be performed in the free time for revisiting the concept of shapes.
2. Children enjoy explaining the objects in their own language like they enjoy playing dumb charades.
3. It makes the children observe the physical properties of an object informally which deepens their understanding about shapes.
4. It is a useful activity which introduces a child to the shapes.
37. The mathematics used by illiterate shopkeeper—

(1) is not useful in the mathematics classroom

(2) is very useful in solving all mathematical problems

(3) has ambiguity and very low level of correctness in it

(4) should be discussed by the teachers in classrooms as an alternate strategy in solving related problems

38. How should a teacher handle a heterogeneous group of children in a mathematics classroom?

(1) By grouping the children of same ability together and giving them questions according to their ability

(2) By grouping all children together in the same classroom

(3) By grouping the children of different abilities together so that they can learn from each other

(4) By doing questions according to low ability children in the class and giving the complex questions as home assignments to higher ability children

37. अशिक्षित दुकानदार द्वारा उपयोग किए जाने वाले गणित—

(1) गणित कक्षा में उपयोग नहीं है

(2) सभी गणितीय समस्याओं को हल करने में बहुत उपयोगी है

(3) में अस्पष्टता और बहुत कम स्तर की शुद्धता है

(4) की संबंधित समस्याओं को हल करने में वैकल्पिक रणनीति के रूप में कक्षाओं में शिक्षकों द्वारा चर्चा की जानी चाहिए

38. एक शिक्षक को गणित कक्षा में बच्चों के एक विषम समूह को कैसे संभालना चाहिए?

(1) एक ही क्षमता वाले बच्चों को एक साथ समूहित रखकर और उनकी क्षमता के अनुसार प्रश्न देकर

(2) एक ही कक्षा में सभी बच्चों को एक साथ समूहित रखकर

(3) अलग-अलग क्षमताओं वाले बच्चों को एक साथ समूहित रखकर ताकि वे एक-दूसरे से सीख सकें

(4) कम क्षमता वाले बच्चों के अनुसार कक्षा में प्रश्न हल करके और उच्च क्षमता वाले बच्चों को जटिल प्रश्न गुहार्य के रूप में देकर
39. The learning outcomes in mathematics are developed—

(1) such that children may be told small steps for calculations

(2) to increase the achievement of children in various educational surveys

(3) to define classwise competencies and skills to be achieved by children

(4) to prepare children for year-end examinations

40. Which one of the following happenings in the classroom is an activity?

(1) Teacher explaining how to do sums

(2) Children reciting counting in form of rhymes

(3) Children copying from blackboard

(4) Children engaged in exploration
41. To develop skill of counting among children, which one of the following is not required to be learned as pre-number concept?

(1) One to one correspondence

(2) Seriation

(3) Reciting number names randomly

(4) Creating groups

42. On asking a child “What is area?”, he/she answered length × breadth. What can you say about the child’s understanding about the concept of area?

(1) The child has no idea about the concept of area.

(2) The child used the area of rectangle as general idea of area of any closed shape.

(3) The child is right in saying area is length × breadth.

(4) The child is confused between the concept of area and perimeter.
43. Which one of the following statements is true with respect to mathematics learning?

(1) Mathematics is a difficult subject to learn.

(2) Generally girls are weaker in mathematics.

(3) Everybody can learn mathematics.

(4) Mathematics can only be learnt by rigorous practice.

44. To teach the Pythagoras theorem, a teacher has distributed a sheet on which four right-angled triangles were drawn and asks the child to find the relationship between the sides of a triangle.

In the above situation, the teacher used—

(1) inductive method

(2) deductive method

(3) lecture method

(4) laboratory method
45. Which one of the following statements is not true about ‘concept maps’?

(1) Concept maps represent a collection of interconnected concepts and links connecting them.

(2) Concept maps should be constructed by teachers only.

(3) Concept maps are hierarchical in nature.

(4) Concept maps help in linking prior knowledge to new instruction.

46. $\frac{2}{3} + \frac{4}{5}$ is—

(1) $\frac{6}{8}$

(2) $1\frac{6}{15}$

(3) $1\frac{7}{15}$

(4) $\frac{8}{15}$
47. For the given shapes, which one of the following statements is **not** correct?

![Shapes](image)

(1) All are parallelograms.

(2) One of them is not a parallelogram.

(3) Two of them are rhombuses.

(4) Two of them are rectangles.

48. Which one of the following represents the number ‘eleven thousand eleven hundred eleven’?

(1) 111111

(2) 12111

(3) 11000110011

(4) XIXIXI
49. The points $A$ and $B$ represent numbers on a number line as shown below:

The distance between the points $A$ and $B$ is—

(1) 29000 units
(2) 84000 units
(3) 22 units
(4) 22000 units

50. How many packets of $\frac{1}{16}$ kg sugar can be made from $3\frac{1}{4}$ kg of sugar?

(1) 52
(2) 48
(3) 12
(4) 64
51. Harish started his journey at 18:40 and finished at 22:20. The time taken in completing the journey is—

(1) 3 hours 40 minutes
(2) 3 hours 80 minutes
(3) 4 hours 40 minutes
(4) 3 hours 20 minutes

52. A bucket of capacity 2000 mL is to be filled by using containers measuring 200 mL and 300 mL. Which one of the following combinations of containers is not correct for filling the bucket completely by the containers of 200 mL and 300 mL respectively?

(1) 1, 6
(2) 4, 4
(3) 7, 2
(4) 6, 3
53. Which one of the following is the best approximation of $\frac{7.1 \times 3.85}{9.09}$?

(1) $\frac{7 \times 3}{9}$

(2) $\frac{7 \times 4}{9}$

(3) $\frac{7 \times 4}{10}$

(4) $\frac{7 \times 3}{10}$

54. If one small square in the grid is of area 4 sq. units, what is the perimeter of the rectangle drawn on the grid?

(1) 32 units

(2) 8 units

(3) 24 units

(4) 12 units
55. A child scored 75 marks in each of five subjects. What is the median marks obtained by the child?
(1) 75  (2) 375  (3) 15  (4) 70

56. Which one of the following can be folded to form the given solid?

57. If Red part in the following pie chart is 40, what is White part?

(1) 5  (2) 10  (3) 12  (4) 20
58. Observe the following solid shape:

Which one of the following is the top view of the given solid?

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

59. Which one of the following costs more?

I. 200 packets of ₹250 each
II. 20 dozens of ₹250 each item

(1) I
(2) II
(3) Both I and II are equal
(4) Cannot be calculated

60. The sum of 1−1+1−1+1−1⋯ to an even number of terms is—

(1) zero
(2) −1
(3) +1
(4) 2
Directions: Answer the following questions by selecting the **correct/most appropriate** options.

61. What is the location of Jammu & Kashmir and Goa with respect to Bihar in India?
   
   (1) East and West
   
   (2) West and East
   
   (3) North-west and South-west
   
   (4) South-west and North-east

62. Under which of the following conditions will the process of evaporation be slowest?
   
   (1) Both surface area and temperature increase
   
   (2) Surface area increases but temperature decreases
   
   (3) Surface area decreases but temperature increases
   
   (4) Both surface area and temperature decrease

63. The ability to understand relative position of places, distances and directions is—
   
   (1) directional skill
   
   (2) mapping skill
   
   (3) positional skill
   
   (4) graphic skill
64. Which National Curriculum Framework (NCF) recommended Environmental Studies to be taught as an integrated curricular area at the primary level?

(1) NCF–2005
(2) NCF–1988
(3) NCF–2000
(4) NCF–1975

65. Which region has the practice of shifting cultivation in India?

(1) North-eastern region
(2) Southern region
(3) North-western region
(4) South-eastern region

66. Which one of the following statements is not true for hydropower generated from river dams?

(1) Dams encourage sustainable growth.
(2) It does not pollute water or air.
(3) Hydropower facilities can have large environmental impacts.
(4) Dams displace indigenous people from their river lifelines.
67. Which of the following is/are greenhouse gas/gases?

(1) Carbon dioxide
(2) Methane
(3) Water vapour
(4) All of the above

68. Why are cold deserts in India not affected by the monsoon?

(1) Cold deserts have hot summers and extremely cold winters.
(2) Cold deserts lie in the rain shadow of the Himalayas.
(3) Air is very thin in cold deserts.
(4) Cold deserts are at a very high altitude.

69. Which one of the following is responsible for turning Taj Mahal yellow?

(1) Nitrogen dioxide
(2) Sulphur dioxide
(3) Sulphur
(4) Chlorine
70. Who built the Golconda Fort?

(1) Chola Dynasty
(2) Chalukya Dynasty
(3) Kakatiya Dynasty
(4) Pallava Dynasty

71. What is the mass of an object with a density of 15 g/mL and a volume of 3 mL?

(1) 18 g
(2) 45 g
(3) 5 g
(4) 12 g

72. Which one of the following is a scalar quantity?

(1) Mass
(2) Gravity
(3) Momentum
(4) Weight
73. An object in which no light rays can pass through is called—
(1) opaque
(2) translucent
(3) transparent
(4) convex

74. What will be the weight of an object on the surface of the earth whose mass is 10 kg on the moon’s surface?
(1) 60 kg
(2) 10 kg
(3) 60 N
(4) 10 N

75. The rate of dissolution of a solute depends on—
(1) pressure
(2) temperature
(3) surface area
(4) weight

76. Sushma wants her students to be sensitized for ‘conservation of trees’. Which one of the following is the most suitable strategy to do so?
(1) Conducting a debate in classroom
(2) Group discussion
(3) Poster making
(4) Helping children to adopt and nurture a plant
Abhay asked his students to do a survey in groups on diseases that people in their neighbourhood suffered from. The survey is not mentioned in the textbook. Which option is not relevant for this teaching-learning strategy?

1. It provided opportunity to interact with community.
2. It helped children connect learning with real life.
3. It enabled children understand data handling and work together.
4. It helped the community understand the diseases that they suffered from.

To talk about emergency situations, Priya asked children’s experiences when they faced any emergencies. Children narrated their experiences with fire, electric shock and road accidents. She asked questions, assessed their existing understandings and discussed safety aspects using resources such as road safety advertisements from newspapers and also used LPG and electric bill to discuss safety guidelines on fire and electric shock respectively. Which is the most appropriate approach that Priya employed?

1. Cognitive approach
2. Experiential learning approach
3. Enquiry approach
4. Humanistic approach
79. ‘Community’ is an important teaching and learning resource, because—

1. it is inexpensive and accessible
2. elderly people are wise and have time
3. it provides learning opportunity in real setting
4. one can accept all knowledge available in the community uncritically

80. In EVS teaching-learning, linking classroom learning to life outside school and enriching it implies—

1. going beyond the textbooks
2. linking textbooks to global environmental issues and concerns
3. whole school approach
4. going beyond curriculum

81. To class III students, Rama taught that a father, mother and their children constitute nuclear family and if grandparents and other relatives stay along, then it is an extended family. What do you think of this?

1. The definition of a family is incorrect.
2. Rama is insensitive towards her students.
3. The teaching-learning approach is not inclusive.
4. The concept of family has to be taught like this.
82. Which of the following is/are activity/activities in EVS classroom?

(1) Picture reading
(2) Field visit
(3) Use of blackboard
(4) All of the above

83. Environmental Studies curriculum may lead to holistic learning of children if it is—

(1) integrated
(2) inclusive
(3) thematic
(4) All of the above

84. The EVS textbook has a chapter on snake charmer. It is intended to make children aware and be sensitized—

(1) that it is an illegal act
(2) for snake charmers as children do not see them often these days
(3) that snake charmers may not harm snakes and they need to be provided with alternatives before depriving them of their livelihoods
(4) that animal keeping is good source of livelihood

82. निम्नलिखित में से कौन-सी ई० वी० एस० कक्षा में गतिविधि है/गतिविधियाँ हैं?

(1) चित्र पढ़ना
(2) फील्ड भ्रमण
(3) श्यामपद का उपयोग
(4) उपयुक्त सभी

83. पर्यावरण अध्ययन पाठ्यक्रम बच्चों की समग्र शिक्षा का कारण बन सकता है यदि यह है—

(1) एकीकृत
(2) समावेशी
(3) विषयगत
(4) उपयुक्त सभी

84. ई० वी० एस० पाठ्यपुस्तक में संपर्कों पर एक अध्ययन है। इसका उद्देश्य बच्चों को जागरूक करना और संवेदनशील बनाना है—

(1) कि यह एक अवैध कार्य है
(2) संपर्कों के लिए क्योंकि बच्चे इन दिनों अकसर उन्हें नहीं देखते हैं
(3) कि संपर्क संपर्कों को नुकसान नहीं पहुँचाएं और उन्हें अपनी आजीविका से बचने से पहले विकल्प का प्रदान करने की आवश्यकता है
(4) कि पशुपालन आजीविका का अच्छा स्रोत है
85. Which is most relevant to the mid-day meal time in school?

1. It has nothing to do with teaching-learning.
2. It is a good teaching-learning opportunity for EVS teaching-learning.
3. It is for children who come empty stomach to school.
4. It wastes a lot of precious time of teaching-learning.

86. What does ‘learning without burden’ in the context of Environmental Studies imply?

1. Less weight of schoolbag
2. Less number of chapters in EVS textbooks
3. Load of incomprehension needs to be reduced
4. The EVS curriculum needs to be reduced to half

87. What purpose does group learning serve in an EVS classroom?

1. Boys and girls can learn separately
2. To segregate high performers and low achieving students and to do remedial teaching
3. To inculcate values of cooperation and working together to enable each child participate actively and learn
4. To manage students easily and reduce workload
88. What is the full form of ‘BALA’?

(1) Brain Aided Learning Assignment
(2) Braille as Learning Aid
(3) Building as Learning Aid
(4) Braille Aided Learning Assessment

89. What do ‘alternative frameworks’ mean?

(1) Textbook explanations of various physical phenomena
(2) Ideas that differ from the formally accepted explanations of the concepts
(3) Ideas presently held by scientists and social scientists
(4) All ideas that are firmly held by children

90. Women are weaker than men. It is a—

(1) myth
(2) scientific fact
(3) stereotype
(4) superstition
When it comes to structures that are both majestic and well-fortified, the classic European castle is the pinnacle of design. Across the ages castles changed, developed, and eventually fell out of use, but they still command the fascination of our culture.

Castles were originally built in England by Norman invaders in 1066. As William the Conqueror advanced through England, he fortified key positions to secure the land he had taken. Castles also served as bases of operation for offensive attacks. Troops were summoned to, organized around, and deployed from castles. In this way castles served both offensive and defensive roles in military operations.

Not limited to military purposes, castles also served as offices from which the lord would administer control over his fiefdom. They would address disputes, handle business, feast, and enjoy festivities. In this way castles served as important social centres in medieval England. Castles also served as symbols of power.

The first castles constructed in England were made from earth and timber. Those who constructed them took advantage of natural features, such as hills and rivers, to increase defenses. Since these castles were constructed from wood, they were highly susceptible to attacks by fire. Wooden castles were gradually replaced by stone, which greatly increased the strength of these fortifications; however, being made from stone did not make these castles entirely fireproof. Attackers could hurl flaming objects into the castle through the windows or ignite the wooden doors.

The demise of castles can ultimately be attributed to gunpowder. During the 15th century, artillery became powerful enough to break through stone walls. This greatly undermined the military role of castles. Castles were then replaced by artillery forts that had no role in civil administration, and country houses that were indefensible. Though castles no longer serve their original purposes, remaining castles receive millions of visitors each year from those who wish to experience these majestic vestiges of a time long passed.

91. Which one of the following is not a function of castles as expressed in the passage?

(1) Castles served both offensive and defensive purposes militarily.
(2) Castles served as symbols of power.
(3) Castles were important social centres in medieval England.
(4) Castles were the places where knights would keep their best horses.
92. Which one of the following best describes the main idea in Paragraph 2?
(1) It describes how and why William the Conqueror took control of England.
(2) It explains why castles were first built in England and the military purposes they served.
(3) It shows how Norman lords were often scared and frequently retreated.
(4) It details all of the purposes that English castles served.

93. The original castles were first made from earth and timber because—
(1) it takes a lot more time and energy to build a stone castle
(2) it did not occur to people to build castles out of stone
(3) people did not realize how weak wooden castles would be against fire
(4) wooden castles were prettier than dirty stone castles

94. Wooden castles were converted to stone castles as—
(1) wooden castles take a long time to build
(2) wooden castles are uncomfortable
(3) stone castles offer better defense
(4) stone castles stay cooler in the summer

95. Which one of the following best explains how gunpowder was the nemesis of traditional castles?
(1) Wars were fought with guns and hiding in castles was no longer necessary.
(2) Artillery forts with large cannons became more stylish than traditional castles.
(3) Defending castles grew difficult, since attackers could just shoot castle defenders.
(4) Cannons were able to knock down stone walls, so castles offered little protection.

96. Which one of the following titles would best describe the content of this passage?
(1) William the Conqueror: Bringing Castles to England
(2) Defending the Castle: Technologies Used to Defend Medieval Castles
(3) A Short History of Castles: The Rise and Fall of Castles in England
(4) Fancy Living: Learning about Castles, Palaces and Fortresses

97. Which one of the following is an opinion?
(1) Stone is more resistant to fire than wood.
(2) William the Conqueror built the first castles in England.
(3) It is unfortunate that castles no longer serve their original purposes.
(4) Castles were used as offices of administration during the Middle Ages.

98. Choose a word from the given options which means almost the same as the word 'vestiges' used in the passage.
(1) Reminder
(2) Outskirts
(3) Farrago
(4) Creation

99. Choose a word which serves as the antonym of the word 'pinnacle'.
(1) Nadir
(2) Crest
(3) Apex
(4) Steeple
Directions: Read the extract given below and answer the questions that follow (Q. Nos. 100 to 105) by selecting the correct/most appropriate options.

My mother bore me in the southern wild,
And I am black, but O! my soul is white;
White as an angel is the English child:
But I am black as if bereav’d of light.

My mother taught me underneath a tree
And sitting down before the heat of day,
She took me on her lap and kissed me,
And pointing to the east began to say.

Look on the rising sun: there God does live
And gives his light, and gives his heat away.
And flowers and trees and beasts and men receive
Comfort in morning joy in the noonday.

And we are put on earth a little space,
That we may learn to bear the beams of love,
And these black bodies and this sun-burnt face
Is but a cloud, and like a shady grove.

100. 'The Little Black Boy' was born in—
(1) the desert wastes
(2) the servants’ house
(3) the southern wild
(4) the east coast

101. 'The Little Black Boy' wished that he could be—
(1) educated
(2) older
(3) free
(4) white

102. The mother of 'the Little Black Boy' says God put people on earth—
(1) to learn to endure his love
(2) to work off their sins
(3) to prepare them for future trials
(4) to learn how to treat one another as equals

103. The mother of 'the Little Black Boy' says his dark skin and face are—
(1) a blessing
(2) a veil
(3) a curse
(4) a cloud

104. The phrase 'like a shady grove' is—
(1) a metaphor
(2) a simile
(3) an example of alliteration
(4) a personification

105. Through the phrase 'as if bereav’d of light', the poet hints at—
(1) low self-esteem of the child
(2) lack of hope for the future
(3) colour of the boy
(4) All of the above
Directions: Answer the following questions (Q. Nos. 106 to 120) by selecting the correct/most appropriate options.

106. Iconic mode of learning is based on the system of using—
(1) a variety of activities
(2) symbols
(3) images and diagrams
(4) different types of graph

107. While reading for comprehension, we understand that some pairs are examples of homograph. Which one of the following is a homograph?
(1) warm/tepid [being neither too hot nor too cold]
(2) lead [metal]/lead [give direction]
(3) lead [give direction]/dead [mortal]
(4) mail [post]/male [gender]

108. A ‘sight word’ is a vocabulary item—
(1) that needs proper visual understanding of the context
(2) that is to be learnt by heart
(3) that the reader recognizes and finds meaningful on sight without a complicated analysis
(4) that helps in judging the effectiveness of the author’s style

109. Which one of the following methods is suggested for teaching grammar at primary level?
(1) Deductive method
(2) Textbook method
(3) Inductive method
(4) Translation method

110. Flower and Hayes regarded which one of the following skills as ‘problem-creating and solving skill’?
(1) Listening
(2) Speaking
(3) Reading
(4) Writing

111. Find out the function word from the following.
(1) And
(2) Champion
(3) Handsome
(4) Seizing

112. What do you mean by ‘review’?
(1) Guess
(2) Evaluation
(3) Critical evaluation
(4) Assessment

113. Content words are called—
(1) functors
(2) grammatical words
(3) lexical words
(4) empty words
114. ‘Cloze’ means—
(1) finishing
(2) missing part
(3) close
(4) assessing

115. The last stage of writing is—
(1) controlled writing
(2) guided writing
(3) free writing
(4) advanced writing

116. The procedure of alphabetic method is—
(1) letters—words—phrases—sentences
(2) words—phrases—sentences—paragraph
(3) letters—words—sentences—paragraph
(4) letters—words—phrases—paragraph

117. “You ask, what has my government done for you? I can answer in two words a lot!”
The question put up here is—
(1) rhetorical
(2) stylized
(3) a prompt
(4) explanatory

118. According to the observation in the National Curriculum Framework (NCF)-2005, English is a _____ language in India.
(1) second
(2) foreign
(3) first
(4) global

119. Read the exchange:
Teacher: Shall we go out to the garden and find out the names of those flowers near the corridor?
Student: Yes, yes, yeah.
Teacher: Yes, Ma’am, please.
Here, the teacher—
(1) relates language function with politeness
(2) makes a polite suggestion to start reading
(3) confirms the student’s request
(4) offers an alternative language activity

120. Which one of the following helps in learning the second language without using the printed text?
(1) Natural approach
(2) Language immersion
(3) Grammar-translation method
(4) Situational approach
भाग—IV
भाषा—I
हिंदी

निदेश : नीचे दी गई कविता की पंक्तियों को पढ़कर पूछे गए प्रश्नों (प्रश्न सं 91 से 96) के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

पूर्व चलने के बटोरी,
बात की पहचान कर ले।

ई अनिश्चित किस जगह पर,
सेरित गिरी गढ़ मिलेंगे
ई अनिश्चित किस जगह पर
बाग बन सुंदर मिलेंगे।

किस जगह यात्रा खम हो
जाएगी यह भी अनिश्चित
ई अनिश्चित कब सुमन कब
कंटकों के शर मिलेंगे।

कौन सहसा छू जाएँए
मिलेंगे कौन सहसा
आ पड़े कुछ भी स्केरा
तू न ऐसी आन कर ले।

पूर्व चलने के बटोरी,
बात की पहचान कर ले।

91. कविता की पंक्तियों में यात्रा की किस विशेषता की ओर संकेत किया गया है?

(1) कठिनाईयों की ओर
(2) सुखों की ओर
(3) अनिश्चितता की ओर
(4) सहस्स की ओर

92. कविता में आए ‘सुमन और कंटक’ किस भाव के प्रतीक है?

(1) पूल और काँटे
(2) बाग और बन
(3) सुख और दुख
(4) प्रिय और अप्रिय

93. कविता की पंक्तियों में कवि व्यक्ति को किस बात की प्रेरणा दे रहा है?

(1) हर श्यामति में साहस दिखाने की
(2) पर्वतों को देखकर न ढ़से की
(3) गहरी नदियों से न ड़से की
(4) हर श्यामति में आगे बढ़ने की

94. इस जीवन-यात्रा में—

(1) कुछ भी निश्चित नहीं है
(2) सब कुछ निश्चित है
(3) सब ओर मुक्तियों हैं
(4) सब ओर सुख है

95. नीचे दिए गए शब्दों में से ‘सेरित’ का समानार्थी शब्द कौन-सा नहीं है?

(1) तत्त्वी
(2) जयमाला
(3) नद
(4) प्रवाह

96. ‘अनिश्चित’ शब्द में कौन-सा प्रत्यय आ सकता है?

(1) ते
(2) ति
(3) ती
(4) ता
विदेशः नीचे लिखे गए अनुच्छेद को पढ़कर पूछे गए प्रश्नों (प्रश्न सं 97 से 105) के उत्तर/सबसे उपयुक्त उत्तर बताने के लिए कृपया नीचे दिए गए लिखने की सज्जना कीजिए।

राष्ट्रपति वर्षों और सांस्कृतिक समारोहों के दौरान गीत गाए जाएं, कविताएं सुनी और सुनाई जाएं, इसे लेकर माता-पिताओं, स्कूल और समाज में व्यापक सहमति है लेकिन गीत-कविताएं बच्चों के जीवन में रच-बस जाएं, वे उनका भरपूर आंदोलन लेने लगें, खुद तुकबंदियों करने लगें, रचने लगें, यह माता-पिता को मंजूर नहीं। माता को लगता है ऐसा करते हुए तो वे उस राह से भटक जाएँ जिस राह पर वे उन्हें चलाना चाहते हैं। जिस राह से वे उन्हें अपनी सोच हुई मजबूत पर पहुँचाना चाहते हैं। उनकी इस इच्छा में यह मनमोहक है कि बच्चे बैठा कुछ भी नहीं करें जो वे करना चाहते हैं बल्कि वे बैठा करे जैसा माता-पिता चाहें हैं। उनके भीतर बच्चे के स्वतंत्रतापूर्वक सीखने की प्रक्रिया के प्रति सत्ता संदेह और गहरा डर बना रहता है। यही हाल स्कूल का भी है।

गीत-कविता स्कूल और कक्षाओं की रोजमर्रा की गतिविधि का हिस्सा बन जाए यह स्कूल को मंजूर नहीं। स्कूल को लगता है इस सबके लिए समय कहाँ है। यह पाठ्य-पुस्तक से बाहर की गतिविधि है। शिक्षक और शिक्षा अधिकारी चाहते हैं शिक्षक पहले परीक्षा परीक्षण भेजते लाने के लिए काम करें।

दूसरी और हमारी संस्कृति और समाज में गीत-कविता की जो जगहें थीं वे जगहें लगातार सीमित हुईं हैं। गीत गाने, सुनने-सुनाने के अवसर हुआ ठहरते थे, वे अवसर ही गीत-कविताओं को गुमाना रह सकते के लिए बाद करने को प्रेरित करते थे। सहजजन्य और रचने के लिए प्रेरित करते थे। उनमें कुछ जोड़ने के लिए प्रेरित करते थे। इस सबके लिए अधिकारी प्राप्तों की जरूरत नहीं पड़ती थी, वह जीवन-शैली का स्वाभाविक हिस्सा था। बच्चों के लिए पढ़ाई से अधिक खेलने-कूदने के लिए समय और जगहें थीं। खेलने-कूदने की मस्ती के दौरान ही उनके बीच से स्वतः ही नये खेलों, तुकबंदियों और खेलतालियों और बालगों का मुख भी हो जाया करता था। उनकी वे रचनाएं बचने में आ जाया करती थीं, ज्ञान पर चढ़ जाती थीं और सालों-साल उनकी टोलियों के बीच बनी रहती थीं। समय के साथ उनमें कुछ कमी पाए, जाने पर संशोधित होती रहती थीं।

97. गीत-कविता बच्चों के जीवन में रच-बस जाए यह माता-पिता को पसंद नहीं है, क्योंकि इससे बचें—
(1) पढ़ाई-लिखाई में बहुत पिछड़ सकते हैं
(2) माता-पिता द्वारा तय लक्ष्य को प्राप्त न कर सकेंगे
(3) केवल आंदोल न ही खोए रहें
(4) केवल कविता ही लिखने रहें

98. गीत-कविता स्कूलों को भी पसंद नहीं है, क्योंकि उन्हें लगता है कि—
(1) स्कूली पढ़ाई-लिखाई से इसका कोई संबंध नहीं है
(2) इसके बच्चों का बहुत समय नष्ट होता है
(3) इसके परीक्षा परीक्षण दे से आएँ
(4) यह सीखना बहुत ही बाध्यकार काम है

99. गीत-कविता के बारे में कौन-सा कथन सही नहीं है?
(1) ये संस्कृति का अभिव्यक्ति हिस्सा है।
(2) ये जीवन-शैली का स्वाभाविक हिस्सा है।
(3) ये भाषा-सुननात्मकता को पोषित करते हैं।
(4) समाज में इनका व्यापक सहमति नहीं है।

100. शिक्षा-व्यवस्था गीत-कविता को किस दृष्टि से देखती है?
(1) बाधक के रूप में
(2) साधक के रूप में
(3) सहयोगी के रूप में
(4) संपूर्ण के रूप में

101. अनुच्छेद के आधार पर गीत-कविता के बारे में कौन-सा कथन सही नहीं है?
(1) स्कूल और परिवार इसकी महत्व को समझ नहीं रहे।
(2) इसके बच्चे अपनी राह से भटक जाएँ।
(3) ये बच्चों को शब्दों से खेलने का अवसर देते हैं।
(4) बच्चे इनका भरपूर आंदोल लेते हैं।
102. बच्चों के लिए लक्ष्य कौन निर्धारित करता है?
   (1) स्वयं बच्चे
   (2) माता-पिता
   (3) स्कूल
   (4) शिक्षा अधिकारी

103. ‘कविताएँ सुनी-सुनायी जाएँ’ में किया है—
   (1) अक्रमक
   (2) सक्रमक
   (3) प्रेरणार्थक
   (4) द्विक्रमक

104. ‘सांस्कृतिक’ में प्रत्यय है—
   (1) तिक
   (2) कृतिक
   (3) इक
   (4) क

105. ‘मंजूर’ का समानार्थी शब्द है—
   (1) पसंद
   (2) प्रस्ताव
   (3) स्वीकार
   (4) अच्छा

निदेश : नीचे दिए गए प्रश्नों (प्रश्न सं. 106 से 120) के सही/सबसे उपयुक्त उत्तर बाले विकल्प को चुनिए।

106. प्राथमिक स्तर पर हिंदी भाषा सिखाने के लिए सबसे अधिक जरूरी है—
   (1) भाषा शिक्षक का भाषा-ज्ञान
   (2) कक्षा में रंगीन पाठ्य-पुस्तकें
   (3) कक्षा में प्रिंट समृद्ध परिवेश
   (4) कक्षा में लिखित आकलन

107. बच्चे बोल-चाल की भाषा का अनुभव लेकर विद्यालय आते हैं। इसका निहितार्थ है कि—
   (1) बच्चों को बोल-चाल की भाषा न सिखाई जाए
   (2) बच्चों की बोल-चाल की भाषा को सुधारा जाए
   (3) बच्चों के भाषायी अनुभवों का उचित प्रयोग किया जाए
   (4) बच्चों के भाषायी अनुभवों को कक्षा के बाहर रखा जाए

108. भाषा सीखने-सिखाने में आप किसे सबसे अधिक महत्वपूर्ण मानते हैं?
   (1) संज्ञानात्मक विकास
   (2) सामाजिक अंतःक्रिया
   (3) दृश्य-श्रव्य सामग्री
   (4) बाल साहित्य
109. हिंदी भाषा शिक्षक का यह प्रयास होना चाहिए कि वे—

(1) बच्चों की भाषा सन्दर्भी सहज रचनाशक्ति को बढ़ाने के अवसर दें

(2) बच्चों की मातृभाषा के स्थान पर हिंदी भाषा को ही कक्षा में स्थान दें

(3) बच्चों द्वारा मानक भाषा का ही प्रयोग करने के लिए अवसर दें

(4) बच्चों को शिक्षाप्रद बाल साहित्य पढ़ने के भरपूर अवसर दें

110. कक्षा पाँच के बच्चों के भाषा आकलन के संदर्भ में आप किस सवाल को सबसे कमजोर मानते हैं?

(1) केशव सबसे क्या कहता होगा? कल्पना करके केशव के शब्दों में लिखो。

(2) यदि इतना तुम्हारे स्कूल में आए तो उसे किन-किन कामों में परेशानी होगी?

(3) अपने दोस्तों से पूछकर पता करो कि कौन किस बात से घबराता है।

(4) ‘इंद्रघट’ कहानी में हामिद ने मुले से क्या खरीदा?

111. _________ भाषा का अति महत्वपूर्ण प्रकार्य है।

(1) सुनना

(2) अक्षर-ज्ञान

(3) सम्प्रेषण

(4) लेखन

112. सुनने और लिखने की कुशलता का आकलन करने का सबसे अच्छा तरीका है—

(1) कविता सुनना और शब्दश: लिखना

(2) कविता सुनकर प्रश्नों के उत्तर लिखना

(3) सुनी गई कहानी को अपने शब्दों में लिखना

(4) सुनी गई कहानी को शब्दश: लिखना

113. सार्थक पढ़ने समय कभी-कभी बायकों, शब्दों की पुनरावृति करता है। यह भाषाकी व्यवहार दर्शाता है कि—

(1) वह पढ़ने में अधिक समय लेता है

(2) वह अटक-अटक कर ही पढ़ सकता है

(3) वह समझ के साथ पढ़ने की कोशश करता है

(4) उसे लंबे शब्दों को पढ़ने में कठिनाई होती है

114. हिंदी भाषा में आकलन का उद्देश्य नहीं है—

(1) बच्चों की भाषा-प्रगति को अभिभावकों और अन्य शिक्षकों को बताना

(2) भाषा सीखने के संदर्भ में प्रतेश्व बच्चों की विशेष आवश्यकता की पहचान करना

(3) भाषा सीखने-सिखाने की प्रक्रिया को उन्मत बनाना

(4) बच्चों की भाषागत वृत्तियों की ही पहचान करना
115. आपके विचार से प्राथमिक स्तर पर उत्कृष्ट लेखन कार्य का उदाहरण है—

(1) ‘छोटियाँ कैसे मनाईं?’ इस विषय पर अनुच्छेद लिखना

(2) ‘मेरे सपनों का भारत’ विषय पर अनुच्छेद लिखना

(3) पाठ्य-पुस्तक से अन्य कठिन शब्दों का श्रृंखलन

(4) किसी आँखों-देखी घटना का लिखित वर्णन करना

116. भाषा सीखने के संदर्भ में कौन-सा कथन सही है?

(1) बच्चों में भाषा अर्जित करने की जनमजात क्षमता होती है।

(2) बच्चों में भाषा अर्जित करने की जनमजात क्षमता नहीं होती।

(3) बच्चे विद्यालय आकर ही भाषा सीखते हैं।

(4) बच्चे विभिन्न संचार माध्यमों से ही भाषा सीखते हैं।

117. डिस्क्राफेसिया से प्रभावित बच्चों को मुख्य रूप से ______ में कठिनाई होती है।

(1) सुनने

(2) बोलने

(3) पढ़ने

(4) लिखने

118. प्राथमिक स्तर की हिंदी भाषा की पाठ्य-पुस्तक में आप किसे सर्वाधिक महत्वपूर्ण मानते हैं?

(1) बहुत प्रसिद्ध लेखकों की प्रसिद्ध रचनाएँ

(2) नैतिक मूल्यों वाली कहानी-कथाएँ

(3) बहुतायत में दिए गए अभ्यास कार्य

(4) हिंदी भाषा को विभिन्न रूप देने वाली रचनाएँ

119. बहुभाषीक कक्षा में बच्चों की भाषाएँ—

(1) संसाधन के रूप में कार्य कर सकती हैं

(2) शिक्षक के लिए बेहद जटिल चुनौती हैं

(3) आकलन की प्रक्रिया को बाधित करती हैं

(4) भाषा सीखने की प्रक्रिया को बाधित करती हैं

120. भाषा सीखने और भाषा अर्जित करने में अंतर का मुख्य आधार है—

(1) भाषा की पाठ्य-पुस्तकें

(2) भाषा का लिखित आकलन

(3) भाषा का उपलब्ध परिवेश

(4) भाषा की जटिल संरचनाएँ
Directions: Read the passage given below and answer the questions that follow (Q. Nos. 121 to 129) by selecting the correct/most appropriate options.

Man who is believed to have evolved from apes, is a curious mixture of varied motives. He is not only the subject of needs but is also their creator. He not only seeks to satisfy his needs but also caters to his desire for beauty and grace. He is eager to satisfy his passion for more and more knowledge. Although in a general way, the maxim 'necessity is the mother of invention' is true, it is by no means the whole truth. Man is something much greater than an intelligent being using his intellect to make newer inventions from time to time. He has within him a spirit which is ever exhorting him to cut down his needs and learn to be happy with what he has. The real purpose underlying this maxim lies in its utility in the worldly sense. It tells us to be up and doing, not to be passive in our attitude to life. It asks us not to remain slaves of old habits and ways of life. We must face the new situations with a creative mind. Every new difficulty, every new problem, which confronts us in life, can be tackled successfully with the spirit of inventiveness.

121. Which one of the following is not the whole truth according to the passage?

(1) Man has a desire for beauty and grace.
(2) Necessity is the mother of invention.
(3) Man desires to cut down his needs and wants.
(4) Man learns to be happy with what he has.

122. What does the maxim mentioned in the passage teach us?

(1) To be worldly in the strict sense of the term
(2) To be slave of our needs and wants
(3) To endeavour constantly to create new passions and desires
(4) To be active in life and do something to help mankind

123. What does the spirit within man tell him to do?

(1) To be a mixture of varied motives
(2) To evaluate the situations intelligently
(3) To cut down his desires and passions
(4) To acquire more and more wealth and comforts
124. Which of the following statements is/are true in the context of the passage?

I. Man should be passive in his attitude to life.
II. Spirit of inventiveness may not stand in good stead in solving every new problem.
III. Man has a passion for more and more knowledge.

(1) Only I
(2) Only I and II
(3) Only III
(4) Only II and III

125. Which one of the following is similar in meaning to the word 'maxim' as used in the passage?

(1) Principle
(2) Direction
(3) Value
(4) Observation

126. Which one of the following is not the characteristic of man as per the passage?

(1) Man has many needs and motives.
(2) Man creates many needs for himself.
(3) Man seeks to satisfy his needs.
(4) Man desires to have more and more comforts and money.

127. Which one of the following statements is not true as per the passage?

(1) Spirit of inventiveness will stand in good stead.
(2) Man is the subject of various wants.
(3) Man creates new needs because they are sometimes good or beautiful.
(4) Man’s inner spirit tells him to be on the look out for newer and higher wants.

128. Choose the word which is opposite in meaning to the word ‘seeks’ as used in the passage.

(1) Deplores
(2) Avoids
(3) Vanishes
(4) Approaches

129. Which one of the following is similar in meaning to the word ‘exhorting’ as used in the passage?

(1) Urging
(2) Supporting
(3) Demanding
(4) Clarifying
Did you know that there is a fiber that is as flexible and lightweight as nylon yet five times stronger than steel? Did you know that this fabric is resistant to temperatures higher than 500 degrees Fahrenheit? Did you know that a woman invented this fiber? This miraculous fabric is called Kevlar and it is used to make everything from body armor to musical instruments.

The year was 1964. There were gasoline shortages due to conflict in the Middle East. A Polish-American chemist named Stephanie Louise Kwolek was working for DuPont, an American chemical company. She and her group were trying to make a lightweight, yet durable fiber to be used in tires. Lighter tires would allow vehicles to get better gas mileage, but the tires had to be strong enough to resist the wear and tear of the road. They had been working on the problem for some time and had little success, until Kwolek had a breakthrough.

Kwolek and her group were synthesizing or creating fibers to test. During one of the steps in the process, Kwolek created a milky white solution by mixing two chemicals that were often used in the process. This solution was usually thrown away, but Kwolek convinced one of the technicians to help her test it. They were amazed to discover that the fabric that Kwolek had created was not only more durable than nylon, it was more durable than steel. Kwolek had invented Kevlar.

Kevlar is a remarkable fabric known for its strength and durability. Since its invention, it has found its way into a wide variety of products. Kevlar is used in sporting equipment like bike tires, bowstrings and tennis racquets. It is used in musical instruments like drumheads, reeds and speaker cones. And it is used in protective gear like motorcycle safety jackets, gloves and shoes. However, Kevlar is best known for its ability to stop bullets.

Richard Armellino created the first Kevlar bulletproof vest in 1975. It contained 15 layers of Kevlar, which could stop handgun and shotgun bullets. The vest also had a steel plate over the heart, which made the vest strong enough to stop rifle rounds. Vests like Armellino’s were quickly picked up by police forces and it is estimated that by 1990, half of all police officers in America wore bulletproof vests daily. By 2006, there were over 2000 documented police vest ‘saves’, or instances where officers were protected from deadly wounds by wearing bulletproof vests.

130. Which one of the following is not a product that has been made with Kevlar?
   (1) Tennis racquets
   (2) Bungee jumping cords
   (3) Brake pads
   (4) Body armor

131. For which of the following characteristics is Kevlar known?
   (1) Heat resistant
   (2) Strength
   (3) Durability
   (4) All of the above
132. Which one of the following caused the search for a fabric like Kevlar?

(1) A shortage in the gasoline supply  
(2) A desire to protect police officers  
(3) The need to replace asbestos  
(4) The want of better musical instruments

133. A vest made of 15 layers of Kevlar with no steel plates could stop all but which of the following rounds?

(1) Handgun rounds  
(2) Shotgun pellets  
(3) Rifle rounds  
(4) It could stop all of the above

134. How much stronger is Kevlar than steel?

(1) Half as strong  
(2) As strong  
(3) Five times as strong  
(4) 200 times as strong

135. What product was Kwolek trying to improve when she invented Kevlar?

(1) Tires  
(2) Milk  
(3) Brake pads  
(4) Armor

Directions: Answer the following questions (Q. Nos. 136 to 150) by selecting the correct/most appropriate options.

136. The study of meaning in a language is known as—

(1) syntax  
(2) semantics  
(3) morphology  
(4) linguistics

137. The teacher tells a story about animals. Children make animal noises every time they hear the name of the animal. It is—

(1) total physical response  
(2) communicative language teaching  
(3) grammar translation  
(4) reading approach

138. Any of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives is known as—

(1) method  
(2) technique  
(3) syllabus  
(4) approach
139. A test which is administered at the end of a language course for remedial teaching is—

(1) diagnostic test
(2) placement test
(3) achievement test
(4) memory test

140. The practice of grammatical structures in a controlled manner can be done by—

(1) correcting wrong sentences produced by learners
(2) gap-filling grammar exercises
(3) writing paragraphs and essays
(4) explaining the use of particular structures

141. “In the backyard, the dog barked and howled at the cat” is an example of—

(1) simple sentence
(2) sentence fragment
(3) complex sentence
(4) complex compound sentence

142. Which one of the following methods of teaching cannot be used inter-changeably with each other?

(1) Reference method
(2) Incidental method
(3) Direct method
(4) Correlative method

143. Which one of the following statements is true?

(1) All formative tasks are meant for assessment.
(2) Assignments need to be given as classwork followed by homework everyday to provide variety and practice.
(3) Formative assessment, to be effective, must be conducted only after teaching a lesson.
(4) While all formative tasks are meant for improving teaching-learning, some are used for assessment too.

144. Mother tongue influence can be effectively minimized in the classroom by—

(1) using the mother tongue more often
(2) giving examples from the mother tongue
(3) giving a lot of exposure in the target language
(4) giving inputs from the target language in a simple, graded manner
145. Which one of the following sentences is a result of error arising out of translation from our language to another?

(1) The teacher is giving examination.
(2) The students are giving their examination.
(3) My joy knew no bounds.
(4) Are you going by the train?

146. Reading skill can be developed best by—

(1) writing answers to questions on text
(2) focusing on the use of words from context in the text
(3) doing vocabulary exercises
(4) doing quizzes and playing word games

147. Who would be the implementer of education?

(1) Teacher
(2) Education Department
(3) Student
(4) Curriculum

148. A listening stimulus—

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

149. If a language teacher has taught a topic in the class and no student asks questions in her class, then may be—

(1) students are not paying attention
(2) she had been an excellent teacher
(3) whatever was taught was beyond the comprehension of the students
(4) all the students are at a higher level of learning

150. The founder of Structural Grammar was—

(1) Newfield
(2) Chapman
(3) Chomsky
(4) Fries
निर्देश: नीचे दिए गए प्रश्नों (प्रश्न संख्या 121 से 135) के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

121. ग्रामीण स्तर पर बच्चों में लिखने का कौशल इस सीमा तक हो कि वे—
(1) सुंदर अक्षरों में लिख सकें
(2) छोटी कहानी लिख सकें
(3) विभिन्न उद्देश्यों के लिए लिख सकें
(4) मानक वर्तनी में लिख सकें

122. हिंदी भाषा के संदर्भ में एक महत्वपूर्ण उद्देश्य है कि बच्चे—
(1) अपना शब्द-भंडार विकसित कर सकें
(2) व्यक्तिगत नियम को बाद कर सकें
(3) कहीं या लिखी गई बात आलोचनात्मक दृष्टि से परख सकें
(4) कहीं या लिखी गई बात को शब्दश: कह और लिख सकें

123. ग्रामीण स्तर पर हिंदी भाषा का शिक्षण करते समय आप किस बिंदु पर सर्वाधिक बल देंगे?
(1) हिंदी भाषा के मुहावरे और लोकोक्तियाँ
(2) हिंदी भाषा की विभिन्न वाक्य-संरचनाएं
(3) हिंदी भाषा का साँदर्भ और आंचलिकता
(4) हिंदी भाषा की मानक वर्तनी

124. पहली कक्षा की हिंदी भाषा की पाठ्य-पुस्तक में आप किस विषय को सबसे आधिक महत्व देंगे?
(1) कहानी (2) नाटक (3) डायरी (4) निबंध

125. पढ़ने का प्रारंभ _____ से ही हो और किसी उद्देश्य के लिए हो।
(1) अक्षर (2) शब्द (3) वाक्य (4) अर्थ

126. भाषा अर्जित करने के संदर्भ में कौन-सा कार्य उचित नहीं है?
(1) यह एक सहज प्रक्रिया है।
(2) यह एक व्यापक प्रक्रिया है।
(3) बच्चे भाषा के नियमों को आत्मसात करते हैं।
(4) बच्चों को नियम बनाना सिखाया जाता है।

127. लिखना सीखने में सबसे अधिक महत्वपूर्ण है—
(1) अक्षर-ज्ञान (2) शब्द-ज्ञान (3) वाक्य-संरचना (4) अर्थ की अभिव्यक्ति

128. वाङ्गोत्सवी ने भाषा-विकास का ______ परिप्रेक्ष्य प्रस्तुत किया।
(1) व्यवहारवादी
(2) समाज-सांस्कृतिक
(3) व्यवहार-सांस्कृतिक
(4) संज्ञानवादी

129. शहरीकृषि कक्षाओं में बच्चों की घर की भाषा का स्थान देने की दृष्टि से कौन-सा कार्य सर्वाधिक प्रभावी है?
(1) हिंदी भाषा के शब्दों को अपनी भाषा में कहो
(2) हिंदी भाषा के शब्दों को अपनी भाषा में लिखो
(3) हिंदी भाषा में सुनी कहानी को अपनी भाषा में कहो
(4) अपनी भाषा में अपनी पसंद का कोई गीत सुनाओ
130. कक्षा पाँच के बच्चों की हिंदी भाषा का आकलन करने में कौन-सा प्रश्न सर्वाधिक उपयोगी है?
(1) जूरी के कितने बैल थे?
(2) जूरी के बैलों के नाम बताएं।
(3) गाय कैसा व्यक्ति था?
(4) हीरा समझदार था या मोती? क्या?

131. हिंदी भाषा में आकलन का मुख्य उद्देश्य है—
(1) बच्चों के व्यक्तरण-ज्ञान को जानना
(2) बच्चों के शब्द-रंगरंग का आकलन करना
(3) प्रभावी भाषा-प्रयोग में बच्चों की मदद करना
(4) भाषा-प्रयोग संबंधी तुलियों का आकलन करना

132. तीसरी कक्ष का मोहित अक्षर पढ़ते समय शब्दों की पुनरावृत्ति करता है। आप उसके पठन के बारे में क्या कहते हैं?
(1) उसे पढ़ना नहीं आता
(2) उसे पढ़ने में बहुत कठिनाई होती है
(3) वह अर्थ की खोज में पुनरावृत्ति करता है
(4) उसे शब्द पढ़ने में कठिनाई होती है

133. भाषा सीखने-सिखाने की प्रक्रिया में सबसे कम महत्वपूर्ण है—
(1) भाषा की पाठ्य-पुस्तक
(2) भाषा का आकलन
(3) भाषा-शिक्षण की पढ़ाई
(4) भाषा का परिवेश

134. भाषा शिक्षक के लिए जुरूरी है कि वे भारतीय भाषाओं की ______ को स्वीकार करें और समुद्र साहित्य को ______ की दृष्टि से देखें।
(1) जूरिताओं, साहित्यिक
(2) विषमताओं, सराहना
(3) विविधता, सराहना
(4) सराहना, विविधता

135. पहली कक्षा के बच्चों के साथ कविता गायन के बाद आप क्या करते?
(1) बच्चों से कहें कि वे सुनी हुई कविता को शब्दवर्तक सुनाएं
(2) बच्चों से कविता पर आधारित प्रश्न पूछें
(3) बच्चों को कविता में आए पाँच शब्द बताने के लिए कहें
(4) बच्चों से कहें कि वे अपनी भाषा में अपने पसंद की कोई कविता सुनाएं

निर्देश : नीचे दिए गए अनुछेद को पढ़कर पूछें गए प्रश्नों (प्रश्न संo 136 से 143) के सही/सबसे उपयुक्त उत्तर बाले विकल्प को चुनिए।

बच्चों की दुनिया में कोई लड़ाई नहीं होती। उनके लिए दुनिया है और वे इस दुनिया में आना चाहते हैं। बच्चों को यह सुनना अच्छा नहीं लगता कि यह दुनिया इतनी बेकार है, यहाँ करने के काबिल कुछ भी नहीं है और इससे बचकर कितना पूर्वाभाव जा सकता है। संभवतः सबसे महत्वपूर्ण बात यह है कि न्यू लिटरेल स्कूल के शिक्षक खुले और सचें हैं अर्थात, वे लोग उन सभी विषयों पर बात करने के लिए तपाई रहते हैं जिन पर बच्चे बात करना चाहते हैं। वे अपने सच्चे विचार प्रकट करते हैं और कोई बात अगर वे नहीं जानते तो स्वीकार कर लेते हैं। ज्यादातर शिक्षकों के साथ ऐसा नहीं है। संबंधों से यह स्पष्ट होता है कि 90 प्रतिशत अमेरिकी शिक्षक विवादास्पद विषयों के बारे में स्कूल में बात करने में विभाजित नहीं करते तथा बच्चों को भी इन विषयों के बारे में बात नहीं करने देते। हालाँकि वे अच्छी तरह जानते हैं कि बच्चों की इन विषयों में सबसे अधिक संबंध होती है। इसलिए पारंपरिक स्कूलों में बच्चे ज्यादा बात नहीं कर सकते और जब करते भी हैं तब वे जो चाहते हैं वह बात नहीं कर सकते और इमानदारी से नहीं कर सकते। इसके अलावा शिक्षकों को प्रशिक्षण में बार-बार सिखाया जाता है कि अपनी अज्ञानता, अभिशाप और उत्तराधिकार को कभी स्वीकार नहीं करें। सबसे अहम बात यह है कि उनमें कूट-कृत कर यह भरा जाता है कि छात्रों से एक पेशेवर दूरी रखें और अपनी व्यक्तित्व जिद्दी और
136. ‘न्यू लिटिल स्कूल के शिक्षक खुले और सचे हैं’ में ‘खुले’ का अर्थ है—
(1) बहुत खुले स्थान में रहना
(2) बिना दुराव-छिपाव के बात करना
(3) व्यापक रूप से सोचने बाले
(4) खुले तौर पर काम करने बाले

137. अमेरिकी शिक्षकों के बारे में कौन-सी बात सही है?
(1) वे बच्चों के साथ सभी तरह की बात करते हैं।
(2) वे बच्चों को सभी तरह की बात करने देते हैं।
(3) वे बच्चों के साथ सभी तरह की बात नहीं करते।
(4) वे बच्चों के साथ रोचक विषयों के बारे में बात करते हैं।

138. शिक्षकों को प्रशिक्षण में यह सिखाया जाता है कि—
(1) वे यह स्वीकार करें कि वे अज्ञान हैं
(2) वे यह स्वीकार करें कि वे उलझे हुए हैं
(3) वे यह स्वीकार न करें कि उन्हें ज्ञान नहीं है
(4) वे यह स्वीकार न करें कि वे शिक्षक हैं

139. बच्चों की सबसे ज्ञान जिज्ञासा किस बात में है?
(1) शिक्षकों के निजी जीवन में
(2) शिक्षकों की अज्ञानता में
(3) शिक्षकों के प्रशिक्षण में
(4) शिक्षकों की उलझों में

140. पारंपरिक स्कूलों के बारे में कौन-सा कथन सही नहीं है?
(1) पारंपरिक स्कूलों में बच्चे ज्ञान बात नहीं कर सकते।
(2) पारंपरिक स्कूलों में बच्चे ज्ञान बात कर सकते हैं।
(3) पारंपरिक स्कूलों में बच्चे मनपसंद बात नहीं कर सकते।
(4) पारंपरिक स्कूलों में बच्चे ईमानदारी से बात नहीं कर सकते।

141. “बच्चों की दुनिया में कोई लड़ाई नहीं होती” —वाक्य से तात्पर्य है—
(1) बच्चों की दुनिया में कोई लड़ाई नहीं है।
(2) बच्चों को दुनिया से खरीद है।
(3) बच्चों को लड़ाई पसंद नहीं है।
(4) बच्चे लड़ाई नहीं करते।

142. ‘विचार’ शब्द में ‘इक’ प्रत्यय लगाने से शब्द बनेगा।
(1) वैचारिक
(2) विचारिक
(3) वैचारिक
(4) विचारिक

143. ‘ईमानदारी’ शब्द है—
(1) भाववाचक संज्ञा
(2) व्यक्तिवाचक संज्ञा
(3) समूहवाचक संज्ञा
(4) जातिवाचक संज्ञा
144. हेंडल घाटी में किन पेड़ों के होने वाले विनाश के बिन्दु जुलूस निकाले गए?
(1) देवदार
(2) चीड़
(3) पीपल
(4) आम

145. महिलाओं ने पेड़ों का रक्षा-बंधन कैसे किया?
(1) यह उस घाटी की रसम थी
(2) पेड़ों को सुंदर बनाने के लिए
(3) उनकी महर-पहरी करने के लिए
(4) पेड़ों को बचाने के लिए

146. वन काटने का सबसे अधिक कष्ट महिलाओं को क्यों उठाना पड़ता है?
(1) केवल उन्हें ही वन से प्रेम था
(2) उन्हें चारा लाने के लिए दूर जाना पड़ता है
(3) उन्हें बनों की घनी धारा नहीं मिलती
(4) उन्हें बनों से लीसा नहीं मिलता

147. चीड़ के पेड़ों को किससे बहुत नुकसान हो रहा था?
(1) बहुत ऊँचे अधिकारियों से
(2) अधिक पास-चारा लाने से
(3) बहुत अधिक लीसा निकालने से
(4) कुछ ठेकेदारों से

148. पेड़ कटने से किसका खतरा बढ़ जाएगा?
(1) बाड़ और लकड़ी का
(2) भू-विलग्न और बाड़ का
(3) भू-विलग्न और लकड़ी का
(4) लकड़ी और चारे का

149. ‘रोजी-रोटी’ शब्द है—
(1) संज्ञा
(2) सर्वनाम
(3) विशेषण
(4) शब्द-पुम

150. “कुछ ठेकेदारों ने तो वातवन में वह बात मानी” —वाक्य में निपत है—
(1) कुछ
(2) ने
(3) तो
(4) वह
READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

1. The manner in which the different questions are to be answered has been explained in the Test Booklet which you should read carefully before actually answering the questions.

2. Out of the four alternatives for each question, only one circle for the correct answer is to be darkened completely with Black/Blue Ballpoint Pen on Side-2 of the OMR Answer Sheet. The answer once marked is not liable to be changed.

3. The candidates should ensure that the Answer Sheet is not folded. Do not make any stray marks on the Answer Sheet. Do not write your Roll No. anywhere else except in the specified space in the Answer Sheet.

4. Handle the Test Booklet and Answer Sheet with care, as under no circumstances (except for discrepancy in Test Booklet Code or Number and Answer Sheet Code or Number), another set will be provided.

5. The candidates will write the correct Test Booklet Code and Number as given in the Test Booklet/Answer Sheet in the Attendance Sheet.

6. A machine will read the coded information in the OMR Answer Sheet. Hence, no information should be left incomplete and it should not be different from the information given in the Admit Card.

7. Candidates are not allowed to carry any textual material, printed or written, bits of papers, pagers, mobile phones, electronic devices or any other material except the Admit Card inside the Examination Hall/Room.

8. Mobile phones, wireless communication devices (even in switched off mode) and the other banned items should not be brought in the Examination Hall/Room. Failing to comply with this instruction, it will be considered as using unfair means in the examination and action will be taken against them including cancellation of examination.

9. Each candidate must show on demand his/her Admit Card to the Invigilator.

10. No candidate, without special permission of the Centre Superintendent or Invigilator, should leave his/her seat.

11. The candidates should not leave the Examination Hall/Room without handing over their Answer Sheet to the Invigilator on duty and sign the Attendance Sheet twice. Cases where a candidate has not signed the Attendance Sheet second time will be deemed not to have handed over the Answer Sheet and dealt with as an unfair means case. The candidates are also required to put their left hand THUMB impression in the space provided in the Attendance Sheet.

12. Use of Electronic/Manual Calculator is prohibited.

13. The candidates are governed by all Rules and Regulations of the Examining Body with regard to their conduct in the Examination Hall/Room. All cases of unfair means will be dealt with as per Rules and Regulations of the Examining Body.

14. No part of the Test Booklet and Answer Sheet shall be detached under any circumstances.

15. On completion of the test, the candidate must hand over the Answer Sheet to the Invigilator in the Hall/Room. The candidates are allowed to take away this Test Booklet with them.